



YEAR 9

Course Selection Handbook

2024

37 Graf Road
Somerville Victoria 3912

Phone: 5973 1000
Fax 5977 9842

Email
somerville.sc@education.vic.gov.au

Website
www.somervillesc.vic.edu.au

*'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/carers 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/carers, 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:

1. Providing an inclusive, encouraging, caring, safe and secure learning environment
2. Developing responsible behaviours through clear expectations and high levels of consistency and accountability
3. Providing an engaging and appropriately challenging learning environment with high expectations for learners within a culture of continuous improvement
4. Providing high quality co-curricular, sport, personal development and leadership programs
5. 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:

6. **Integrity** - acting in accordance with principles of moral and ethical conduct, ensuring consistency between words and actions.
7. **Respect** – treating others with consideration and regard.
8. **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 and 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.

The Year 9 program

We aim to provide opportunities to continually challenge students to perform at their best, be engaged in their work and encouraged to 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 endeavour 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' programs.

Course Counselling

In Year 8 students undergo multiple sessions of course counselling to familiarise themselves with the courses on offer in Year 9 and future pathways. They also receive support from key staff to guide them through this process and to design their program. Course counselling also includes:

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

Students will be requested to complete their course selection preferences by a set date. It will be stressed that we will do our best to be able to offer students their first choices, however this is not always possible so students will need to preference additional courses within their selections.

Improving academic and student engagement

Somerville Secondary College is committed to continuously improving the academic outcomes of all our students. For Year 9 it is an important stage in their learning to engage in their own learning to improve their 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.

By committing to the course which they have chosen, our Year 9 students at Somerville Secondary College will be delivered a mature vertical structure which will prepare and advance them towards their VCE learning outcomes.

They will be active in-the-moment learners within the classroom environment; thriving in semester-long courses that offer greater depth and breadth. Year 9 courses are designed to inspire curiosity and exploration with engaging topics.

Parents and Carers

- Research indicates that parents and carers are the biggest factor affecting how well students want to do at school.
- All students need the active encouragement and support of parents and carers.
- 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 carers 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.

How to use this Guide

1. Read all sections of this book carefully, especially the section for your 2024-year level.
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. Speak to the Key Contacts listed as they will be able to best answer your queries.

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 follows the Victorian Careers Curriculum Framework.

There are six steps in a young person's acquisition of skills for career development. These form the structure of the framework. Goals at each step are organised into three stages:

- **Self-development:** young people understand themselves, build their experiences and achievements and develop their capabilities.
- **Career exploration:** young people locate, investigate, and consider opportunities in learning and future work options.
- **Career management:** young people make and adjust career action plans and manage their life choices, changes, and transitions.

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#/



Careers Education

Somerville Secondary students are exposed to careers education beginning in Year 7.

Career education in year 7: I Discover

Year 7 students use a range of activities to discover their strengths and interests to develop a positive self-image that provides the foundation for optimistic pathway planning. They develop an awareness of the importance of social and interpersonal skills in their future life and work roles. Students investigate the contribution of work to the community and family, recognising the role of paid and unpaid work. They focus on understanding issues relating to stereotyping and discrimination through the study of occupational and labour market information. Students build their Career E-Portfolio on the self-knowledge they have acquired through the activities they have undertaken.

Career education in year 8: I Explore

Students in Year 8 explore the influence that a positive self-image and good learning habits have on occupational choice. They research a wide range of occupational profiles to examine the nature of the work, the personal attributes and skills necessary to perform the tasks, and the required entry-level education and training. Students use their occupational knowledge to investigate a range of

occupations that contribute to their community and develop an awareness of the opportunities available in their local area. Students apply their occupational knowledge to explore possible career options that may suit their educational and personal goals.

They revisit their Career E-Portfolio and devise a Career Action plan where they review their career and learning goals in line with their academic achievements. They adjust their plans to be more reflective of their in-school and out of school experiences, activities, and interest to learn more about their potential.

Career education in year 9: I Focus

Year 9 students focus on the contribution that personal attributes and effective communication skills make to their future life and work roles. Students participate in activities that highlight the skills needed to gain and maintain employment such as mock interviews and online applications.

Students examine the changes that have taken place in the workplace over time and apply their knowledge to consider the nature of change on their planning for their preferred future. In their career action plan students apply their knowledge of their personal attributes and reflect on possible future pathways taking into consideration education and training requirements and the impact of change.

During Year 9, all students will have the opportunity to complete the Careers Insights program, a series of questionnaires and quizzes accessed through the Morrisby website to determine possible Career Pathways determined by aptitude, interests, learning style and personality. They were all provided with a comprehensive report of the findings and participated in a 30-minute interview to unpack the report and create an Action Plan to make more informed choices surrounding their future pathway. Students in Year 9 also attend a range of Career Expos, VET (TAFE) Taster days and National Career Week. 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.

Pathways

Core	Year 9	Year 10	Victorian Certificate of Education – Year 11 & 12		Notes
			VCE – ATAR	VCE – Vocational Major	
English	Core English	Core English	English 1-4 (Compulsory)	Literacy (Compulsory)	English or its equivalent is compulsory.
Mathematics	Core Maths or Core Advanced Maths	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	Core 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)	Over 12 months Core Health & PE & 1 x PE elective	Core Science OR 2 x Humanities electives			
Minimum requirements across other areas	Over 12 months 2 x Humanities electives 1 x Art Elective 1 x Tech Elective 4 x additional electives (student's choice)	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 General 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

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 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 Engineer Nursing Psychologist Scientist
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 -Literacy • Health & Human Development • General Mathematics • VCE Vocational Major - Numeracy • 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

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 	Building Carpentry Hair & Beauty Hospitality
----------------------------------	---	--	---	---	---

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.
- 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 Curriculum Contributions.*

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/>

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	\$15.00		\$15.00
Core Health & Physical Education (HPE)	\$10.00	\$90.00	\$100.00
TOTAL			\$145.00

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
Active Sports (Court & Striking Sports)	HPE	\$10.00	\$90.00	\$100.00
AFL Umpiring and Officiating	HPE	\$10.00	\$120.00	\$130.00

Inspire to Aspire

Ballistic Sports (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
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.*

YOUR YEAR 9 COURSE

At Year 9 the Core Subjects are English, Mathematics, Humanities, Science and Physical Education/Health. Students must choose the following:

- Core English
- Core Maths or Core Advanced Maths
- Core Science
- Core Health & 1 x Physical Education (HPE) elective

Minimum requirements across other areas

- 2 Humanities Electives
- 1 Art Elective
- 1 Tech Elective
- 4 additional Electives - student choice

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

Whole year level pastoral care focus

The Year 9 Pastoral Care focuses on developing independence, goal setting, learning styles and improved organisational skills help students to become independent learners. It will also incorporate issues such as student health and establishes a individual pathways.

EXTENSION AND ADDITIONAL LEARNING OPPORTUNITIES

Advanced Maths

In Year 9 Advanced Mathematics, students will complete an in-depth study of the three strands of the mathematics curriculum: Number & Algebra, Measurement & Geometry, and Statistics & Probability. 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, we strongly recommend that students continue with their Indonesian studies. We have a responsibility to ensure our students are Asia literate in both their cultural understandings and language skills.

Like Australia, countries across the globe are making major investments in Asia and knowledge and skills of this region are vital to international competitiveness.

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.

PROMOTION TO SENIOR PATHWAYS - Year 10, 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.

There is no VCAL pathway - this has been replaced by:

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

To be 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 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, co-ordinator, 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.

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 replaces the former VCAL. This is a vocational 2-year applied VCE program - students are required to gain a minimum of 16 units over 2 years. The VCE Vocational Major enables 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 satisfactory completion requirements will be the same as the standard VCE, that is 16 units.

What a Year 9 Course could look like

If language (Indonesian) continued								
	4 periods	4 periods	2 periods	2 Periods	2 periods	2 periods	2 periods	2 periods
Semester 1	English	Maths	Science	HPE	LOTE - Indonesian	Hum E1	Art E1	Elective any area
Semester 2	English	Maths	Science	PE Elective	LOTE - Indonesian	Hum E2	Tech E1	Elective any area
<i>Three reserve Electives need to be chosen as back up</i>								

If no language continued								
	4 periods	4 periods	2 periods	2 Periods	2 periods	2 periods	2 periods	2 periods
Semester 1	English	Maths	Science	HPE	Art E1	Hum E1	Elective any area	Elective any area
Semester 2	English	Maths	Science	PE Elective	Tech E1	Hum E2	Elective any area	Elective any area
<i>Three reserve Electives need to be chosen as back up</i>								

2024 Year 9 Courses and Senior Pathways summary

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?			

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

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

Science	Year 9	Year 10	Year 11	Year 12
	CORE: Science	CORE: Science		
	ELECTIVES			
	Animalia			
	Cosmetic Science			
	Environmental Science			
	Forensic Science			
	Marine Science			
	Psychology			
	Space Science			

Art	Year 9	Year 10	Year 11	Year 12
	ELECTIVES			
	Digital Art		Units 1 & 2 Art - Making and Exhibition Units 1 & 2 Visual Communication VCE Vocational Major Units 1 & 2 Music	Units 3 & 4 Art - Making and Exhibition Units 3 & 4 Music 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			

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)					

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
	Active for Life			
	Active Sports (Court & Striking Sports)			
	AFL Umpiring and Officiating			
	Ballistic Sports (Ball Sports & Aquatics)			
	Basketball Umpiring and Officiating			
	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		

Technology	Year 9	Year 10	Year 11	Year 12
	ELECTIVES			
	Computer Aided Design and Manufacture (CAD/CAM)		Units 1 & 2 Product Design and Technology Units 1 & 2 Food Studies VCE Vocational Major	Units 3 & 4 Product Design and Technology Units 3 & 4 Food Studies VCE Vocational Major
	Construction			
	Digital Technologies			
	Electronic Products			
	Product Design			
	STEAM			
	Café Culture			
	Create, Make and Bake			
	Food Around the World			
	Food by Design			
	Food for Health and Fitness			
	Food Gastronomy			

Compulsory Subject

Maths

In Year 9 students will continue to develop their mathematical skills and knowledge by studying three key content areas: Number and Algebra, Measurement and Geometry and Statistics and Probability. 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.

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!			

Subject Costs - Curriculum Contribution*:

Year 9 Core Maths	\$15.00
Year 9 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
----------------	---------

**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

Compulsory Subject

Year 9 English (Core)

Students continue to focus on building reading and writing skills in Year 9. These skills are combined in classes which are theme based. Units include *Persuasive Language*, *The Simple Gift* text response, a *Conflict comparison*, and a *Film Unit*. Speaking and listening skills are emphasised and form a major part of the work done in small groups, as well as in a short debating unit.

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			
	Proud Potterheads: Part 1			
	Proud Potterheads: Part 2			
	Walt Disney Pictures Presents...			

Subject Costs - Curriculum Contribution*:

Year 9 Core English	\$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.

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
-----------	---------

**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
---------------------------------	---------

**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
-----------------------------	---------

*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
--------------------------	---------

**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
--------------------	---------

**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
----------------------	---------

**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
------------	---------

**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
--------------------------	---------

**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
--------------------------	---------

**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
--------------------------------	---------

**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
--	---------

*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

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
-------------------------------	---------

*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

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
---------------------	---------

*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			
	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
-----------------------------	---------

**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
------------------	---------

**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
-----------------------	---------

**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 <i>Twelve Angry Men</i> , 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
-----------------	---------

**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 ideal 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
-------------	---------

**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
-----------------	---------

**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
-----------------------	---------

**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
----------------------------------	---------

**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.
2 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.
3 Semester Exam	An examination of all topics studied for the semester.

Elective Costs - Curriculum Contribution*:

How to Invest	\$12.00
---------------	---------

**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

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
------------------	---------

**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 the 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
----------------------------	---------

**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
-------------	---------

**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
----------------------------------	---------

**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
---------------------	---------

**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
-------------------------------	---------

**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
------------------------------------	---------

**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		
	ELECTIVES		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
	Animalia			
	CosmeticScience			
	Environmental Science			
	ForensicScience			
	Marine Science			
	Psychology			
	Space Science			

Elective Costs - Curriculum Contribution*:

Year 9 Core Science	\$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.*

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.

Elective Costs*	Curriculum Contribution	Extra-Curricular Items/Activities – User Pays
Animalia	\$20.00	\$9.00

**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

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*
Cosmetic Science	\$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 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

**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
------------------	---------

**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
----------------	---------

**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
------------	---------

**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

**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 9 Indonesian

Featured Learning Area	Languages
Additional Learning Areas	
Learning Capabilities Developed	Intercultural Capability

COURSE DESCRIPTION

Year 9 Indonesian will explore the rich culture and language of Indonesia and improve communication skills and intercultural understanding. As Indonesia is our closest neighbour, this subject provides students with the knowledge of an important regional partner for Australia and allows many future opportunities to open in fields such as education, business, diplomacy, language services and personal travel. In Year 9, students will continue to develop their language skills and become increasingly fluent and independent. They will learn about hobbies and daily activities to give information and opinions and learn how to order food in a restaurant before using these skills on excursion. Students will learn about the climate and environment of Indonesia and be able to discuss aspects of the weather. They will learn language for holidays and be able to conduct transactions and make plans. They will participate in storytelling, reading, writing, listening, and speaking activities and use resources such as films, realia and language games to enhance their learning. They will gain a broad understanding of Indonesia as a country and how its culture is reflected in the language. As Year 9 language students, they will also participate in a pen-pal program and be eligible for inclusion in the Indonesian Study Tour.

COURSE ASSESSMENT

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 – Year 9	\$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: Year 9 Ind (Elective)

Year 10 Ind (Elective)

VCE Ind (Elective)

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 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						
	Minecraft (Creative Mode)						
	Music Composition						
	Music Solo Performance						
		Music Group Performance					
		Visual Communication Design					
	Visual Art						

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
--------------------	---------

**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 Cost*	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
-----------	---------

**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, 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 music 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

Inspire to Aspire

TECHNOLOGY

Technology	Year 9	Year 10	Year 11	Year 12
	ELECTIVES			
	Computer Aided Design and Manufacture		Units 1 & 2 Product Design and Technology Units 1 & 2 Food Studies VCE Vocational Major	Units 3 & 4 Product Design and Technology Units 3 & 4 Food Studies VCE Vocational Major
	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 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 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 challenges 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 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 which 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

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

Health & Physical Education (HPE)

Health& PE	Year 9	Year 10	Year 11	Year 12
	CORE: Health and Physical Education (HPE)			
	ELECTIVES			
	AFL Umpiring and Officiating			
	Active for Life			
	Active Sports (Court & Striking Sports)			
	Ballistic Sports (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		
			Units 1 & 2 Physical Education	Units 3 & 4 Physical Education
			Units 1 & 2 Health and Human Development	Units 3 & 4 Health and Human Development
			Units 3 & 4 Outdoor and Environmental Studies	VCE Vocational Major
			VCE Vocational Major	

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 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 9)	\$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.
4 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 VCE / VCE Vocational Major 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
5 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.
6 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

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

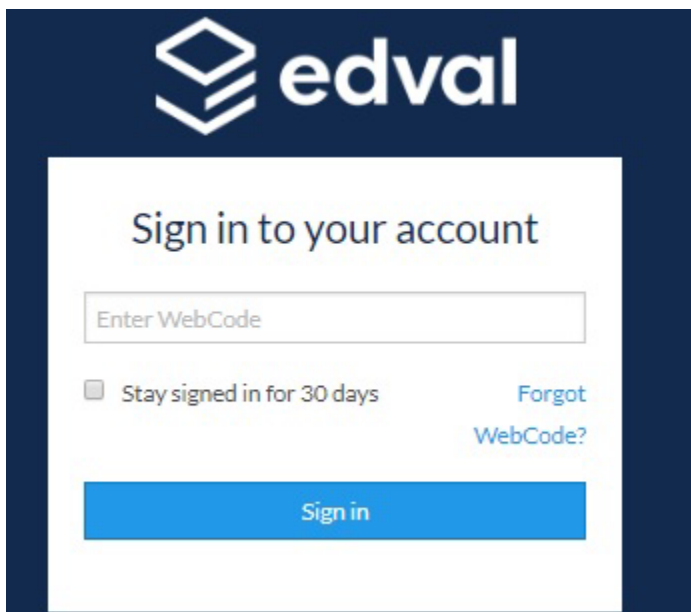
Potential Pathways

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

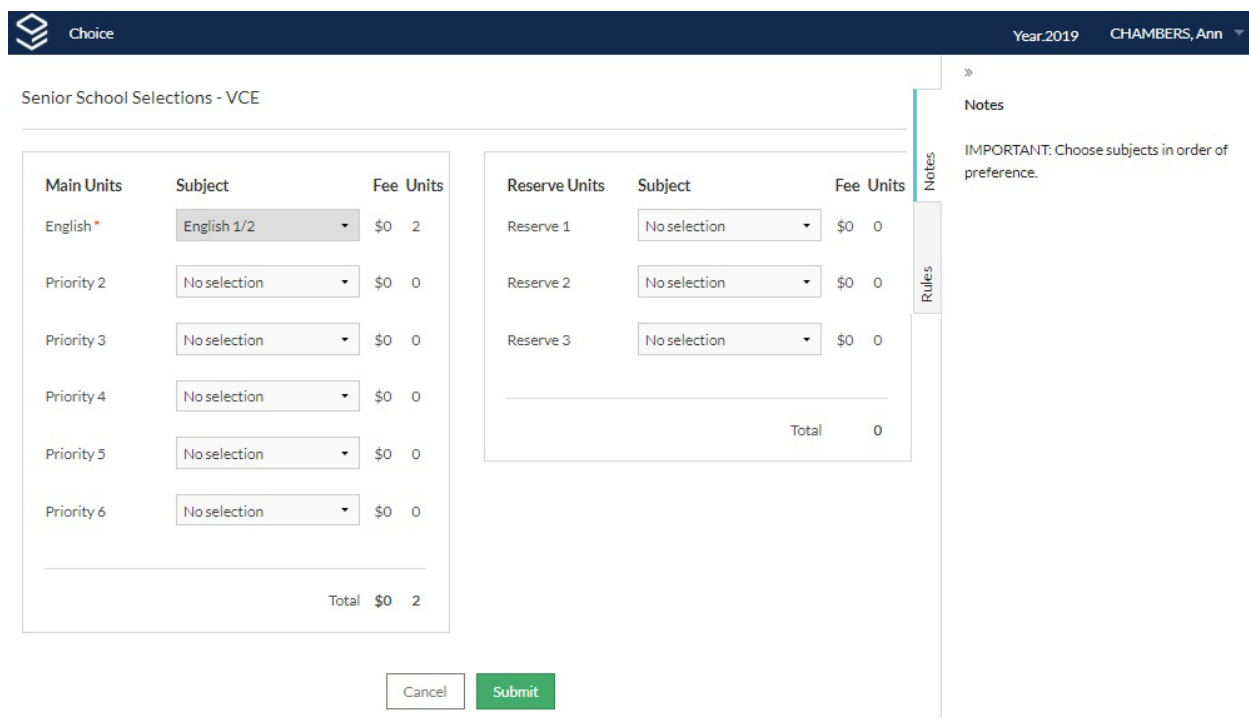
How to: Complete your selection in Edval Choice

Navigate to <https://my.edval.education>

- Enter your unique webcode.



The image shows the Edval sign-in interface. It features the Edval logo at the top. Below it, the text "Sign in to your account" is displayed. There is a text input field labeled "Enter WebCode". Below the input field, there is a checkbox labeled "Stay signed in for 30 days" and a link labeled "Forgot WebCode?". At the bottom, there is a blue "Sign in" button.



The image shows the Edval Choice Senior School Selections - VCE screen. The header includes the Edval logo, the word "Choice", and the user information "Year.2019 CHAMBERS, Ann". The main content area is divided into two sections: "Main Units" and "Reserve Units".

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


At the bottom of the screen, there are "Cancel" and "Submit" buttons. On the right side, there is a sidebar with a "Notes" section containing the text: "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

- 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

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

Notes

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.

Cancel

Submit

- 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
VM	Vocational Major
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.