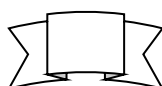


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GENERAL INFORMATION

The curriculum structure at Highvale allows students to select courses to match their interests, needs and abilities. There is a very strong emphasis on literacy and numeracy with studies in these areas being compulsory for all. Students must select studies from all the other learning areas but are able to choose particular subjects which interest them.

The curriculum is composed of semester (half year) units, each of these with a six period time allocation over a ten day cycle. Students study eight units or equivalent each semester making a total of sixteen for a year.

Many units are open to more than one year level. All units from Years 7-10 have been developed so that they address the Australian Curriculum in Victoria Essential Learning Standard (VIC CURR), a document which provides broad curriculum guidelines for all schools in Victoria from Prep (Foundation) to Year 10.

The degree of difficulty of a unit is indicated by its VIC CURR level. These levels are broadly associated with years of schooling as follows:

- Level 6 End of Primary School
- Level 7 End of Year 7
- Level 8 End of Year 8
- Level 9 End of Year 9
- Level 10 End of Year 10

When selecting units, students should aim to progress through sequences which show increasing VIC CURR levels. All students have the opportunity to achieve at an VIC CURR Level 10 in all learning areas by the end of Year 10.

CURRICULUM DESIGN

The Victorian Curriculum (VIC CURR) is composed of disciplines area and capabilities learning outcomes. These outline the knowledge, skills and behaviours all students should acquire if they are to successfully manage themselves and their relations with others, understand the world and act effectively in that world.

DISCIPLINES	CAPABILITIES
BASED LEARNING	LEARNING
The Arts	Intercultural
Mathematics	
English	Ethical
Health & Physical Education	
Humanities (History)	Creative & Critical Thinking
Humanities (Geography)	
Humanities (Economics & Civics)	Personal & Social Capability
Languages	
Science	
Digital Technologies	
Design Technologies	

The curriculum has been organised based on the Discipline-based Learning strand which consists of The Arts, English, Mathematics, Science, Languages, Humanities, Health and Physical Education, Design Technologies, Digital Technologies interwoven into the intercultural, ethical, creative and critical thinking and personal and social capabilities.

YEAR 7

Year 7 is a secondary school foundation year. All students complete the same studies in all the learning areas. Students will be asked to select a LOTE (Language Other Than English) at the end of Grade 6. There are opportunities for all students to be placed in more advanced studies in Mathematics and English on the basis of assessments at the end of Grade 6

YEAR 8

Students in Year 8 will be required to study:

- A compulsory, full-year course in Maths, Physical Education, English, and LOTE;
- A compulsory Science unit in Semester 1;
- An elective Science unit (SC404 is recommended for the majority of students, but some may wish to pursue one of the other options);
- At least **two** Humanities units, selected from the three offered;
- At least **one** Arts unit;
- At least **one** technology unit;
- **One** elective unit from any units available to Year 8 (though please note that some students will be required or recommended to complete specific units in place of one or both of these electives. Such students will be advised of this.)

YEARS 9 & 10

Students in Years 9 and 10 will be required to study:

- A compulsory, full-year course in English and Physical Education each year;
- Between **two** and **four** units of Mathematics each year, based on the recommendation provided to each student by the Maths faculty;
- At least **one** unit of Science each year, with a minimum of **three** units studied in this faculty across the two years;
- At least **one** unit of Humanities each year, with a minimum of **three** units studied in this faculty across the two years;
- At least **one** Arts unit each year;
- At least **one** technology unit each year;
- LOTE can still be studied, but becomes optional at this level. If chosen, it is a full-year program.
- Any space left can be filled with elective units of the students' choosing in most cases, but please note that some students will be required or recommended to complete specific units in place of one or more of these electives. Such students will be advised of this.

Additional notes regarding Years 9 and 10:

1. In Science, by the end of Year 10, students should have studied at least one unit in each of Chemistry, Biology and Physics, excluding Year 7 units.
2. In Humanities, by the end of Year 10, students should have studied at least one unit in each of Geography, History and Economics/Civics, excluding Year 7 units.
3. Some high achieving students will be offered the opportunity to complete a Year 11 unit in Year 10. Such offers are dependent on a number of criteria, including adequate space in classes. Students accepted into this acceleration program will be advised in writing and in rare circumstances may be allowed some leeway in regards to the requirements above, as studying a Year 11 unit greatly limits flexibility in a student's Year 10 program.

ASSESSMENT

To better prepare our students for the competitive V.C.E. years, all units in Years 7 -10 have, as part of their assessment tasks, unit test/s. Examinations have been introduced in many subjects at a Year 7-10 level.

A percentage overall grade based on performance on a number of assessment tasks will be awarded at the end of the semester.

SELECTING A COURSE

At the end of each year, students select a course for the following year. This booklet details over 150 units from which they can choose.

Listed for each unit are the **Learning Outcomes** (which state what students would achieve following successful completion) and the **Learning Activities** which states what material will be covered. Also listed are **Assessment Tasks** to ascertain the level of achievement attained by the student.

Students in consultation with parents and teachers should select units according to their interests, abilities (noting VIC CURR) and possible career paths. Whilst many students will not know at this stage what career paths they are interested in, the Planners in each Learning area indicate which units fit together to make coherent courses of study.

COURSE CODES

The following prefixes indicate the Year Level(s) to which the course applies:

Code	Explanation	Code	Explanation
7	Year 7 only eg: EN701 Year 7 Core English	4	Year 8 & 9 eg: SC405 Earth Science
8	Year 8 only eg: EN803 Year 8 Core English	5	Year 8, 9 & 10 eg: AT532 Introduction to Media Studies
9	Year 9 only eg: EN901 Year 9 Core English	6	Year 9 & 10 eg: PD607 Child Development
0	Year 10 only eg: EN007 Year 10 Core English		

THE SELECTION PROCESS

The units described in this booklet represent the full range of units on offer. It will not be possible to offer all of these units each semester. With students choosing their course across the full year, there is a greater likelihood of getting their first preferences either Semester 1 or 2.

In order to assess which units would best suit the needs and interests of students, the student preferences expressed through the online selection form will be used as a starting point in deciding the units which will finally be timetabled. Other factors such as staffing and adequate provision for "core" requirements must also be considered. In making selections students should take into account "core" requirements as well as interests and ability.

The vertical structure of the school offers the opportunity for students to work at the level of their own maturity and ability in individual Learning Areas extending from Year 7 to Year 12 and this should be carefully considered when expressing preferences for particular units.

SUBJECT CHARGES

Some subjects will incur a charge under Essential Student Learning item for specific materials and resources. These are indicated in the "Subject List with Course Charges" at the end of this book and are also shown in the individual subject descriptions.

CHARGES FOR EXCURSIONS AND CAMPS

Additional optional charges may be incurred for any School excursion, incursion, camp and sporting activities.

ARTS DOMAIN

The Arts subjects are "mediums" of communication and expression through which thoughts, emotions and ideas can be shared with others. Each Arts subject teaches skills and concepts enabling students to achieve high standards while at the same time encouraging students to be as creative and expressive as possible.

- In Year 7 students will experience four areas of the Arts, studying a term of Art, Graphics Music and Drama.
- In Years 8 to 10 students should select a wide variety of units according to their interests and abilities

<u>TITLE OF UNIT</u>	<u>YR. LEVEL</u>	<u>VIC CURR</u> <u>LEVEL</u>	<u>CODE</u>	<u>PAGE</u>
<u>ART</u>				
Introduction to Art & Visual Communication Design	7	7	AT.701	7
Modern and Contemporary Art	8,9	8,9	AT.440	7
Arts and Culture	8,9	8,9	AT.441	8
Studio Based Arts 1	8,9,10	8,9,10	AT.542	8
Studio Based Arts 2	9,10	9,10	AT.643	8
<u>VISUAL COMMUNICATION DESIGN</u>				
Visual Communication Design - Level 1	8,9	8,9	AT.410	9
Visual Communication Design – Level 2	8,9,10	8,9,10	AT.511	9
* Visual Communication Design – Level 3	9,10	9,10	AT.612	10
* Illustration	8,9,10	8,9,10	AT.513	10
<u>DRAMA</u>				
An Introduction to Drama	7	7	AT.709	11
Acting Skills	8	8	AT.817	11
From Page to Stage	8,9	8,9	AT.418	12
* Comedy and Tragedy	9,10	9,10	AT.619	12
* 20 th Century theatre Styles	9,10	9,10	AT.622	12
<u>MEDIA</u>				
Intro to Media Studies	8,9,10	8,9,10	AT.532	13
Journalism and the Media	8,9,10	8,9,10	AT.534	13
Digital Photography	9,10	9,10	AT.638	14
Film Studies	9,10	9,10	AT.639	14
<u>MUSIC</u>				
Introduction to Music	7	7	AT.723	15
Orchestra	8,9,10	8,9	AT.529	15
Digital Recording Studio	8,9	8,9	AT.436	16
Multimedia Music	8,9,10	8,9,10	AT.535	16
Music Performance Studies	9,10	9,10	AT.637	17
<u>DANCE</u>				
Dance and Movement	8,9,10	8,9	AT.515	17

THE ARTS DOMAIN

* = *pre requisites required*

ARTS PLANNER

YEAR 7	YEAR 8/9	YEAR 8/9/10	YEAR 9/10	V.C.E.
Introduction to Art and Visual Communication Design	Modern & Contemporary Art Arts & Culture	Studio Based Arts 1	Studio Based Arts 2	Studio Arts
Introduction to Art and Visual Communication Design	Visual Communication Design Level 1	Visual Communication Design Level 2 Illustration	Visual Communication Design Level 3	Visual Communication Design
Introduction to Music	Digital Recording Studio	Orchestra Multi Media Music	Music Performance Studies	Music Performance Music Performance Solo/ Group OR Music Investigation
Introduction to Drama	Acting Skills (Year 8 only)	From Page to Stage	Comedy & Tragedy 20 th Century Styles	VCE Drama
		Dance and Movement		
		Intro to Media Studies Journalism and the Media	Digital Photography Film Studies	Media Studies

VISUAL ARTS

The Visual Arts course at Highvale Secondary College is designed to offer a wide range of activities and experiences that will enable the students to have a broad-based background in the creative arts. This will facilitate the full development of each individual's artistic interest and skills and give them the potential framework for V.C.E. studies and tertiary study in the Arts.

INTRODUCTION TO ART AND VISUAL COMMUNICATION **VIC CURR 7**

YEAR 7
CODE AT.701

1. LEARNING STANDARDS

In this unit students will:

- (i) use observation, experience and research to develop and present ideas when making visual artworks.
- (ii) demonstrate a range of skills, techniques and processes and develop an understanding of the elements and principles of art and design.
- (iii) analyse and discuss visual artworks from various artists.
- (iv) identify and analyse ways that artworks are related to a distinctive aspect of culture and historical context.

2. CURRICULUM ACTIVITIES

Students will:

- (i) have introductory experiences in areas such as observational drawing, painting and a variety of 2D and 3D media.
- (ii) develop the ability to initiate and develop original ideas.
- (iii) research the life and artworks of artists.
- (iv) be introduced to a number of art elements and techniques.
- (v) begin exploring how technology is used in the creation of artworks.

3. ASSESSMENT TASKS

- | | | |
|-------|----------|-----|
| (i) | Folio | 60% |
| (ii) | Research | 30% |
| (iii) | Tests | 10% |

4. SPECIAL REQUIREMENTS

Cost \$31 for materials for final products taken home

MODERN AND CONTEMPORARY ART **VIC CURR 8,9**

YEAR 8, 9
CODE AT.440

1. LEARNING STANDARDS

In this unit students will:

- (i) use the studio process to research and develop and explore ideas
- (ii) attain new skills, techniques and processes in their application of the elements and principles of art.
- (iii) develop their ability to critically analyse Australian and International artists and their works.
- (iv) explore historical influences of artists and art movements.
- (v) utilise computer software to generate and produce own designs
- (vi) explore 2D and 3D media to present ideas.

2. CURRICULUM ACTIVITIES

Students will:

- (i) use a range of drawing, painting and mixed media techniques and processes to produce their own art works.
- (ii) explore the elements and principles of art in order to develop more original ideas.
- (iii) explore the art of Australian and International artists from various art movements.
- (iv) research and study various art styles and processes using mixed media.
- (v) use photography as a starting point for developing ideas
- (vi) produce a range of 2D and 3D artworks.

3. ASSESSMENT TASKS

- | | | |
|-------|----------|-----|
| (i) | Folio | 60% |
| (ii) | Research | 20% |
| (iii) | Test | 20% |

4. SPECIAL REQUIREMENTS

Cost \$31 for materials for products taken home

ARTS AND CULTURE
VIC CURR 8.9

YEARS 8,9
CODE AT.441

1. **LEARNING STANDARDS**

In this unit students will:

- (i) explore art from various cultures and their historical context.
- (ii) use 2D and 3D art techniques and processes in the creation of artworks.
- (iii) establish links between styles, cultures and historical periods in the analysis of various artworks.
- (iv) utilise digital images using multi-media software to generate and produce art works.

2. **CURRICULUM ACTIVITIES**

Students will:

- (i) develop artworks influenced by the art of various cultures
- (ii) research and reflect on indigenous culture and artworks and use this knowledge to create their own works.
- (iii) build on skills gained in the general art course and expand this knowledge through the use of an increasing variety of traditional and digital media.
- (iv) create 2D and 3D artworks.

3. **ASSESSMENT TASKS**

- (i) Folio 60%
- (ii) Research 20%
- (iii) Test 20%

4. **SPECIAL REQUIREMENTS:**

Cost \$31 for materials and consumables in final products taken home

STUDIO BASED ARTS 1
VIC CURR 8.9,10

YEARS 8,9,10
CODE AT.542

1. **LEARNING STANDARDS**

In this unit students will:

- (i) explore artists and the art industry.
- (ii) utilise a range of art processes and media, including various computer software programs, to create artworks.
- (iii) research artists' techniques and processes to further develop ideas and skills

2. **CURRICULUM ACTIVITIES**

Students will:

- (i) explore a variety of art techniques and processes.
- (ii) Study the way artists use the elements and principles of art and aesthetic qualities to communicate ideas
- (iii) create 2D and 3 D artworks exploring various media
- (iv) explore various themes using a variety of materials, techniques and processes to communicate ideas

3. **ASSESSMENT TASKS**

- (i) Folio 60%
- (ii) Research 20%
- (iii) Tests 20%

4. **SPECIAL REQUIREMENTS:**

Cost \$31 for materials and consumables in Art work taken home

STUDIO BASED ARTS 2
VIC CURR 9,10

YEARS 9,10
CODE AT.643

1. **LEARNING STANDARDS**

In this unit students will:

- (i) learn to develop ideas and concepts through the exploration of various methods, materials and techniques.
- (ii) expand their understanding of art techniques and processes in their application of the elements and principles of art to communicate ideas.
- (iii) present written analysis of artworks that reflect a strong understanding of the artists cultural and historical context and how the elements and principles of art and aesthetic qualities are used to communicate ideas.

2. **CURRICULUM ACTIVITIES**

Students will:

- (i) reflect a personal style in the creation and presentation of their work.
- (ii) gain experience with a range of methods, materials and processes in order to communicate ideas and concepts.
- (iii) use the studio process to develop original ideas based on an expanding knowledge of the elements and principles of art to communicate their ideas.
- (iv) further develop their skills in analysing and interpreting artworks
- (v) create both 2D and 3D artworks.
- (vi) learn to work within a theme developing ideas and concepts.

3. **ASSESSMENT TASKS**

- (i) Folio 60%
- (ii) Research 20%
- (iii) Tests 20%

4. **SPECIAL REQUIREMENTS:**

Students should complete two semesters of Visual Art units prior to this unit.

Cost \$31 for materials and consumables in Art pieces taken home

VISUAL COMMUNICATION DESIGN

The Visual Communication Design course at Highvale Secondary College is designed to offer a wide range of activities and experiences that enables students to understand information that is presented graphically, and to present information themselves by graphic means. This facilitates the full development of each individual's graphic interest and skills, and gives them the potential framework for V.C.E. studies and tertiary study in Visual Communication Design.

VISUAL COMMUNICATION DESIGN - LEVEL 1 **VIC CURR 8,9**

YEAR 8,9
CODE AT.410

1. **LEARNING STANDARDS**

In this unit students will:

- (i) use rough sketches to develop ideas when making and presenting visual communications.
- (ii) demonstrate a range of drawing skills, techniques and processes, including computer software
- (iii) analyse and discuss how digital communications present ideas and messages
- (iv) study the differences between traditional and contemporary visual communications.

2. **CURRICULUM ACTIVITIES**

- (i) Students will be given an opportunity to further develop their practical skills in applying graphics to a variety of situations utilising a variety of materials, methods and media.
- (ii) Students will become familiar with the elements and principles of design, and apply them successfully to completed visual communications.
- (iii) Students will also learn to work through the components of the design process in order to develop a range of solutions for final presentations.
- (iv) A research assignment will also be undertaken.

3. **ASSESSMENT TASKS**

- (i) Folio 60%
- (ii) Research 20%
- (iii) Tests 20%

4. **SPECIAL REQUIREMENTS**

Cost \$16 per student for material used in Art work taken home
--

VISUAL COMMUNICATION DESIGN - LEVEL 2 **VIC CURR 8,9,10**

YEAR 8,9,10
CODE AT.511

1. **LEARNING STANDARDS**

In this unit students will :

- (i) demonstrate a range of drawing skills, techniques and processes, including computer software
- (ii) explore three-dimensional drawing
- (iii) study artworks that depict interiors
- (iv) analyse and discuss how visual communications present ideas and messages

2. **CURRICULUM ACTIVITIES**

- (i) Students will be given an opportunity to develop a more advanced knowledge of visual communication.
- (ii) Previously learned skills will be further developed and students will be introduced to a range of new drawing methods.
- (iii) a folio of drawings will be produced including, cityscapes and 3D forms using two-point perspective and isometric room interiors.
- (iv) students will be encouraged to further develop appropriate language, when looking at and discussing traditional and contemporary visual communications.
- (v) a research assignment will also be undertaken.

3. **ASSESSMENT TASKS**

- (i) Folio 60%
- (ii) Research 20%
- (iii) Tests 20%

4. **SPECIAL REQUIREMENTS**

No pre-requisite for this unit.

Cost \$21 per student for materials used in Art work
--

1. **LEARNING STANDARDS**

In this unit students will :

- (i) demonstrate a range of drawing skills, techniques and processes, including computer software.
- (ii) study visual communications artworks containing perspective.
- (iii) explore perspective drawing in practical work
- (iv) analyse and discuss examples of visual communications

2. **CURRICULUM ACTIVITIES**

- (i) Students will be given an opportunity to reinforce and expand on the work from previous visual communication units.
- (ii) More emphasis will be placed on the need to produce work of a professional standard.
- (iii) students will produce a folio of drawings covering both freehand and instrumental drawing techniques.
- (iv) three-dimensional drawing like perspective will be covered and rendering will be further developed using a range of media.
- (v) students will be encouraged to develop appropriate language used in this area.
- (vi) a research assignment will also be undertaken.

3. **ASSESSMENT TASKS**

- (i) Folio 60%
- (ii) Research 20%
- (iii) Tests 20%

4. **SPECIAL REQUIREMENTS:**

To undertake Visual Communication Design Level 3, students should have completed at least one other level of Visual Communication Design.

Cost \$21 per student for materials used in Art work taken home

1. **LEARNING STANDARDS**

In this unit students will:

- (i) demonstrate a range of skills, techniques and processes, including computer software
- (ii) use the components of the visual communication production process
- (iii) study traditional and contemporary examples of design
- (iv) analyse and discuss how examples of design present ideas and messages

2. **CURRICULUM ACTIVITIES**

- (i) students will be given an opportunity to produce sophisticated images using drawing skills applicable to illustration.
- (ii) a folio of drawings will be produced covering both freehand and instrumental drawing techniques
- (iii) students will be encouraged to develop both 2D and 3D drawing, as well as experiment with different applications of rendering.
- (iv) students will be encouraged to use all the elements and principles of design when producing final presentations like posters, advertisements, book covers etc.
- (v) appropriate language used in this area will be developed.
- (vi) a research assignment will also be undertaken.

3. **ASSESSMENT TASKS**

- (i) Folio 60%
- (ii) Test 20%
- (iii) Research 20%

4. **SPECIAL REQUIREMENTS**

Cost \$21 per student for materials used in Art work taken home

* * * * *

PERFORMING ARTS

The Performing Arts faculty offers students an opportunity to explore their creative and expressive talents in the areas of Music, Drama, Dance and Media.

In year 7, students are introduced to both Music and Drama where they will be engaged in a range of activities that will establish a basis for further development of their skills and abilities.

In the middle school, all four areas of the Performing Arts are offered in units that progressively develop student's creativity and prepare them for possible VCE studies in a selected area of the Arts.

DRAMA

AN INTRODUCTION TO DRAMA **VIC CURR 7**

YEAR 7
CODE AT.709

1. **LEARNING STANDARDS**

In this unit students will –

- (i) Apply a range of skills, techniques and processes to create and present drama art works that explore the potential of ideas and personal observations as stimulus.
- (ii) Generate ideas and manipulate and explore Dramatic Elements and Expressive Skills such as characterisation, narration and mime.
- (iii) In their workshops, communicate ideas incorporating influences from their own and other cultures. Students work collaboratively and work within small and large ensembles.
- (iv) Prepare performance works for presentation for a variety of audiences and purposes.

2. **CURRICULUM ACTIVITIES**

In this study the students will participate in a range of workshops including improvisational tasks and group devising activities to develop performance skills. Students will undertake classes focussed on enhancing the use of expressive skills to further develop their understandings of their own performance making.

3. **ASSESSMENT TASKS**

- | | | |
|-------|------------------------|-----|
| (i) | Drama Workshops | 30% |
| (ii) | Group Performance work | 50% |
| (iii) | Test | 20% |

ACTING SKILLS **VIC CURR 8**

YEAR 8
CODE AT.817

1. **LEARNING STANDARDS**

In this unit students will :

- (i) apply a range of skills, techniques and processes to create and present drama works that explore the potential of ideas
- (ii) generate ideas and manipulate drama elements (dramatic elements) and principles (theatre styles)
- (iii) communicate ideas incorporating influences from their own and other cultures and times
- (iv) evaluate the effectiveness of their own drama works and make changes to realise intended aims.
- (v) prepare drama works for presentation to a variety of audiences

2. **CURRICULUM ACTIVITIES**

This unit is an introduction to drama and drama skills such as improvisation, characterisation and mime. Students develop ideas from a variety of stimulus and cultures to create roles and character in collaboration with others. Students will develop scripts for their work and use rehearsal processes to refine their performance and develop improvisations.

3. **ASSESSMENT TASKS**

- | | | |
|-------|--------------------------------|-----|
| (i) | Individual performance pieces. | 40% |
| (ii) | Group performance pieces. | 40% |
| (iii) | Performance Analysis | 20% |

1. **LEARNING STANDARDS**

In this unit students will :

- (i) individually and collaboratively, plan, design, improvise, interpret and present drama works that expressively communicate feelings, ideas and purpose
- (ii) generate and develop ideas that explore themes, techniques and issues when making drama works
- (iii) manipulate dramatic elements and principles to expressively communicate ideas and develop imaginative solutions to set tasks
- (iv) explain their decisions about how they present arts works for specific purposes and audiences

2. **CURRICULUM ACTIVITIES**

Students will participate in a range of practical workshop activities to explore the dramatic potential of a range of stimuli. They will develop and sustain a range of characters to express ideas. Students will explore a range of cultural and historical conventions. Students will evaluate and refine their work and develop and express informed options about drama.

3. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------------|-----|
| (i) | Individual performance piece. | 30% |
| (ii) | Group performance pieces. | 50% |
| (iii) | Assignment. | 20% |

4. **SPECIAL REQUIREMENTS:** Students are advised to do AT.817 Introductory Drama prior to this unit.

COMEDY & TRAGEDY
VIC CURR 9,10

1. **LEARNING STANDARDS**

In this unit students will :

- (i) individually and collaboratively, plan, design, improvise, interpret and present drama works that expressively communicate feelings, ideas and purpose
- (ii) generate and develop ideas that explore themes, techniques and issues when making drama works
- (iii) manipulate dramatic elements and principles to expressively communicate ideas and develop imaginative solutions to set tasks
- (iv) explain their decisions about how they present arts works for specific purposes and audiences
- (v) explore ancient theatre styles and 19th Century melodrama

2. **CURRICULUM ACTIVITIES**

Students will explore a range of acting skills through the interpretation of texts and scripts from a range of cultural and historical sources. Students will be required to polish their work for an evening performance. Students will keep a detailed workbook providing personal observations about the quality of both their own and others' performance work. In groups, students will develop and run a practical workshop. *This unit is recommended for students intending to study VCE Drama.*

3. **ASSESSMENT TASKS**

- | | | |
|-------|---------------------------|-----|
| (i) | Student run Workshops | 20% |
| (ii) | Reflective Analysis | 20% |
| (iii) | Group devised performance | 30% |
| (iv) | Examination | 30% |

4. **SPECIAL REQUIREMENTS:** Recommended: One previous unit of Drama.

20th CENTURY THEATRE STYLES
VIC CURR 9,10

1. **LEARNING STANDARDS**

In this unit students will :

- (i) create performance pieces from a range of abstract ideas and/or stimuli, demonstrating development of personal style
- (ii) justify and refine the content and aesthetic qualities of their drama works
- (iii) individually and in groups, devise and produce drama works influenced by the style of particular artists or cultures
- (iv) vary the content, structure and form of their drama works to suit purpose, audience and/or the theatrical conventions of a specific style within the context of 20th Century theatre, and demonstrate proficiency and technical competence in the use of skills, techniques and processes

2. **CURRICULUM ACTIVITIES**

This unit concentrates on further developing expressive skills, dramatic elements and theatrical techniques through a variety of workshop and written tasks. Practical performance work will utilise a range of stimuli. Students will create an ensemble performance for an audience giving consideration to stagecraft elements and theatrical conventions. *This unit is recommended for students intending to study VCE Drama.*

3. **ASSESSMENT TASKS**

- | | | |
|-------|---------------------|-----|
| (i) | Performance. | 50% |
| (ii) | Reflective Analysis | 20% |
| (iii) | Examination | 30% |

4. **SPECIAL REQUIREMENTS:** It is highly recommended that students have previously studied 2 units of Drama.

MEDIA

Media Studies at Highvale Secondary College is designed to allow students to become more discerning, informed and critical media consumers. In today's increasingly mediated society, this ability is not just preferable, but necessary. Throughout the junior media syllabus students will engage with a wide variety of relevant media concepts and interact with a range of traditional and new media equipment and programs. These courses will not only enable students to be more creative and conscious citizens but will offer a potential framework for VCE and tertiary study. It is recommended that students complete Introduction to Media Studies before Film Studies, Live on HSC and Digital Photography.

INTRODUCTION TO MEDIA STUDIES **VIC CURR 8/9/10**

YEAR 8/9/10
CODE AT.532

1. LEARNING STANDARDS

In this unit students will –

- (i) develop an basic understanding of the media landscape and how we receive media messages.
- (ii) create media works devised from a range of abstract ideas and/or stimuli, demonstrating development of a personal style.
- (iii) individually, and in groups, design and produce media products that reflect an awareness of the particular conventions of a media genre.
- (iv) reflect on their own work in order to improve process, consider effectiveness of creative and technological outcomes and in reaching an intended audience.
- (v) effectively use a range of media, materials and technologies.

2. CURRICULUM ACTIVITIES:

In this unit students will:

- (i) examine how media is constructed through representations.
- (ii) research a wide variety of mostly traditional media forms such as, newspapers, radio, television and film.
- (iii) examine and describe, using appropriate terminology, a variety of media texts in order to understand how meaning is created.
- (iv) be introduced to the process involved in creating media products, including the pre-production, production and post-production stages.
- (v) utilise a variety of media equipment and technologies in creating their own media products.

3. ASSESSMENT TASKS:

- | | | |
|-------|-------------------------------------|-----|
| (i) | Theoretical response to media texts | 40% |
| (ii) | Practical work and commentary | 40% |
| (iii) | Examination | 20% |

4. SPECIAL REQUIREMENTS:

Cost \$11 for materials to be used in final productions

JOURNALISM AND THE MEDIA **VIC CURR 8/9/10**

YEAR 8/9/10
CODE AT.534

1. LEARNING STANDARDS

In this unit students will –

- (i) Explore the fundamentals of journalism with a focus print media, digital media and the construction of a news story
- (ii) Focus on the dissemination of news in the media as a way to communicate idea and recognise the values of a society.
- (iii) Analyse Australian and International media, including social, industrial and global frameworks of media organisations.
- (iv) Work in groups to design and create a group publication that is distribution across the school
- (v) Explore how varied news forms attract varied audiences
- (vi) Identify and deconstruct representations and persuasive strategies employed by the media
- (vii) Analyse and identify the various production roles associated with journalism industry.
- (viii) Develop a professionally structured portfolio of work.
- (ix) Explore the multi-platform New Media approach to news storytelling in a digital era.

2. CURRICULUM ACTIVITIES:

In this unit students will:

- (i) Be introduced to the concept of journalistic integrity and how it applies to broadcast news.
- (ii) be responsible for devising, researching and writing a series of short and extended articles with the aim of publication
- (iii) learn and utilise a variety of equipment and technology to design and produce a class publication.

3. ASSESSMENT TASKS:

- | | | |
|------|---------------------------------------|-----|
| (i) | Practical work and commentary | 80% |
| (ii) | Theoretical response to key knowledge | 20% |

4. SPECIAL REQUIREMENTS:

It is recommended but not compulsory that students complete Introduction to Media Studies before undertaking 'Journalism and the Media'

Cost \$16 for materials used in final productions

1. **LEARNING STANDARDS**

In this unit students will –

- (i) develop an understanding of the history of photography and its contribution to the media landscape.
- (ii) explore the fundamentals of photographic composition and technical and creative elements of photography.
- (iii) consider the power of the image to create meaning within other forms of media, such as journalism and advertising.
- (iv) Explore the construction of photographic images in order to create meaning – as a way to communicate ideas and recognise the values of a society.
- (v) individually, and in groups, design and produce photo products that reflect an awareness of the specific conventions of a genre.
- (vi) reflect on their own work in order to improve process, consider effectiveness of creative and technological outcomes and in reaching an intended audience.
- (vii) effectively use a variety of technical equipment as well as computer technologies.

2. **CURRICULUM ACTIVITIES:**

In this unit students will:

- (i) be introduced to the basic concepts of photographic composition and how they combine to create meaning.
- (ii) display an awareness of influential photographers and historical impacts on the photographic process and evolution of the medium.
- (iii) analyse and discuss photographic genres and specific images for their construction and impact on an audience.
- (iv) consider how photo essays are planned for and produced to reflect a current issue or express an idea.
- (v) be responsible for conceiving of, researching, designing and producing photographic products for a variety of purposes and audiences.
- (vi) utilise a variety of equipment and technology including Adobe Photoshop to design, produce and edit student media products.

3. **ASSESSMENT TASKS:**

- | | | |
|-------|-------------------------------------|-----|
| (i) | Theoretical response to media texts | 40% |
| (ii) | Practical work and commentary | 40% |
| (iii) | Examination | 20% |

Cost \$16 for materials used in final productions

4. **SPECIAL REQUIREMENTS:**

It is recommended but not compulsory that students complete Introduction to Media Studies before Digital Photography. Students must have access to a digital still camera (not a camera phone).

FILM STUDIES
VIC CURR 9.10

YEAR 9/10
CODE AT.639

1. **LEARNING STANDARDS**

In this unit students will –

- (i) develop an understanding of the history of cinema and its contribution to the media landscape
- (ii) explore the fundamentals of film analysis, including both narrative and production elements.
- (iii) explore the ways in which filmmakers construct films to create meaning, to communicate ideas and reflect, reinforce and challenge the values of a society.
- (iv) individually, and in groups, design and produce film productions that reflect an awareness of the specific conventions of a cinematic genre.
- (v) reflect on their own work in order to improve process, consider effectiveness of creative and technological outcomes in reaching an intended audience.
- (vi) use effectively a variety of technical equipment and computer technologies.

2. **CURRICULUM ACTIVITIES:**

In this unit students will:

- (i) be introduced to the basic concepts of film production and how they combine to create meaning.
- (ii) display an awareness of influential filmmakers and their impact upon the filmmaking process and evolution of the medium.
- (iii) analyse the narrative elements of film, including structure, cause and effect, character relationships, point(s) of view, setting and the structure of time.
- (iv) analyse the ways in which filmmakers use production elements (including camera techniques, lighting, mise-en-scene, acting, sound and editing) to convey narrative.
- (v) analyse and discuss cinematic genres and specific films for their construction and impact on an audience.
- (vi) consider how film productions are planned for and produced to reflect a current issue or express an idea.
- (vii) be responsible for conceiving of, researching, designing and producing film productions for a variety of purposes and audiences.
- (viii) utilise a variety of equipment and technology, including iMovie, to write, produce and edit film productions.

3. **ASSESSMENT TASKS:**

- | | | |
|-------|-------------------------------------|-----|
| (i) | Theoretical response to media texts | 40% |
| (ii) | Practical work and commentary | 40% |
| (iii) | Examination | 20% |

Cost \$16 for materials used in final productions

4. **SPECIAL REQUIREMENT:**

It is recommended but not compulsory that students complete Introduction to Media Studies before Film Studies. Students might benefit from having access to a digital video camera but it is not a requirement.

MUSIC

After an introductory unit in Year 7, students have the opportunity to further develop their performance skills.

Four semester length units are offered which cater for a large range of musical styles. Students may study the same unit more than once as they build up their skills to higher levels. For example a student may select Digital Recording Studio AT436 in Semester One and again in Semester Two. In the following year they may select Music Performance Studies AT637, in both Semesters.

AN INTRODUCTION TO MUSIC VIC CURR 7

YEAR 7
CODE AT.723

1. LEARNING STANDARDS

In this unit students will –

- (i) Apply a range of skills techniques and processes to create and present music works that explore the potential of ideas and personal observations as stimulus.
- (ii) Generate ideas and manipulate musical elements and principles in performance works.
- (iii) Apply the notation principles of rhythm and pitch to read music and compose musical works.

2. CURRICULUM ACTIVITIES

Students will be introduced to a variety of instruments and learn rudimentary performance skills to create musical works including class ensemble pieces and soundscapes.

Students will investigate music from a variety of sources and use computer technology to create compositions that centre around a visual stimulus.

The elements of both rhythm and pitch will be explored so that students can apply these concepts to their practical work.

3. ASSESSMENT TASKS

- | | | |
|-------|------------------------|-----|
| (i) | Music Tests | 30% |
| (ii) | Music Performance | 50% |
| (iii) | Listening and Creating | 20% |

ORCHESTRA VIC CURR 8,9

YEAR 8/9/10
CODE AT.529

1. LEARNING STANDARDS

In this unit students will:

- (i) Apply a range of skills, techniques and processes to create and present music as part of an orchestra.
- (ii) Develop an understanding of the basic theoretical concepts on which music is created.
- (iii) Gain a greater awareness of the structure, role and history of their chosen instrument.

2. CURRICULUM ACTIVITIES

This unit provides students involved in the instrumental program and other music students with the experience of participation in a full orchestra. Students who have basic skills in wind, percussion or stringed instruments will be able to develop the skills, techniques and knowledge associated with performance as part of a large ensemble.

Students will participate in regular rehearsals which are part of the regular timetable. These orchestral rehearsal sessions will give students an opportunity to perform with other string, brass, woodwind and percussion players. Students will be introduced to conducting and score reading skills and will examine the historical background of their principal instrument and understand its technical functions. Important aural and theoretical skills will be developed through the use of computer based programs and a theory workbook.

3. ASSESSMENT TASKS

- | | | |
|-------|---|-----|
| (i) | Participation in rehearsal and performance work | 50% |
| (ii) | Research assignment | 15% |
| (iii) | Theory tests | 25% |
| (iv) | Aural tests | 10% |

4. SPECIAL REQUIREMENTS

Students enrolling in this unit **must have undertaken or be studying a woodwind, brass percussion or string instrument.**

Year 8 brass, percussion, woodwind and string players are strongly recommended to complete this unit in Semester 1.

Students are required to purchase a workbook to complete the theory/aural component of this course (Please refer to the College booklist)

1. **LEARNING STANDARDS**

In this unit students will :

- (i) individually and collaboratively, plan, design, improvise, interpret and record musical works through the use of the digital recording studio and specialised sound engineering software.
- (ii) manipulate music elements and principles to expressively communicate ideas and develop imaginative solutions to set tasks including the mixing and recording of music.
- (iii) explain their decisions about how they present music works for specific purposes and audiences

2. **CURRICULUM ACTIVITIES**

This unit will focus on performance and recording, where students will have the opportunity to develop their own, self-initiated performance projects either as a soloist or as a group player. Students will select, rehearse and record items suitable for specific audiences using one or more musical instruments (which can include voice), in both solo and group contexts.

Technology, theory, aural and composition activities will also be undertaken and musicians will research, analyse and manipulate the elements of their chosen works. During the semester, students will record their repertoire of musical works to create their own album.

3. **ASSESSMENT TASKS**

- | | | |
|-------|----------------------------|-----|
| (i) | Performance/Practical work | 50% |
| (ii) | Non-Performance work | 30% |
| (iii) | Production of Album | 20% |

4. **SPECIAL NOTE :**

Students may complete this unit twice to build up their skills. The learning outcomes will remain largely the same for students choosing to repeat this unit. However, LEARNNG ACTIVITIES will differ each time and students will be expected to complete performances within differing contexts. This will also apply to sound editing, composition and theoretical concepts.

1. **LEARNING STANDARDS**

In this unit students will :

- (i) individually and collaboratively, plan, design, improves, interpret and present music works that expressively communicate feelings, ideas and purpose
- (ii) select and apply skills, techniques, processes, media, materials and technologies across a range of arts forms
- (iii) generate and develop ideas that explore themes, techniques and issues when making music
- (iv) manipulate music elements and principles to expressively communicate ideas and develop imaginative solutions to set tasks
- (v) explain their decisions about how they present music works for specific purposes and audiences

2. **CURRICULUM ACTIVITIES**

This unit would focus on the use of multimedia technology to compose, arrange, notate and record student's own compositions. Students will use computers, digital audio and video recording equipment, MIDI, acoustic instruments and digital technology to produce a portfolio of their own compositions. This folio of work will form the basis of their final digital album of compositions. Students do not need to be able to play a musical instrument as they can write and play their own music through the use of computer and music software.

3. **ASSESSMENT TASKS**

- | | | |
|-------|-----------------------------|-----|
| (i) | Portfolio of original music | 80% |
| (ii) | Production of album | 10% |
| (iii) | Skills Test | 10% |

1. **CURRICULUM STUDIES**

This unit is particularly useful to those students who are considering studying VCE music in Years 11 and 12. It will enable them to prepare more fully for the type of coursework that they will undertake in those two years. Students who complete this unit will not necessarily continue on to do Unit 1-4 in Music Performance, but if they do choose to study their instrument through to Year 12, they will be well prepared. (An instrument could include piano, voice, trumpet, guitar, flute, drum kit etc.)

This unit can be taken more than once for students in Year 9. Students that display exceptional progress in their studies will be permitted to study VCE music unit 1 & 2 in Year 10.

2. **LEARNING OUTCOMES**

The main focus of this unit will be the student's instrumental music studies.
Students will:

- Prepare music on their principal instrument for both solo and group performance
- Develop aural (listening) skills
- Demonstrate technical proficiency on their selected instrument
- Analyse & describe music written for both solo and ensemble instruments
- Complete a 'fundamentals of music' theory course

3. **ASSESSMENT TASKS**

(i)	Practical work	50%
(ii)	Aural test	10%
(iii)	Assignment work	10%
(iv)	Theory Examination	30%

4. **SPECIAL REQUIREMENTS**

Students need to be able to play an instrument or sing, as they will be expected to use this skill for a number of assessments. Students who are unsure of their current level of proficiency, should consult their music teacher. Students are required to purchase a workbook to complete the theory/aural component of this course. (Please refer to the College booklist)

* * * * *

DANCE

1. **LEARNING STANDARDS**

In this unit students will :-

- (i) apply a range of skills techniques and processes to create and present dance works that explore the potential of ideas
- (ii) generate ideas and manipulate arts elements and principles in a range of arts forms
- (iii) in dance workshops, communicate ideas incorporating influences from their own and other cultures and times
- (iv) evaluate the effectiveness of their own work and make changes to realise intended aims
- (v) prepare dance works for presentation to a variety of audiences

2. **CURRICULUM ACTIVITIES**

In this unit students will explore and experiment with their own ideas, emotions and images and those of others in movement tasks. Students will develop and choreograph short dance sequences based on their ideas. They will become aware of the importance of warm up, cool downs and stretching. Students will also watch, learn and talk about simple dances from various cultural groups in the community.

3. **ASSESSMENT TASKS**

(i)	Dance composition	50%
(ii)	Dance Technique	30%
(iii)	Project	20%

The general aim of the core English program from Year 7 to 10 is to enable all students to develop their critical understanding and control of the English language and texts written in English. This means developing their ability to communicate feelings, observations and information effectively, both orally and in writing. Students will be exposed to a wide range of print and non-print texts for the purpose of increasing their understanding of themselves and the world around them. They will be encouraged to enjoy listening to the opinions of others as well as to take increasing responsibility for their own learning and to develop the capacity to evaluate their own progress.

Each year a student must gain a satisfactory result in the second semester of any year level in order to be promoted to the next year level.

In addition to Core English units (full year) which are compulsory, there are a number of elective units from which students can choose.

ENGLISH INDEX

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ENGLISH PLANNER

STANDARD ENGLISH

Students study a full year of English each year from Years 7 – 10.

ADVANCED ENGLISH

An Accelerated English class is offered at Year 7 and Year 8. Students will study all the English units as above, together with one or more of the elective units, English Language, Adaptations or Writer's Workshop. Students may be recommended to select Elective Units from the higher VIC CURR levels, and may be accelerated into VCE Literature in Year 10.

COMPENSATORY ENGLISH

Students who need extra assistance in English may be required to study *Everyday English Skills* in Year 8 and *Reading within Reach* in years 9 and 10. This will ensure that all students have the required skills for V.C.E. English.

ENGLISH AS AN ADDITIONAL LANGUAGE

Students from non-English speaking backgrounds who have been in Australia for seven years or less may be required to undertake English as an Additional Language. This provides students with the required skills to be competent and confident English language users. Students will be assessed on arrival, and advised on the best possible options in English, on an individual basis.

The Year 7 English course features study of texts (written and audio-visual), creative writing, media analysis, oral presentations on a variety of subjects and the study of spelling and grammar.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Read, interpret and discuss a range of print and visual texts, identifying audience, purpose, themes and issues
- (ii) Construct written pieces for a range of contexts, purposes and audiences and control the linguistic structures and features of a range of written texts

2. **CURRICULUM ACTIVITIES**

Reading and Viewing:

Students will study at least one text (print or film) in class each term, one of which deals with the issue of bullying. In addition to this, students will read a range of other texts, including texts such as short stories, poetry and novellas, as well as everyday texts from such sources as the mass media; visual and aural, as well as print texts. There is particular emphasis on developing a critical understanding about the ways that authors try to influence readers to accept particular views of people, characters, events, ideas and information.

Writing:

The emphasis is on encouraging each student to develop the confidence and ability to write for a variety of purposes, in a range of modes and styles, including the persuasive style to develop further awareness of language and audience. A range of exercises will also be undertaken to improve the accuracy and readability of their writing through the use of appropriate spelling grammar and punctuation. Students will continue to develop their planning, drafting and editing skills.

Speaking and Listening:

Students will be encouraged to work cooperatively in discussion groups, using talk to explore and analyse challenging themes and issues. They will begin to apply their knowledge of spoken texts and oral language to experiment with techniques to influence audiences. They will explore ways of using multimedia to enhance visual and verbal communication. In second semester, students will be encouraged to participate in the Junior Public Speaking Competition, a program that leads on to the regional debating competition in Year 8.

ICT: They use a variety of multimedia to support individual presentations in which they inform or persuade an audience.

3. **ASSESSMENT TASKS**

(i)	Responding to Texts	30%
(ii)	Writing Tasks	30%
(iii)	Speaking and Listening	20%
(iv)	Examination	20%

4. **SPECIAL REQUIREMENTS:**

This unit is compulsory for all Year 7 students.

Year 8 English continues the processes developed in earlier years. Building on the foundation of Year 7, it is in this year that a more challenging range of ideas and issues are introduced to the students. This is developed through the studied texts and the choice of material selected by the teachers. As with Year 7, a variety of approaches are applied to develop the Essential Learning Standards in each of the course aspects.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Justify interpretations of a text, looking at language use and reasons for differing interpretations, and use strategies to select resources, locate, interpret, and synthesise information from a range of texts
- (ii) Adjust writing for a range of contexts, purposes and audiences, using a range of strategies to plan, compose, revise and edit writing
- (iii) Listen to and produce a range of spoken texts for a range of audiences and purposes

2. **CURRICULUM ACTIVITIES**

Reading and Viewing:

At Year 8, students are required to show a greater awareness of the specific effect of context, audience and purpose on the nature of texts. They respond to text both personally and in more detached and critical ways. Students will study at least one text (print or film) each term. In addition to this, they will read and respond to a range of other texts, including traditional literature texts such as short stories, poetry (including Shakespeare), and novellas, as well as everyday texts from such sources as the mass media; visual and aural, as well as print texts. There is a focus on developing a critical understanding about the ways that writers and producers of texts try to position readers to accept particular views of people, characters, events, ideas and information. They will discuss the ways in which argumentative texts present opinions and evidence, justify positions and persuade.

Writing:

In Year 8, the course will allow students to demonstrate the greater sophistication in their knowledge about, and their use of, language in their own written responses which will increase in length and complexity. Increased emphasis is placed on understanding media texts, persuasive language use, the structures of paragraphs and on the cause and effects of sequences in writing. Students will continue to improve the accuracy and readability of their writing through the use of appropriate spelling and punctuation, and correct grammar. They will continue to develop their planning, drafting, editing and proofreading skills.

Speaking and Listening:

Students will continue to be encouraged to work cooperatively in discussion groups, using talk to explore and analyse themes and issues. They will consolidate their knowledge of spoken texts and oral language and experiment with techniques to influence audiences, including vocabulary, rhythm, intonation, timing, pausing, body language and facial expression. They will explore ways of using multimedia to enhance visual and verbal communication. Opportunities will be provided for formal and informal oral work. These will include small group and whole class discussions, class debating and public speaking, role-plays, formal readings, both prepared and impromptu oral and visual presentations. Students will develop strategies to listen actively to longer and more challenging texts and critically analyse the speech of others.

ICT: They use a variety of multimedia to support individual presentations in which they inform or persuade an audience

3. **ASSESSMENT TASKS**

A range of assessment tasks is negotiated by each classroom teacher in close collaboration with the Year 8 team, to suit the students' learning needs, covering knowledge, understanding and particular skills. The activities will also cater for a range of abilities and suit the needs of individuals in the class. At the end of each semester, a common test is administered to all classes in English at Year 8, which leads to the more formal examination from Year 9 onwards. This common test is used to assess a student's learning across all areas of study and Essential Learning Standards, and against all other students undertaking the same level of study.

(i)	Responding to Texts	30%
(ii)	Writing Tasks	30%
(iii)	Speaking and Listening	20%
(iv)	Examination	20%

4. **SPECIAL REQUIREMENTS:**

This unit is compulsory for all Year 8 students.

Year 9 English develops the strategies begun in earlier years while reflecting the growing maturity of the students. Hence the year is a bridge, which must acknowledge the often great differences in maturity levels which impact on skill development. This understanding is dependent on developing greater and more sophisticated understanding of language and the role it plays in our lives, so learning activities require that they use language very specifically and experiment with language to achieve specific effects.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Read to gain a critical understanding of how language is used to persuade
- (ii) Use a range of strategies to convey information and discuss themes and issues in writing
- (iii) Use a range of strategies to plan, compose, revise and edit writing
- (iv) Listen to and produce a range of spoken texts, and evaluate the strategies to enhance the presentation of these

2. **CURRICULUM ACTIVITIES**

Reading and Viewing:

In Year 9 students read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues. They identify the ideas, themes and issues explored in these texts, and provide supporting evidence to justify their interpretations. Reading activities will investigate how language is used to influence audiences according to context, purpose and form of text. A variety of comprehension, summary and analytical tasks will be used as learning activities.

Writing:

A writing folio will be compiled which will contain finished pieces that have been conferenced and drafted for a range of audiences and purposes. Folio pieces will include imaginative/personal, persuasive/argumentative and expository modes. Extensive self-evaluation and reflection of writing process will be encouraged. Language skills are emphasised and students are expected to edit their work fully. A study of vocabulary, sentence structure, parts of speech, punctuation marks, spelling and grammar will further increase the ability of students to make accurate language selections in the process of their writing.

Listening and Speaking:

Opportunities will be provided for class debating and public speaking, role-plays, formal readings, both prepared and impromptu oral and visual presentations. There is an emphasis on constructive participation in class discussion. In addition, students will be involved in debating, as well as in a wide range of oral presentations throughout the year.

ICT:

Students will make increasingly effective use of a range of work-processing and editing software to produce texts using programs such as Microsoft Word, Publisher, PowerPoint, PhotoStory, MovieMaker, FrontPage and Reader (or their Mac equivalents).

3. **ASSESSMENT TASKS:**

A range of assessment tasks is negotiated by each classroom teacher in close collaboration with the Year 9 team, to suit students' learning outcomes, covering knowledge, understanding, and particular skills. The activities will also cater for a range of abilities and suit the needs of individuals in the class. At the end of each semester, there is a formal examination in English at Years 9 and 10. This examination is used to assess a student's learning across all areas of study and Essential Learning Standards, and against all other students undertaking the same level of study. At this same time, this practice develops crucial study skills and examination techniques that students will need to be prepared for work at VCE levels.

- | | | |
|-------|------------------------|-----|
| (i) | Responding to Texts | 30% |
| (ii) | Writing tasks | 30% |
| (iii) | Speaking and Listening | 20% |
| (iv) | Examination | 20% |

4. **SPECIAL REQUIREMENTS:**

This unit is compulsory for all Year 9 students.

Year 10 English is the final step in preparing students for the challenges involved in the VCE – the ability to draft effectively, to work collaboratively and to read and evaluate at sophisticated levels. To achieve this students will be encouraged to work individually and in groups, in structured and unstructured situations, exploring the ways in which language is used to create meanings.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Read to gain a critical understanding of how language is used to persuade
- (ii) Use a range of strategies to convey information and discuss themes and issues in writing
- (iii) Use a range of strategies to plan, compose, revise and edit writing
- (iv) Listen to and produce a range of spoken texts, and evaluate the strategies to enhance the presentation of these

2. **CURRICULUM ACTIVITIES**

Reading and Viewing:

In Year 10 students will read, view, analyse, critique, reflect on and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives. They also read, view, analyse and discuss a wide range of informative and persuasive texts and identify the multiple purposes for which texts are created. They explain how texts are shaped by the time, place and cultural setting in which they are created. They compare and contrast the typical features of particular texts and synthesise information from different texts to draw conclusions. They will develop a critical understanding of the contextual factors involved in the construction and interpretation of texts, including the role of audience in shaping meaning. A variety of comprehension, summary and analytical tasks will be used as learning activities.

Writing:

Students will be increasingly expected to write in a flexible manner, with control of the conventions of language use, to achieve a variety of effects and purposes, for a range of audiences. A writing folio will be compiled which will include writing in imaginative/personal, persuasive/argumentative and expository modes. Extensive self-evaluation and reflection of writing process will be encouraged. Language skills are emphasised and students are expected to edit their work fully. A study of vocabulary, sentence structure, parts of speech, punctuation marks, spelling and grammar will further increase the ability of students to make accurate language selections in the process of their writing.

Listening and Speaking:

Opportunities will be provided for class debating and public speaking. There is an emphasis on constructive participation in class discussion. In addition, students will be involved in class debating as well as in a range of oral presentations throughout the year.

ICT:

Students will make increasingly effective use of a range of word-processing and editing software to produce texts using programs such as Microsoft Word, Publisher, PowerPoint, PhotoStory, MovieMaker, FrontPage and Reader (or their Mac equivalents).

3. **ASSESSMENT TASKS**

A range of assessment tasks is negotiated by each classroom teacher in close collaboration with the Year 9 team, to suit students' learning outcomes, covering knowledge, understanding and particular skills. The activities will also cater for a range of abilities and suit the needs of individuals in the class. At the end of each semester, there is a formal examination in English at Years 9 and 10. This examination is used to assess a student's learning across all areas of study and Essential Learning Standards, and against all other students undertaking the same level of study. At this same time, this practice develops crucial study skills and examination techniques that students will need to be prepared for work at VCE levels.

- | | | |
|-------|------------------------------------|-----|
| (i) | Reading and Comparing | 30% |
| (ii) | Reading and Creating | 30% |
| (iii) | Analysing and Presenting Arguments | 20% |
| (iv) | Examination | 20% |

4. **SPECIAL REQUIREMENTS:**

This unit is compulsory for all Year 10 students.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Increase word recognition and word knowledge to improve fluency and expression in language use.
- (ii) Improve reading ability and comprehension.
- (iii) Develop reading comprehension skills both oral and written.
- (iv) Improve the clarity and accuracy of written expression including spelling and grammar.
- (v) Increase their confidence in communicating their ideas both orally and in writing.

2. **CURRICULUM ACTIVITIES**

Reading and Viewing:

Students will read, view and comprehend a range of texts including articles, short stories, films and novels.

Writing:

Students will develop skills in a range of contexts and writing styles. Spelling, grammar, expression and comprehension will all be developed to help students complete and present their own texts.

Listening and Speaking:

Students will learn to communicate simply but effectively in English in a range of both social and classroom contexts and when learning in the domains. Students will undertake a variety of speaking and listening tasks including informal group discussions and a formal presentation.

3. **ASSESSMENT TASKS**

(i)	Responding to Texts	30%
(ii)	Writing Tasks	30%
(iii)	Speaking and Listening	20%
(iv)	Examination	20%

4. **SPECIAL REQUIREMENTS:**

To be eligible to participate in this course, students must be from a non-English speaking background and have been learning English for less than seven years.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Develop and employ an extended vocabulary to improve fluency and expression in language use.
- (ii) Develop reading and viewing ability to comprehend a range of ideas and text types.
- (iii) Develop reading comprehension skills both oral and written.
- (iv) Improve fluency in written expression including spelling and grammar in a range of text types.
- (v) Increase their confidence in communicating their ideas both orally and in writing.

2. **CURRICULUM ACTIVITIES**

Reading and Viewing:

Students will read, view and comprehend a range of different texts including articles, short stories, films and novels.

Writing:

Students will develop more advanced skills in a range of contexts and writing styles. Spelling, grammar, expression and comprehension will be developed to help students complete and present their own texts including creative, expository and persuasive text types.

Listening and Speaking:

Students will be assisted to further develop their speaking and listening abilities and recognise a wide range of text types. Through both informal class discussions and informal presentations, students will be encouraged to present more complex ideas and information in a sustained and organised way, taking account of purpose and audience.

3. **ASSESSMENT TASKS**

(i)	Responding to Texts	30%
(ii)	Writing Tasks	30%
(iii)	Speaking and Listening	20%
(iv)	Examination	20%

4. **SPECIAL REQUIREMENTS:**

To be eligible to participate in this course, students must be from a non-English speaking background and have been learning English for less than seven years.

ENGLISH ELECTIVE UNITS

The elective units at Years 8, 9 and 10 are designed to provide students with the opportunity to explore interests, support literacy learning skills or extend students' knowledge and capabilities.

These units are offered **in addition to** the core course requirements at any level.

EVERYDAY ENGLISH SKILLS

YEAR 8
CODE EN.811

This unit is designed to provide additional assistance for those students experiencing difficulties in English.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Improve the clarity and accuracy of students' written expression
- (ii) Increase the confidence of students to communicate their ideas both orally and in writing
- (iii) Develop oral and reading comprehension skills

2. **CURRICULUM ACTIVITIES**

Activities will centre around the practice of everyday literacy skills which are relevant to the students' needs and interests. Emphasis throughout the unit will be on practical aspects of English.

3. **ASSESSMENT**

- | | | |
|-------|-------------------------------|-----|
| (i) | Reading skills | 40% |
| (ii) | Written exercises | 40% |
| (iii) | Speaking and Listening Skills | 20% |

4. **SPECIAL REQUIREMENTS:**

This is a catch up unit for students experiencing difficulty in mainstream classes. Students will be admitted to this class only on the recommendation of their English teacher in consultation with parents and the English Coordinator.

SPEAKING OUT **VIC CURR 8/9**

YEAR 8/9
CODE EN409

1. **LEARNING STANDARDS**

In this unit students will :

- (i) Identify and use a range of strategies to influence an audience;
- (ii) Experiment with the effects of language selection, intonation, body language and other techniques for delivering engaging presentations;
- (iii) Use the above learning in the creation of a range of spoken texts to examine topical issues and complex themes and ideas;
- (iv) Understand the importance of the planning and preparation process including drafting, editing, seeking feedback and rehearsing spoken texts.

2. **CURRICULUM ACTIVITIES**

This unit is specifically designed for students to gain confidence in public speaking, both for those who find it difficult and need to improve to assist them in their broader education, and for those who simply enjoy it and want to further their skills. Students will participate in a variety of activities including collaborative efforts such as debates and group presentations, prepared speeches on topics of interest to them and impromptu presentations designed to develop their thinking skills. The importance of drafting, editing and rehearsing formal presentations will be highlighted to students and they will be expected to be able to show, through written reflection, how their pieces have been developed and how they are using the features of the spoken presentation to influence and engage with their audience. They will also be required to regularly reflect on their development as public speakers, noting areas in which they have improved and goals for future learning.

3. **ASSESSMENT TASKS**

- | | | |
|-------|--|-----|
| (i) | Class Discussions & Impromptu Presentations | 20% |
| (ii) | Group Presentations / Debates | 20% |
| (iii) | Minimum of two individual presentations | 40% |
| (iv) | Written Reflections | 20% |

1. **LEARNING STANDARDS**

In this unit students will :

- (i) Read/view a variety of contemporary popular texts including novels, graphic novels, comics, manga, picture books, films and short stories;
- (ii) Critically evaluate set texts;
- (iii) Analyse set texts to understand the views and values being presented and the way they reflect the culture in which they are created;
- (iv) Explore different ways of responding to texts, including both formal and informal responses.

2. **CURRICULUM ACTIVITIES**

Students will explore at least two popular print texts and view one popular film text. They will discuss how texts can be interpreted in different ways and explore how the views and values of the author and the time period are revealed in the text. They will also consider how their own views and values inform their understanding of the text. Students will produce written and spoken responses to texts in a variety of forms and styles. These could include creative responses, reviews and a negotiated extended project that will allow students to explore and interpret texts in a manner that suits their own learning style.

3. **ASSESSMENT TASKS**

- | | | |
|-------|-----------------------------|-----|
| (i) | Horror Fiction | 20% |
| (ii) | Visual Story Telling | 20% |
| (iii) | Text Study | 50% |
| (iv) | Negotiated Extended Task(s) | 10% |

1. **LEARNING STANDARDS**

In EACH unit students will:

- (i) Read classic, contemporary, and popular literary texts, media and multimedia texts and develop more critical and analytic ways of reading and responding to them.
- (ii) Read closely and critically, evaluate different perspectives, recognise thematic similarities and compare texts and contexts.
- (iii) Explain how texts are shaped by the time, place and cultural setting in which they are created.
- (iv) Develop and justify their own interpretations of a text both orally and in writing
- (v) Listen to and produce a range of spoken texts, and evaluate the strategies to enhance the presentation of these

2. **CURRICULUM ACTIVITIES**

Students will undertake:

Reading:

Students will read at least two (2) print texts chosen from a broad and diverse array including novel, short story, poetry, children's literature, graphic novels and plays, and will study one (1) Film as Text in detail. They will explore and interpret different perspectives on complex issues, analysing how different texts are likely to be interpreted by different audiences, and how the form of the text, whether it is in print or non-print, changes the meaning. They will develop a critical understanding of the contextual factors involved in the construction and interpretation of texts, including the role of the reader (or viewer) in shaping meaning. They extend their use of metalanguage (language which describes language) to encompass explicit discussion of the style and tone of a text.

Writing:

Students will look closely at the texts to examine the crafts of writing and use this knowledge to respond to the literature presented. They will learn to make critical choices of text type, subject matter and language to suit writing for specific purposes and audiences. Students will write at least five pieces of writing in response to the three major texts studied: One expository/analytical essay per text, Creative responses for at least two texts, plus one other as negotiated by the classroom teacher. This leads directly to the new Area of Study in VCE English: Contexts.

Speaking:

Students will be exposed to various readings of poetry, plays and short stories. Audio books will be used in the classroom to provide modelling for good reading, and students will focus on their listening skills. Formal oral presentations are a key component of these units.

3. **ASSESSMENT TASKS**

- | | | |
|-------|------------------------|-----|
| (i) | Responding to Texts | 20% |
| (ii) | Writing tasks | 40% |
| (iii) | Speaking and Listening | 20% |
| (iv) | Examination | 20% |

This study is an introduction to VCE English Language, which supports language-related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

1. LEARNING STANDARDS

In this unit students will:

- (i) Develop knowledge of English language as a system of communication and an essential aspect of human behaviour
- (ii) Gain an understanding of the ways language is organised in five subsystems such as Phonology/Phonetics, Lexicology, Syntax, Semantics and Pragmatics
- (iii) Study the factors contributing language change, how words are formed and other elements of language are changed in all subsystems
- (iv) Develop a basic understanding and use metalanguage to describe and analyse language examples when talking or writing about the subsystems, language variation and language change
- (v) Evaluate and analyse some multimodal texts, from contemporary and old English using evidence to describe and discuss language variation and change in different subsystems
- (vi) Demonstrate competent level of understanding and use of linguistic concepts and metalanguage appropriately to meet the demands of further study in this subject

2. CURRICULUM ACTIVITIES

In this unit, students will demonstrate comprehension and convey basic information on the conventions and features of language use and how language functions, varies and often changes. They will respond to short answer questions and a quiz about the five subsystems of language and use some metalanguage to describe these in a short commentary. Students will research the etymology of words and read texts from the past and from the present in order to understand and talk about how English has been transformed over the centuries and spread globally leading to its diversification. In doing so, they will identify and differentiate the distinct features of Australian English. In a role play and using a transcript, students will compare and contrast the stylistic features of informal and formal language in both written and spoken forms and recognise how language choices are influenced by different social, cultural and geographical factors.

3. ASSESSMENT TASKS

- | | |
|----------------------------|-----|
| (i) Short Answer Questions | 40% |
| (ii) Presentation | 15% |
| (iii) Commentary | 25% |
| (iv) Examination | 20% |

ADAPTATIONS (previously Books on Film)
VIC CURR 9/10/10.5**YEAR 9/10**
CODE EN616**1. LEARNING STANDARDS**

In this unit students will:

- (i) Develop an enjoyment of Literature;
- (ii) Study a range of texts including classic and modern literature in forms including novel, script, graphic novel, poetry and film;
- (iii) Gain an understanding of the variety of human experiences, themes and cultures presented through texts and how these can be linked to their own culture, beliefs and ideas;
- (iv) Develop an understanding of the typical features of various forms and the way form is significant in the making of meaning;
- (v) Evaluate and justify multiple interpretations of texts, using evidence from within and outside the text to support views;
- (vi) Develop an understanding of the way meaning changes when form and other elements of texts are changed.

2. CURRICULUM ACTIVITIES

This unit will primarily study texts that have been produced in multiple forms and examine how meaning is changed depending on the form due to both the characteristics of the form and the reader's own beliefs and understandings. These will sometimes be whole texts and at other times they will study excerpts. Students will develop and justify detailed interpretations of texts, taking into account the context and form in which they were constructed. They will consider further how the differences in time period between the original form of a text and subsequent forms of the same text have changed and re-shaped the themes and ideas, as well as how these themes have a timeless appeal and are universal in their subject matter. This will participate in activities including discussion, written analyses and their own imaginative rewritings or additions to texts.

3. ASSESSMENT TASKS

- | | |
|-----------------------------------|-----|
| (i) Reading Journal | 15% |
| (ii) Analysis of Texts | 40% |
| (iii) Creative Responses to Texts | 25% |
| (iv) Examination | 20% |

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Explore a range of fiction and non-fiction creative texts, in order to gain an understanding of the process involved in constructing a piece of writing;
- (ii) Construct well-developed pieces of writing that reflect their understanding of a range of structures and other aspects of the writer's craft;
- (iii) Experiment with different language features, text structures, images and stylistic devices in order to find their own preferred writing style and voice;
- (iv) Understand how their individual writing can reflect, challenge and change their own values and beliefs;
- (v) Develop skills in drafting, editing and publishing.

2. **CURRICULUM ACTIVITIES**

Students will consider construction, context and authorial point of view in order to develop their own engaging pieces of writing and will show an understanding of language voice, form and structure. They will extend their understanding of the various genres and modes, drawing on their individual writing strengths and interests. Students will work collaboratively with their peers and teacher to workshop then improve their own, and evaluate others', writing. They will investigate and explore avenues for publication, including the school newsletter, blogs, webpages, competitions and more formal media outlets, with the view to having at least one piece published.

3. **ASSESSMENT TASKS**

(i)	Writing Tasks	25%
(ii)	Creative Writing Tasks	40%
(iii)	Workshops	15%
(iv)	Examination	20%

DEBATING and PUBLIC SPEAKING

Public speaking is encouraged, nurtured and developed at Highvale. It promotes intellectual thought and argument, gives confidence and skill in a most difficult area, and is an essential part of education in the new century.

Debating at Highvale Secondary College has become a highly successful part of extra-curricular involvement in English. Our English curriculum from Years 7 – 12 features debating, beginning with basic public speaking in the first two years of schooling leading on to the formal debating.

Each year we enter the Debating Association of Victoria (DAV) Schools Competition. We compete in the Glen Waverley Division with debates held at a local regional school (Wesley's Waverley Campus in previous years). Students are able to participate in a debating team from Year 8 onwards. Students who lack public speaking confidence are encouraged to be part of the team in a supporting role, giving students the opportunity to be involved and develop skills, and perhaps debate when they feel ready to do so.

Many of our students, through the confidence gained in debating, compete in other public speaking competitions such as The Plain English Speaking Competition, Rotary and Legacy Junior Public Speaking competitions.

* * * * *

HEALTH AND PHYSICAL EDUCATION DOMAINS

Health and Physical Education is a broad area of learning concerned with fulfilment and well-being in everyday life through studies in health education, outdoor education and physical education. Each subject area has its own body of knowledge and practice relating to a particular aspect of everyday life. Together these subject areas contribute knowledge, values and skills related to: -

- Personal, social and community health
- Movement and physical activity

Above all, Health and Physical Education aims to develop three inter-related goals. They are that young people should learn:

- knowledge useful in everyday life;
- understanding and valuing of self and others;
- skills needed for taking action in engaging in relationships and decision making.

HEALTH AND PHYSICAL EDUCATION INDEX

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HEALTH AND PHYSICAL EDUCATION PLANNER

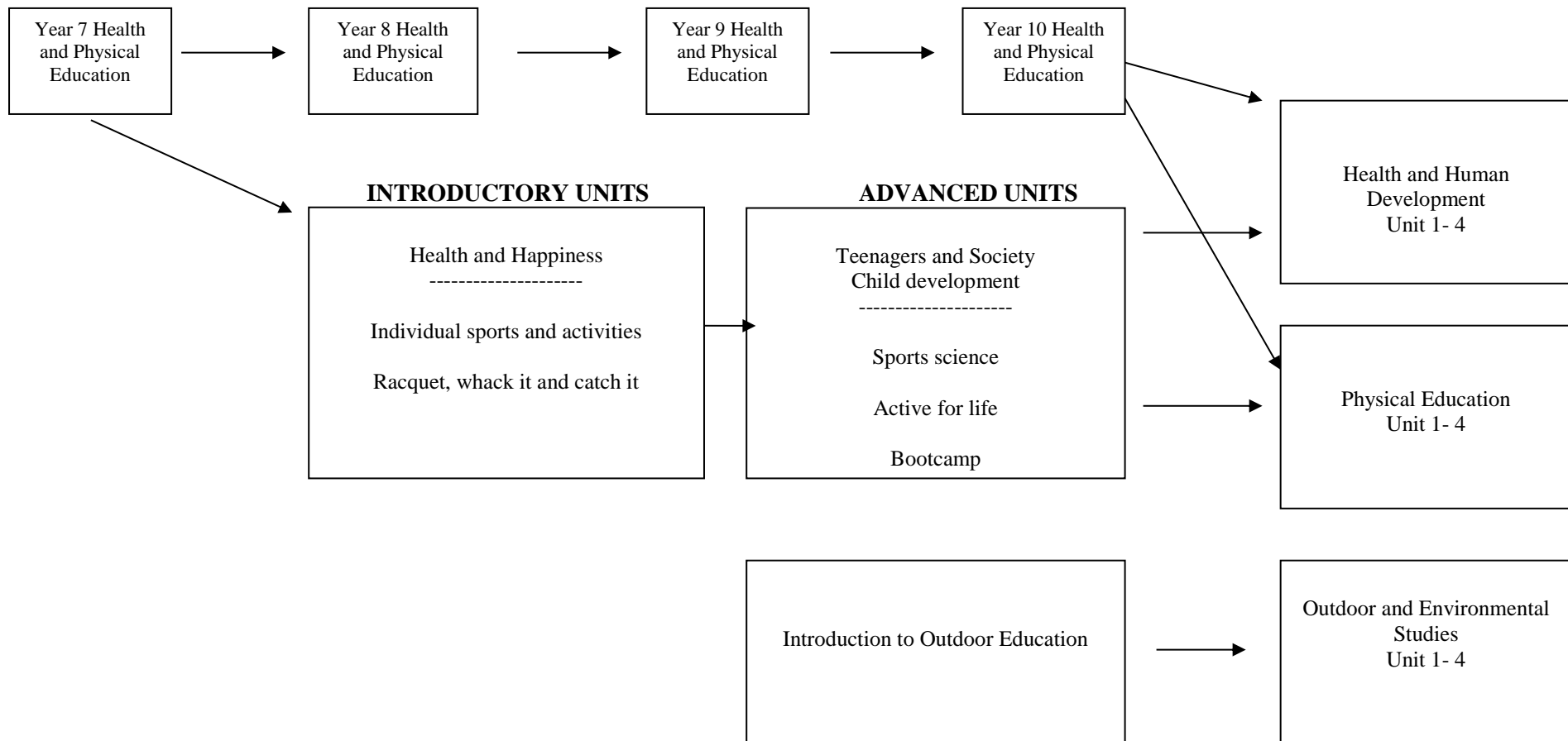
YEAR 7

YEAR 8

YEAR 9

YEAR

10 V.C.E



HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION: COMPULSORY SUBJECTS

YEAR 7 HEALTH **VIC CURR LEVEL 7**

YEAR 7 **CODE PD 731**

1. LEARNING STANDARDS

In this unit students will:

- (i) identify and explore the influences on their personal identity, self-esteem and body image
- (ii) investigate the changing nature of peer and family relationships
- (iii) examine the impact of physical changes on gender, cultural and sexual identity
- (iv) research healthy eating options and food models
- (v) Practice effective communication and problem solving skills

2. CURRICULUM ACTIVITIES

Areas of study will include:

- (i) self-esteem and identity
- (ii) relationships
- (iii) changes during puberty
- (iv) food and nutrition
- (v) communication and decision making skills

3. ASSESSMENT TASKS

- | | | |
|-------|---------------------|-----|
| (i) | Workbook | 30% |
| (ii) | Assignment | 25% |
| (iii) | Test | 25% |
| (iv) | Class Participation | 20% |

4. SPECIAL REQUIREMENTS:

Cost \$11 approx for incursions and visiting speakers

YEAR 7 PE **VIC CURR LEVEL 7**

YEAR 7 **CODE PD 732**

1. LEARNING STANDARDS

In this unit students will:

- (i) measure fitness and physical activity levels
- (ii) combine motor skills, strategic thinking, and tactical knowledge to improve sporting performance
- (iii) perform complex sporting skills

2. CURRICULUM ACTIVITIES

Areas of study will include:

- (i) health benefits of physical activity
- (ii) minor games designed to improve hitting, kicking, throwing and catching skills
- (iii) participation in a range of sporting activities

3. ASSESSMENT TASKS

- | | | |
|-------|-------------------------|-----|
| (i) | Practical participation | 70% |
| (ii) | Fitness tests | 20% |
| (iii) | Assignments | 10% |

4. SPECIAL REQUIREMENTS:

Students will be required to bring their PE uniform in a separate bag.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) measure fitness levels
- (ii) participate in games of cultural significance and games to improve motor skills
- (iii) develop an understanding of fitness components
- (iv) investigate the influence of drugs and alcohol on health and wellbeing
- (v) practice strategies for personal safety

2. **CURRICULUM ACTIVITIES**

Areas of study will include:

- (i) personal fitness testing and training
- (ii) cultural and indigenous games
- (iii) water safety
- (iv) development of foundation physical skills for team and individual activities
- (v) health and skill related fitness components
- (vi) alcohol and other drugs

3. **ASSESSMENT TASKS**

- | | |
|-----------------------------|-----|
| (i) Practical participation | 70% |
| (ii) Fitness tests | 10% |
| (iii) Theory Workbook | 10% |
| (iv) Examination | 10% |

4. **SPECIAL REQUIREMENTS:**

Students will be required to bring their PE uniform in a separate bag.

There is a cost to be advised for the optional swimming program

1. **LEARNING STANDARDS**

In this unit students will:

- (i) measure fitness levels and compare these to National guidelines for health and physical activity
- (ii) work collaboratively to develop activities and games
- (iii) perform variety of movement skills to improve co-ordination and performance
- (iv) develop responses to scenarios involving risk taking behaviours
- (v) research the health and support services available to adolescents

2. **CURRICULUM ACTIVITIES**

Areas of study will include:

- (i) personal fitness testing and training
- (ii) sex education and sexually transmitted infections (STI's)
- (iii) national physical activity guidelines
- (iv) domains and dimensions of physical activity
- (v) dance and expressive movement
- (vi) sports and physical activities aimed to improve personal fitness

3. **ASSESSMENT TASKS**

- | | |
|-----------------------------|-----|
| (i) Practical participation | 70% |
| (ii) Fitness tests | 10% |
| (iii) Theory Workbook | 10% |
| (iv) Examination | 10% |

4. **SPECIAL REQUIREMENTS:**

Students will be required to bring their PE uniform in a separate bag.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) examine the social, cultural and economic practices that influence the health behaviours of people in the community
- (ii) investigate community health resources
- (iii) develop an understanding of mental health problems
- (iv) research equity and access in sport
- (v) develop understanding of the role of drugs and other ergogenic aids in sport
- (vi) present activities to class to further understand movement patterns
- (vii) develop and perform a personal fitness program
- (viii) participate in range of sporting activities aimed to improve tactical and strategic knowledge

2. **CURRICULUM ACTIVITIES**

Areas of study will include:

- (i) personal fitness testing
- (ii) resistance training
- (iii) issues in sport
- (iv) mental health
- (v) skill acquisition
- (vi) drug education

3. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------|-----|
| (i) | Practical participation | 70% |
| (ii) | Fitness tests | 10% |
| (iii) | Theory Workbook | 10% |
| (iv) | Examination | 10% |

4. **SPECIAL REQUIREMENTS:**

Students will be required to bring their PE uniform in a separate bag.

HEALTH EDUCATION

HEALTH AND PHYSICAL EDUCATION: HEALTH ELECTIVES

HEALTH & HAPPINESS **VIC CURR 8/9**

YEARS 8/9
CODE PD.438

1. **LEARNING STANDARDS**

In this unit students will :

- (i) Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing
- (ii) Investigate and select strategies to promote health, safety and wellbeing
- (iii) Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices
- (iv) Develop skills to evaluate health information and express health concerns
- (v) Evaluate health information from a range of sources and apply to health decisions and situations
- (vi) Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities

2. **CURRICULUM ACTIVITIES**

In this unit students will investigate respectful, safe relationships and understand resilience and the skills that support resilient behaviour. Students will evaluate and critique health information from different resources. They will design a mental health promotion campaign to enhance the wellbeing of students in our school. Students will be involved in class discussions, group and individual activities to meet these goals.

3. **ASSESSMENT TASKS**

- | | |
|---------------------------|-----|
| (i) Short exercises | 20% |
| (ii) Research assignments | 50% |
| (iii) Class participation | 10% |
| (iv) Test/Examination | 20% |

TEENAGERS AND SOCIETY **VIC CURR 9/10**

YEAR 9/10
CODE PD.611

1. **LEARNING OUTCOMES**

This subject is recommended for students who are interested in studying Health as a VCE subject.

In this unit students will :

- (i) Identify the physical, social, emotional and intellectual characteristics of development during youth.
- (ii) Analyse and discuss the health status of Australian youth.
- (iii) Describe and explain the factors that affect the health and development of Australia's youth.
- (iv) Identify key nutrients, their food sources and functions and explore the role of nutrition during youth.

2. **CURRICULUM ACTIVITIES**

Students will develop an understanding of health and development during adolescence through case study analysis, written responses, discussion and various activities. They will investigate the main health concerns for this life stage such as road safety, homelessness, mental health issues and drug use. Students will use and interpret data to evaluate the health status of youth.

3. **ASSESSMENT TASKS**

- | | |
|--------------------------|-----|
| (i) Research Assignments | 40% |
| (ii) Class participation | 15% |
| (iii) Short exercises | 20% |
| (iv) Examination | 25% |

1. **LEARNING STANDARDS**

In this unit students will :

- (i) Explore family types and investigate the roles and relationships within the family
- (ii) Understand human reproduction and the reproductive systems
- (iii) Understand the stages of pregnancy and birth
- (iv) Explore human development from conception to birth and during infancy, toddlerhood and childhood
- (v) Investigate the health status of Australian children

2. **CURRICULUM ACTIVITIES**

Students will develop an understanding of the physical, social, emotional and intellectual development that occurs from conception to childhood through a range of activities including case studies, investigative tasks, discussion and class activities. Students will participate in the virtual parenting program and reflect on their parenting experience. Students will create an activity that focuses on physical or cognitive development and deliver their activity to primary school students.

3. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------------|-----|
| (i) | Short exercises | 20% |
| (ii) | Virtual parenting/Assignments | 40% |
| (iii) | Class participation | 15% |
| (iv) | Examination | 25% |

4. **SPECIAL REQUIREMENTS**

Students will be attending an education session at a local primary school.

Cost

A charge of \$11 to cover costs involved with the virtual parenting program.
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PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION: ELECTIVE SUBJECTS

INDIVIDUAL SPORTS AND ACTIVITIES **VIC CURR LEVEL 8/9**

YEAR 8 /9
CODE PD 420

1. **LEARNING STANDARDS**

In this unit students will :

- (i) proficiently perform complex skills
- (ii) demonstrate complex skills, strategy and tactical knowledge to improve individual performance
- (iii) identify factors that assist with successful movement and adapt these factors to differing movement patterns
- (iv) develop an understanding of body systems and their role in physical activity

2. **CURRICULUM ACTIVITIES**

- (i) Student activities will include:
- (ii) involvement in a range of individual sports and activities, including:
Athletics, tennis (singles), golf, aerobics, and fitness testing
- (iii) take part in externally provided taekwondo and aerobics programs
- (iv) completion of theory in the areas of body systems and energy systems

3. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------|-----|
| (i) | Practical participation | 70% |
| (ii) | Assignment(s) | 20% |
| (iii) | Test | 10% |

4. **SPECIAL REQUIREMENTS:**

Students will be required to bring their PE uniform in a separate bag.

RACQUET, WHACK IT AND CATCH IT **VIC CURR LEVEL 8/9**

YEAR 8 /9
CODE PD 437

Involvement in this unit allows students to further develop their foundation skills learnt in HPE. They will develop skills, tactics and strategies to be used in competitive situations

1. **LEARNING STANDARDS**

In this unit students will :

- (i) demonstrate proficiency in execution of manipulative and movement skills during complex activities.
- (ii) demonstrate advanced skills in selected physical activities.
- (iii) undertake various roles associated with the planning of physical activities
- (iv) participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity.

2. **CURRICULUM ACTIVITIES**

Students will undertake :

- (i) skills associated with tennis, badminton, cricket, hockey, lacrosse and baseball
- (ii) development of coaching activity and practical application of this during class
- (iii) investigate the role of coaches in sport and examine effective coaching practices
- (iv) completion of theory in the area of sports coaching, skill development and sports injuries

3. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------|-----|
| (i) | Practical participation | 70% |
| (ii) | Test | 10% |
| (iii) | Assignment(s) | 20% |

4. **SPECIAL REQUIREMENTS:**

Students will be required to bring their PE uniform in a separate bag.

1. **LEARNING STANDARDS**

In this unit students will :

- (i) demonstrate proficiency performing complex movements demonstrating coordinated actions.
- (ii) demonstrate advanced skills in selected physical activities
- (iii) identify factors that influence motion and improve performance
- (iv) experiment with manipulation of force and speed to objects to examine flight paths

2. **CURRICULUM ACTIVITIES**

Students will undertake :

- (i) practical involvement in selected recreational excursions, including gymnastics, bowling, trampolining, go karting and rock climbing
- (ii) biomechanical analysis of different sports and activities
- (iii) use of video to analyse and improve sporting performance

3. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------|-----|
| (i) | Practical participation | 60% |
| (ii) | Laboratory reports | 25% |
| (iii) | Exam | 15% |

4. **SPECIAL REQUIREMENTS:**

Students will be required to:

- (i) Bring PE uniform or relevant clothing in a separate bag.

cost of \$180.00 for venue entries and bus transport
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(ii)

1. **LEARNING STANDARDS**

In this unit students will :

- (i) use ICT to create and implement a personal fitness plan which includes goals, timeframe and specific activities
- (ii) justify selection of physical activities in relation to health and skill related fitness components
- (iii) investigate heart rate training zones and how they relate to health and wellbeing

2. **CURRICULUM ACTIVITIES**

- (i) development, planning and implementation of personal training program
- (ii) participation in a variety of training methods to improve personal fitness
- (iii) use ICT such as HR monitors and pedometers to measure physical activity output
- (iv) use knowledge of training principles and methods to evaluate and analyse training programs
- (v) fitness testing
- (vi) theory component to include: fitness components, training principles and training programs
- (vii) engage in regular moderate to vigorous exercises and activities

3. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------|-----|
| (i) | Practical participation | 60% |
| (ii) | Assignment(s) | 20% |
| (iii) | Exam | 10% |
| (iv) | Fitness tests | 10% |

4. **SPECIAL REQUIREMENTS:**

Bring PE uniform or relevant clothing in a separate bag.

This unit is aimed at students who are interested in VCE PE or a career in sports and exercise science. It does contain some physical activity but it is not solely a practical unit.

1. **LEARNING OUTCOMES**

In this unit students will;

- (i) develop an understanding of the key content areas; body systems, fitness and training, energy systems and biomechanical improvement in sport.
- (ii) be involved in laboratory activities which enhance concepts taught during theory lessons
- (iii) be able to apply the knowledge of content areas to sport and physical activity and examine ways in which performance can be improved

2. **CURRICULUM ACTIVITIES**

- (i) laboratory activities and report writing
- (ii) physical activity aimed to improve performance and fitness
- (iii) skills analysis of their own and others skills

3. **ASSESSMENT TASKS**

- | | | |
|-------|---------------------|-----|
| (i) | laboratory reports | 40% |
| (ii) | research assignment | 20% |
| (iii) | tests | 20% |
| (iv) | examination | 20% |

4. **SPECIAL REQUIREMENTS**

Students will be required to bring a PE uniform to some of their classes, when completing laboratory activities

1. **LEARNING OUTCOMES**

In this unit students will:

- (i) Engage in physical outdoor activities.
- (ii) Work and learn in teams
- (iii) Build positive relationships with peers
- (iv) Understand their identity and responsibilities as citizens in their community.
- (v) Learn about outdoor environments and how to participate within them safely.

2. **CURRICULUM ACTIVITIES**

Activities will specifically include:

- (i) Minimal impact in outdoor education activities
- (ii) Navigational skills for Bushwalking
- (iii) Bushwalking skills and safety
- (iv) First Aid training
- (v) Community engagement
- (vi) All components of the Duke of Edinburgh's Award

3. **ASSESSMENT TASKS**

- | | | |
|-------|--------------------|-----|
| (i) | Assignments | 30% |
| (ii) | Camp Participation | 30% |
| (iii) | Exam | 30% |
| (iv) | Journals | 10% |

4. **SPECIAL REQUIREMENTS**

Students will be required to meet some expenses for the optional camps if they choose to attend. This will total approximately \$110

- Students may elect to complete their Duke of Edinburgh's Award (cost is partially subsidised by the school with the remainder to be covered by students).
- Students are required to have their own sleeping bag, polar fleece jumper and thermal underwear for camps.
- All students must complete a minimum of 7 hours community service to meet the requirements of this subject.

HUMANITIES & CIVICS DOMAINS

Humanities is a diverse faculty incorporating four key areas of study: Geography, History, Economics and Civics. In studying Humanities subjects, students will explore current issues, Australian and world environments, significant events of the past and the ways in which society is structured from a social, financial and environmental perspective.

It is important that all students achieve some understanding across all the Humanities areas whilst still having the opportunity to specialise in a particular area of interest. As such, the following requirements must be considered in making subject selections:

1. In Year 7, all students will complete a compulsory unit of History and a compulsory unit of Geography.
2. Across Years 8 - 10, all students must complete at least one unit of Geography, at least one unit of History and at least one unit of Economics or Civics.
3. In Year 8, students are required to complete a minimum of two units of Humanities. It does not matter if these are both in the same semester or if they are in different semesters.
4. Across Years 9 and 10, students are required to complete a minimum of three units of Humanities across the two years, with at least one unit in each year.
5. If students are undertaking a VCE Humanities subject in Year 10, this is counted as meeting the Humanities requirement for Year 10.

Note:

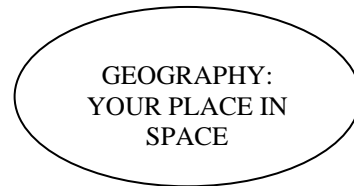
There will be circumstances in which some students in Year 8 are recommended to complete support units in both English and Mathematics. Students in this situation will be allowed to complete one rather than two Humanities units in Year 8 if this is the only way in which they can complete both the English and Mathematics units for which they are recommended.

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HUMANITIES & CIVICS PLANNER

GEOGRAPHY YEAR 7



YEAR 8/9

GEOGRAPHY:
NATIONS AND
NATURE

YEAR 9/10

GEOGRAPHY:
FEAST OR FAMINE?

GEOGRAPHY:
COASTS AND CONNECTIONS

GEOGRAPHY:
FOR RICHER, FOR POORER

V.C.E.

GEOGRAPHY

ECONOMICS & CIVICS

CIVICS:
LIVING IN
SOCIETY

ECONOMICS:
ECONOMICS IN SOCIETY

ECONOMICS:
BUSINESSES, INNOVATION & THE
FUTURE

ECONOMICS:
PERSONAL FINANCIAL MANAGEMENT

CIVICS:
POLICE, CRIME AND THE LAW

BUSINESS
MANAGEMENT

ECONOMICS

ACCOUNTING

LEGAL STUDIES

AUSTRALIAN &
GLOBAL POLITICS

HISTORY

HISTORY:
IN THE
BEGINNING

HISTORY:
WORLD
EXPLORATION

HISTORY:
THE WORLD AT WAR

HISTORY:
WHO DO YOU THINK WE ARE?

HISTORY:
THAT WAS THEN, THIS IS NOW

HISTORY

AUSTRALIAN &
GLOBAL
POLITICS

Geography Units

SUBJECT: GEOGRAPHY: YOUR PLACE IN SPACE
VIC CURR: Level 7

YEAR: 7
CODE: HU732

1. COURSE DESCRIPTION

Have you ever wondered where you fit into the world, or what impact you have on it? This unit will begin to explore these ideas through a study of resource use and the places in which people live. We will discuss the nature of resources and use water as a case study to look at how resources need to meet the demands of a wide variety of people all around the world as well as the ways in which resources impact on culture and liveability. We will also look at the various places in which people live, starting with the characteristics of our local area and then broadening our focus to Europe and Africa.

2. LEARNING STANDARDS

By the end of this unit, students will be able to:

- (i) Describe the features of a range of places and environments and the geographical processes that have an impact on these;
- (ii) Understand the ways in which places and environments are perceived and valued differently;
- (iii) Explain the ways in which people and places / environments interconnect and the processes at work that change these;
- (iv) Understand that resources, such as water, are unevenly distributed across the earth, are of varying quality and that there are competing demands for such resources;
- (v) Use, interpret and evaluate a range of sources and data forms such as maps, graphs, photographs and tables;
- (vi) Create graphs, maps, tables and photographs that conform to geographic conventions.

3. CURRICULUM ACTIVITIES

Some of the activities students will be involved in include:

- (i) Creating maps comparing water resources in a range of locations throughout the world;
- (ii) Creating a brochure looking at the cultural significance of a chosen water resource;
- (iii) Annotate a map to show the characteristics of their own neighbourhood;
- (iv) Undertake research to prepare a report on differences in liveability in a range of locations throughout the world;
- (v) Participate in fieldwork to assess the liveability and provide suggestions to improve the liveability of the school's local region (time permitting).

4. ASSESSMENT TASKS

- | | | |
|-------|---------------------------------|-----|
| (i) | Classwork and minor assignments | 25% |
| (ii) | Research task | 25% |
| (iii) | Case Study | 30% |
| (iv) | Test | 20% |

5. NOTES

- (i) All Year 7 students must complete this unit.
- (ii) A small fieldwork component is planned towards the end of the unit (time permitting). This will take place in the local region at minimal or no cost.

1. **COURSE DESCRIPTION**

From natural wonders like the Great Barrier Reef and Mount Everest to incredible human creations like the megacities of the USA and China, the world is full of fascinating and diverse places, which you too can explore if you select this unit! The first part of the course focuses on the natural world, investigating the formation and distribution of a range of landscapes, and exploring the ways in which humans interact with them and change them in both positive and negative ways. The second part of the unit will look at the way nations and cities are constantly changing. You will study cities in Indonesia, China, the USA and Australia, investigating geographic issues such as refugees and increasing urbanisation. Finally, you'll need to apply your learning to come up with a plan to manage a city's growth into the future.

2. **LEARNING STANDARDS**

By the end of this unit students will be able to:

- (i) Identify the range of landscapes that occur at a global scale and have a detailed understanding of landscapes within Australia, including their significance to different groups of people;
- (ii) Understand the processes by which landscapes are formed and changed, including degradation due to human activities and the way these landscapes can be protected;
- (iii) Understand the causes, impacts and responses to hazards in a particular type of landscape;
- (iv) Analyse changing settlement patterns in places around the world, with a focus on Indonesia, USA, China and Australia;
- (v) Understand the reasons for changes in population;
- (vi) Develop proposals for managing a range of geographic issues;
- (vii) Critically interpret and draw conclusions from a range of sources of geographic information and use these appropriately in the presentation of research;
- (viii) Using findings from research, create their own maps and other geographic media and use this material to support their ideas.

3. **CURRICULUM ACTIVITIES**

Some of the activities students will be involved in include:

- (i) Interpreting maps showing data such as differing landscapes around the world and migration patterns within various countries;
- (ii) Using sketches, flow charts and other graphic organisers to show how landscapes and landforms develop and change over time, as well as how settlement patterns change over time;
- (iii) Designing a tour of Australia that shows an understanding of the range of landscapes and landforms within this country;
- (iv) Developing a proposal for the future management of an Australian city;
- (v) Completing case studies on geographical issues, for example, refugees, natural disasters and introduced species.

4. **ASSESSMENT TASKS**

- | | | |
|-------|---------------------------------|-----|
| (i) | Classwork and minor assignments | 15% |
| (ii) | Research Task | 40% |
| (iii) | Report | 25% |
| (iv) | Test | 20% |

1. **COURSE DESCRIPTION**

Don't be fooled – this is not a cooking unit. Rather, this unit will help you understand where your food comes from – and why food production is set to be one of the biggest challenges facing humanity. You will begin the unit by looking at the different biomes of the world and the ways in which people and natural processes impact these areas. The concept of food security will then be introduced at a global level, followed by a study of Australia's food security challenges. From there, we'll investigate the problems and challenges in food production, such as pollution, habitat destruction and the uneven distribution of food at a global scale, before investigating some of the possible solutions such as genetically modified (GM) foods.

2. **LEARNING STANDARDS**

In this unit students will:

- (i) Develop an understanding of biomes and their relevance to food security;
- (ii) Develop an understanding of where the world's food comes from and the ways in which its production and consumption are distributed;
- (iii) Describe challenges to food security both in Australia and on a global scale;
- (iv) Investigate environmental issues occurring as a result of food production in Australia and across the world;
- (v) Evaluate and propose solutions for improving food security both in Australia and on a global scale;
- (vi) Make informed decisions regarding their own consumption of food;
- (vii) Critically evaluate a range of sources of information to draw conclusions and develop proposals in response to a range of geographic issues;
- (viii) Interpret a range of increasingly complex geographic media to help understand various issues and make skilful use of such media in supporting arguments and conclusions.

3. **CURRICULUM ACTIVITIES**

Some of the activities students will be involved in include:

- (i) Complete research into the impact of human activities including food production on a wilderness area;
- (ii) Create flow charts to show the steps involved in acquiring food;
- (iii) Use various means to explore patterns of food production and to help them understand the complexities of managing regions of significant food production;
- (iv) Complete research and form opinions regarding issues in food production in Australia and globally, and present their findings in a variety of formats;
- (v) Analyse videos, articles and a range of data to understand why food security is already a serious issue in some parts of the world and why is increasingly becoming a problem that affects all people.

4. **ASSESSMENT TASKS**

- | | | |
|-------|---------------------------------|-----|
| (i) | Classwork and minor assignments | 20% |
| (ii) | Case Study | 35% |
| (iii) | Research Task | 20% |
| (iv) | Exam | 25% |

5. **NOTES**

<p>There may be a fieldwork trip as part of this unit. Costs and other details will be advised during the semester in which this unit is being studied.</p>

1. **COURSE DESCRIPTION**

Australians love the beach, but more and more of our coastal regions are under threat, from issues such as climate change, pollution and invasive species, as well as ongoing natural processes. Further, coastal environments pose many threats to us, too. In the first part of this unit, you will investigate the human and natural processes that impact our coastal regions, and will visit some of the coastal locations near Melbourne to help you develop proposals for sustainable future management of such places. In the second part of this unit, we look at the phenomenon of globalisation – the increasing connections across the world. Together, we will look at how communications technology has helped connect us and we will try to make our own connections with students in other parts of the world. Individually, you will investigate how sport, transport or tourism has helped humans develop connections across the globe. Finally, we will look at how we are connected through the products we purchase and how such products impact our environment over their lifecycle.

2. **LEARNING STANDARDS**

In this unit students will:

- (i) Describe the human and natural processes impacting coastal regions;
- (ii) Understand the concept of sustainability and develop and justify ideas for sustainably managing coastal regions;
- (iii) Explain the ways in which technology has increased interconnections around the globe;
- (iv) Describe the impact that connections through transport, tourism or sport have had, both positive and negative;
- (v) Make informed decisions regarding their consumption of products;
- (vi) Collect data in the field in a range of forms including sketches, photographs, measurements, tables and graphs;
- (vii) Use data collected in the field and from other sources to justify conclusions.

3. **CURRICULUM ACTIVITIES**

Some of the activities students will be involved in include:

- (i) Creating models of coastal processes;
- (ii) Undertaking fieldwork at a coastal location;
- (iii) Completing a fieldwork report justifying a sustainable management policy for a coastal location;
- (iv) Make connections in one other location around the world using ICT;
- (v) Research and present findings on the impacts of connections through tourism, transport or sport;
- (vi) Research and analyse the environmental impacts of a range of products.

4. **ASSESSMENT TASKS**

- | | | |
|-------|---------------------------------|-----|
| (i) | Classwork and minor assignments | 15% |
| (ii) | Fieldwork report | 40% |
| (iii) | Connections assignment | 20% |
| (iv) | Exam | 25% |

5. **NOTES**

<p>There will be a fieldwork trip to a coastal region as part of this unit. Costs and other details will be advised during the semester in which this unit is being studied.</p>
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1. **COURSE DESCRIPTION**

How often have you seen those ads on TV for sponsoring a child, or donating money to drought relief and wondered how there can be such inequality in our world? This unit can help you answer that question and find out what can be done about it. You will learn about global patterns of wellbeing, poverty and development and investigate the causes of poverty and living conditions in developing nations. You will also consider differences in wellbeing within rich countries, such as homelessness and spatial inequality, including undertaking fieldwork in the CBD. Finally, you will look at the global responses to the differences in wellbeing and consider some of the future challenges in ensuring all people have a healthy and happy life.

2. **LEARNING STANDARDS**

In this unit students will:

- (i) Describe global patterns relating to human wellbeing, such as the Human Development Index;
- (ii) Use a variety of digital and non-digital materials to identify trends and patterns relating to human wellbeing;
- (iii) Explain the causes and characteristics of differences in living conditions in a range of developing and developed countries;
- (iv) Collect, process and interpret geographic data from a range of sources including books, the internet and on fieldwork;
- (v) Explain and evaluate global responses to issues relating to human wellbeing.

3. **CURRICULUM ACTIVITIES**

Some of the activities students will be involved in include:

- (i) Analysing websites, videos, graphs, maps, tables and newspaper articles;
- (ii) Creating overlay maps;
- (iii) Researching a developing nation and completing a case study on the living conditions within that country, including comparisons to Australia and/or nearby countries;
- (iv) Collecting data through fieldwork and processing such data to draw conclusions regarding spatial inequality within Melbourne;
- (v) Working in a group to justify spending money on aid in a particular location or through a particular organisation.

4. **ASSESSMENT TASKS**

- | | | |
|-------|---------------------------------|-----|
| (i) | Classwork and minor assignments | 20% |
| (ii) | Case study | 40% |
| (iii) | Fieldwork | 15% |
| (iv) | Test | 25% |

5. **NOTES**

Students who have previously completed HU626 Death, Disease and Destiny may not enrol in this unit.

There will be a fieldwork trip to the CBD as part of this unit. Costs and other details will be advised during the semester in which this unit is being studied.

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History Units

SUBJECT: HISTORY: IN THE BEGINNING?

VIC CURR LEVEL: 7

YEAR: 7

CODE:HU702

1. **COURSE DESCRIPTION**

How exactly did they build the pyramids? And how do we know about what happened in places like China and Egypt over 5000 years ago? This unit will introduce students to the study of world History. Students will learn the key principles of studying history that will form the basis of their study in future years, including some of the ways that we know about the past. In addition, they will gain an overview of the Ancient World, including in-depth studies of Ancient Egypt and Ancient China. Where time permits, students may also study Ancient Greece, Ancient India, Ancient Rome or Ancient Mesopotamia.

2. **LEARNING STANDARDS**

In this unit students will:

- (i) discover what history is and why it is important;
- (ii) discover how we know about history and begin to understand the concept of contestability in history;
- (iii) be introduced to aspects of historical method e.g. the use of primary and secondary sources and the concept of time;
- (iv) develop a general understanding of the ancient world and understand the key features of a civilisation;
- (v) describe the significant characteristics of ancient societies and compare them with the modern world.

3. **CURRICULUM ACTIVITIES**

Students will study:

- (i) the ways in which we can investigate the ancient past;
- (ii) an overview of the ancient world;
- (iii) the societies of Ancient Egypt and Ancient China in detail, including the following:
 - o physical features of the land and their influence on the society;
 - o roles of key groups such as women and nobility;
 - o law and religion of the society;
 - o beliefs, values and practices of the society including everyday life and warfare;
 - o interactions with surrounding civilisations;
 - o roles of significant individuals in each society.

4. **ASSESSMENT TASKS**

- | | | |
|-------|-----------------|-----|
| (i) | Class exercises | 25% |
| (ii) | Research Task/s | 25% |
| (iii) | Presentation | 25% |
| (iv) | Test/Exam | 25% |

SUBJECT: HISTORY: WORLD EXPLORATION

VIC CURR LEVEL: 8

YEAR: 8/9

CODE HU427

1. **COURSE DESCRIPTION**

True or False: The Vikings used to drink from skulls. Don't know? Well, if you enroll in this unit, you may just find out! This unit will focus on furthering students skills in History, building upon those developed in Year 7. The focus moves on from Ancient times to the Middle Ages – the bridge between the Ancient and the Modern World. Depth studies for this unit are focused on civilisations that have expanded and prospered from their original location. The Vikings are one such group; students will discover some of the ways and means they used to conquer other civilisations and expand their influence in Europe. Students will also investigate Polynesian expansion across the Pacific Ocean and the find out how the Spanish conquered the Americas.

2. **LEARNING STANDARDS**

In this unit students will:

- (i) Further their understanding of History to include the period between the Ancient World and the Modern World;
- (ii) Develop a global outlook on History by looking at three geographical regions – Europe, Asia/Pacific and the Americas;
- (iii) Develop an understanding of key aspects of life in the time period 650 – 1750 as well as the developments in travel that enabled a broader world-view.
- (iv) Further their historical literacy skills, with a focus on introducing students to source analysis;

3. **CURRICULUM ACTIVITIES**

Students will:

- (i) Develop timelines to show their understanding of the time period and individual civilisations being studied;
- (ii) Investigate the spread of Polynesia and the culture that developed in the region;
- (iii) Develop and be able to demonstrate an in-depth understanding of at least one aspect of the Viking civilisation;
- (iv) Understand how exploration and expansion led to the rise and fall of the Viking civilisation;
- (v) Find out about the discovery of the Americas by the Spanish and develop an understanding of the positive and negative impacts of colonisation.

4. **ASSESSMENT TASKS**

- | | | |
|-------|-----------------|-----|
| (i) | Class exercises | 25% |
| (ii) | Research Task/s | 25% |
| (iii) | Presentation | 25% |
| (iv) | Test/Exam | 25% |

1. **COURSE DESCRIPTION**

How on earth did the world descend into all-out war twice in such a short period of time? This unit will explore this and other questions regarding both World War One and World War Two. It will also consider how these two major events changed the face of the globe – and our nation - forever. Finally, the unit will look at a war of a different kind – the fight for rights. It will particularly focus on Australia and the treatment of our indigenous population, but will also consider the ways in which the American civil rights movement influenced our own country. This unit is strongly recommended for those interested in undertaking VCE History.

2. **LEARNING STANDARDS AND CURRICULUM ACTIVITIES**

In this unit students will:

- (i) Develop an overview of the modern world from 1750 – present;
- (ii) Investigate the causes and events of the two world wars, including Australia's involvement;
- (iii) Discuss issues relating to the two world wars such as conscription;
- (iv) Understand the impacts of the two world wars, particularly on Australia;
- (v) Understand the idea of human rights and investigate the American civil rights movement;
- (vi) Investigate the civil rights movement in Australia;
- (vii) Further develop their historical inquiry skills, including source analysis.

3. **ASSESSMENT TASKS**

- | | | |
|-------|-----------------|-----|
| (i) | Class exercises | 25% |
| (ii) | Research Task/s | 25% |
| (iii) | Presentation | 25% |
| (iv) | Test/Exam | 25% |

4. **SPECIAL REQUIREMENTS**

Depending on student numbers, transport costs and venue entry fees, costs for the excursion will be approximately \$36.

1. **COURSE DESCRIPTION**

Other than the Aborigines, Australia is a nation of migrants. In fact, our nation as we know it began with migration, as both convicts and free settlers were transported here by ship in the 18th and 19th centuries, and as events such as the Gold Rush brought people from other parts of the world to our great nation. We will investigate all this in the context of the Industrial Revolution and compare it with other examples of migration in the world, such as the slave trade. Later, we will study migration experiences in the 20th century, including the White Australia policy, and immigration as a result of WWII and the Vietnam War. We will also look at the differing experiences of life in Asia compared to Australia at this time.

2. **LEARNING STANDARDS AND CURRICULUM ACTIVITIES**

In this unit students will:

- (i) Develop an understanding of the impacts of movement of people from 1750 to the present;
- (ii) Research the Industrial Revolution and how this impacted on the movement of people, including slaves and convicts;
- (iii) Consider the experiences of those who migrated, particularly those who had no choice;
- (iv) Understand the stages and changes in Australia's attitude towards migration;
- (v) Evaluate the impacts migration has had on Australia as a nation;
- (vi) Investigate an early modern Asian society and the way in which it interacted with the outside world.

3. **ASSESSMENT TASKS**

- | | | |
|-------|-----------------|-----|
| (i) | Class exercises | 25% |
| (ii) | Research Task/s | 25% |
| (iii) | Presentation | 25% |
| (iv) | Test/Exam | 25% |

4. **SPECIAL REQUIREMENTS**

This unit and HU631 meet the same educational outcomes using different topics. It is therefore recommended that students undertaking this unit do not undertake HU631. Students are advised to select HU629 if they wish to study another History unit in addition to this one.

1. **COURSE DESCRIPTION**

The world – and Australia - has changed significantly in the last 200 years. This unit will help you find out how the recent past has shaped the nation we have today. We begin by looking at some of the key ideas that emerged from the late 1700's that have influenced the modern world as a whole. We then go on to look specifically at Australia, investigating some of the key principles on which our society is built. Finally, we take a more light-hearted look at history, investigating the role of popular culture (such as TV, radio, film, sport, music and visual art) from the second half of the 20th century and the way these developments have continued to shape and change Australian society.

2. **LEARNING STANDARDS AND CURRICULUM ACTIVITIES**

In this unit students will:

- (i) Understand the impact the industrial revolution had on the making of the modern world;
- (ii) Develop an understanding of the early development of Australia, and what it was like to live in Australia pre-federation;
- (iii) Understand key ideas regarding Australia's democracy and self-governance;
- (iv) Evaluate the impact of Federation and the ideas implemented in the first decade of a united Australia;
- (v) Evaluate changing attitudes through an analysis of popular culture at different time periods post-World War II.

3. **ASSESSMENT TASKS**

(i)	Class exercises	25%
(ii)	Research Task/s	25%
(iii)	Presentation	25%
(iv)	Test/Exam	25%

4. **SPECIAL REQUIREMENTS**

This unit and HU630 meet the same educational outcomes using different topics. It is therefore recommended that students undertaking this unit do not undertake HU630. Students are advised to select HU629 if they wish to study another History unit in addition to this one.

* * * * *

Economics & Civics Units

SUBJECT: CIVICS: LIVING IN SOCIETY
VIC CURR:8/9

YEAR: 8/9
CODE:HU419

1. COURSE DESCRIPTION

What does it mean to live in society? What are our rights and responsibilities as a member of society? In this unit you will study how the Australian Constitution shapes Australia's democracy. You will explore the responsibilities and freedoms of citizens. You look at how the rights of individuals are protected through the justice system, how laws are made and the types of laws used in Australia. You will also explore how Australia's secular system of government supports a diverse society with shared values. You also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

2. LEARNING STANDARDS AND CURRICULUM ACTIVITIES

In this unit students will:

- (i) Describe key features of government under the Australian Constitution
- (ii) Discuss the freedoms that enable active participation in Australia's democracy within the bounds of law
- (iii) Explain how citizens can participate in Australia's democracy
- (iv) Describe the process of constitutional change through a referendum
- (v) Explain how Australia's legal system aims to provide justice
- (vi) Describe how Australia is a secular nation and a multi-faith society
- (vii) Identify how values can promote cohesion within Australian society
- (viii) Explain how groups express their identities
- (ix) Examine how national identity can shape a sense of belonging

3. ASSESSMENT TASKS

- | | | |
|-------|-----------------|-----|
| (i) | Class exercises | 25% |
| (ii) | Research Task/s | 25% |
| (iii) | Presentation | 25% |
| (iv) | Test/Exam | 25% |

SUBJECT: ECONOMICS: ECONOMICS IN SOCIETY
VIC CURR: 9/10

YEAR: 9/10
CODE:HU618

1. COURSE DESCRIPTION

Economics is the study of scarcity of resources (land, labour and capital) and how resources are allocated to meet the needs and wants of society. In this unit, students examine the choices made by consumers and businesses arising from the concept of scarcity. Students consider how the Australian economy is performing and the importance of its interactions and relationships with the Asia region and the global economy in achieving growth and prosperity. Students also explore the relationship between economic performance and living standards as well as the reasons why these differ across regions within and between economies.

2. LEARNING STANDARDS AND CURRICULUM ACTIVITIES:

- (i) Describe the difference between needs and wants and explain why choices need to be made
- (ii) Identify types of resources (natural, human, capital) and explore the ways societies use them in order to satisfy the needs and wants of present and future generations
- (iii) Explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs
- (iv) Consider the effect that the consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment
- (v) Investigate Australia as a trading nation and its place within Asia and the global economy
- (vi) Identify and explain the indicators of economic performance and examine how Australia's economy is performing
- (vii) Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions

3. ASSESSMENT TASKS

- | | | |
|-------|-----------------|-----|
| (i) | Class exercises | 25% |
| (ii) | Research Task/s | 25% |
| (iii) | Presentation | 25% |
| (iv) | Test/Exam | 25% |

1. **COURSE DESCRIPTION**

Businesses are the cornerstone of any economy, and the businesses of the future will need to be innovative, with their leaders being truly entrepreneurial. In this unit, students will explore the attributes and skills required to be an enterprising individual, including research into enterprising and innovative Australians. Students will also consider the nature of business, the different ownership structures and the processes involved in starting a new business. In particular, they will consider the importance of planning to maximise business success. Finally, students will also consider the future of work, including how the work environment is changing, the implications of this for the future of business and the ways in which they will likely interact with businesses as the workers of the future. The knowledge and skills covered will provide an excellent basis for students considering further study in the business area in VCE.

The topics covered will include:

- The Business Environment
- Work and Work Futures
- Enterprising Behaviours and Capabilities

2. **LEARNING STANDARDS AND CURRICULUM ACTIVITIES**

In this unit students will:

- i. Explore the nature and importance of innovation;
- ii. Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them to develop improved work and business environments
- iii. Identify the reasons businesses exist and explore the types of businesses, business structures and the way businesses work to be competitive in the market; predicting and evaluating consequences of business decisions.
- iv. Examine the roles and responsibilities of participants in the changing Australian or global workplace
- v. Analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the work environment.

3. **ASSESSMENT TASKS**

(i)	Class exercises	25%
(ii)	Research Task/s	25%
(iii)	Presentation	25%
(iv)	Test/Exam	25%

1. **COURSE DESCRIPTION**

What strategies can be used to manage financial risks and rewards? What is the link between economic performance and living standards? In this unit you will develop consumer and financial knowledge and skills by identifying sources of finance and the role of financial institutions for consumers, government and business. You will investigate the different strategies for managing financial risks and maximising rewards across an ever-changing financial landscape.

2. **LEARNING STANDARDS AND CURRICULUM ACTIVITIES**

In this unit students will:

- (i) Explain how people manage financial risks and rewards in Australia
- (ii) Describe the advantages and disadvantages of various investment strategies
- (iii) Use cost-benefit analysis to analyse the consequences of various financial decisions
- (iv) Examine the way the work environment is changing in contemporary Australia and analyse the implications for current and future work
- (v) Describe how resources are allocated and distributed in Australian economy and the way economic performance is measured
- (vi) Discuss the links between economic performance and living standards

3. **ASSESSMENT TASKS**

(i)	Class exercises	25%
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(ii)	Research Task/s	25%
(iii)	Presentation	25%
(iv)	Test/Exam	25%

1. **COURSE DESCRIPTION**

How can we influence the government and the laws that are made? How are our rights to justice protected in Australia's system of law and how does our court system work? In this unit you will examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. You will investigate the features and principles of Australia's court system, including the purpose and work of the High Court.

2. **LEARNING STANDARDS AND CURRICULUM ACTIVITIES**

In this unit students will:

- (i) Discuss the role of political parties and independent representatives in Australia's system of government
- (ii) Explain the values and key features of Australia's system of government compared with another system of government in the Asia region
- (iii) Explain how Australia's international legal obligations shape Australian law and government policies
- (iv) Describe the key features of Australia's court system
- (v) Discuss the key principles of Australia's justice system
- (vi) Analyse contemporary examples and issues relating to Australian democracy and global connections

3. **ASSESSMENT TASKS**

- | | | |
|-------|-----------------|-----|
| (i) | Class exercises | 25% |
| (ii) | Research Task/s | 25% |
| (iii) | Presentation | 25% |
| (iv) | Test/Exam | 25% |

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LANGUAGES DOMAIN

Highvale Secondary College offers French and German to all students. These languages are of great importance in international affairs, trade, culture, science and technology. Both are migrant languages and there are always some students at Highvale Secondary College who are native speakers of French or German. There are bonus points attached to the ATAR score of any student studying a language at V.C.E. level.

The main aim of the Language courses at Highvale is to develop effective communication and all activities inside and outside school have the purpose of furthering students' listening, speaking, reading and writing skills in a range of contexts. An understanding of another culture and its values grows naturally out of these activities. The course enables students to profit from and build on their acquired linguistic skills when they have left school, either through further studies and their careers, or through travel and leisure activities.

A language must be studied at Year 7 and Year 8 Level. In years 9-12 students may study languages as an elective. According to the Victorian Curriculum students will study a continuum of years 7-8, 9-10 and 11-12.

<u>TITLE OF UNIT</u>	<u>YEAR LEVEL</u>	<u>VIC CURR LEVEL</u>	<u>CODE</u>	<u>PAGE</u>
<u>GERMAN</u>				
German Unit 1 (Sem1)	7	7	LO.701	55
* German Unit 2 (Sem2)	7	7	LO.701	55
* German Unit 3 (Sem1)	8	8	LO.802	56
* German Unit 4 (Sem2)	8	8	LO.802	56
* German Unit 5 (Sem1)	9	9	LO.903	57
* German Unit 6 (Sem2)	9	9	LO.903	57
* German Unit 7 (Sem1)	10	10	LO.004	58
* German Unit 8 (Sem2)	10	10	LO.004	58
<u>FRENCH</u>				
French Unit 1 (Sem1)	7	7	LO.711	59
* French Unit 2 (Sem2)	7	7	LO.711	59
* French Unit 3 (Sem1)	8	8	LO.812	60
* French Unit 4 (Sem2)	8	8	LO.812	60
* French Unit 5 (Sem1)	9	9	LO.913	61
* French Unit 6 (Sem2)	9	9	LO.913	62
* French Unit 7 (Sem1)	10	10	LO.014	63
* French Unit 8 (Sem2)	10	10	LO.014	64

*Denotes pre-requisite(s) required

LANGUAGES PLANNER

GERMAN

Compulsory:	Year 7 German LO701	->	Year 8 German LO802
Elective:	Year 9 German LO903	->	Year 10 German LO004
VCE:	Year 11 German Unit 1/ 2	->	Year 12 German Unit 3/4

FRENCH

Compulsory:	Year 7 French LO711	->	Year 8 French LO812
Elective:	Year 9 French LO913	->	Year 10 French LO0014
VCE:	Year 11 French Unit 1/ 2	->	Year 12 French Unit 3/4

LANGUAGES

AN OVERVIEW :

The VIC CURR provides 2 pathways for the learning of Languages. Highvale Secondary College has opted for pathway 2 which facilitates entry into language learning for students new to a language as well as those who have had some exposure to the language at the primary level.

Under the VIC CURR for LOTE there are two (2) Achievement Standards:

1. Communicating
 - will incorporate: Socialising, Informing, Creating, Translating and Reflecting.
2. Understanding
 - will incorporate: System of Language, Language variation and change and the Role of Language & Culture.

Under the VIC CURR students in Secondary School move along each strand through 2 LEVELS which relate to developmental stages in learning a language.

Languages Level	7 - 8	Year	7 & 8
Languages Level	9 - 10	Year	9 & 10

CONTENT FOR ALL LOTE UNITS:

Victorian Curriculum Achievement Standards Years 7 -10 summary

<i>Communicating :</i>
Socialising
Socialise and interact with teacher and peers to exchange greetings, information about self, family & plans. Participate in classroom routines and language.
Informing
Identify topic, gist and specific points of information in a range of texts and present opinions.
Creating
Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts.
Translating
Translate and interpret texts noticing similarities and differences. Create texts and resources such as signs, word lists, posters, games and photo stories.
Reflecting
Engage with speakers and texts, notice how interactions involve culture as well as language; discuss cultural identity.
<i>Understanding :</i>
Systems of language
Recognise and use key features of the sound system, including pronunciation, rhythm, stress and intonation and the grammatical system. Recognise and use features of texts such as invitations, emails & surveys.
Language variation and change
Recognise some of the variations in the language as it is used in different contexts and locations by different people.
Role of language and culture
Explore the relationship between language and culture.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) use appropriate greetings, leave taking and gestures.
- (ii) be introduced to the alphabet and sound system.
- (iii) participate in basic role plays and short exchanges.
- (iv) extend a sentence or question by adding simple words and expressions according to models provided.
- (v) learn to compose simple utterances.

2. **CURRICULUM ACTIVITIES**

Students will undertake :

- (i) communicating facts about home, family, school and leisure activities
- (ii) greetings, describing self and others, numbers (1-20), understanding simple classroom instructions, making requests and apologising, the alphabet and the German sound system and pronunciation
- (iii) introduction to text types such as rhymes, songs, cartoons, poems, photo stories etc
- (iv) introduction to basic grammar
- (v) introduction to geography and culture of German speaking countries.
- (vi) Project: German Trivia

3. **ASSESSMENT TASKS**

- | | |
|---|-----|
| (i) Listening tasks | 20% |
| (ii) Speaking tasks | 25% |
| (iii) Reading tasks | 20% |
| (iv) Tests, written tasks, workbook, multimedia | 35% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding.

4. **SPECIAL REQUIREMENTS :**

Students must pre-purchase the **Genau! Arbeitsbuch Edition 3 (Workbook)** as shown on the booklist. This workbook is used for two years.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Demonstrate understanding of personal and factual detail about people, their location and interests and preferences.
- (ii) use appropriate greetings, leave taking and gestures.
- (iii) participate in role plays, short exchanges and presentations.
- (iv) read aloud applying the rules of pronunciation and intonation about people, their location and interests.
- (v) identify main ideas in short, simple modified texts.
- (vi) extend a sentence or question by adding simple words and expressions according to models provided
- (vii) write at least 3-4 linked sentences to convey personal or factual information as in short captions, descriptions and letters.

2. **CURRICULUM ACTIVITIES**

Students will undertake :

- (i) communicating facts about the family and own activities, expressing preferences, requesting information, describing clothing, the time, food preferences and celebrations
- (ii) numbers to 100, invitations, excuses, seasonal greetings, parts of the body, ailments, telling one's age
- (iii) text types such as rhymes, songs, cartoons, poems, photo stories, videos, ads etc
- (iv) grammar - definite and indefinite article, plural forms of nouns, present conjugation of regular verbs, adverbs of time, conjunctions.
- (v) further introduction to culture and geography of German speaking countries
- (vi) Project: My Family

3. **ASSESSMENT TASKS**

- | | |
|---|-----|
| (i) listening tasks | 20% |
| (ii) Speaking tasks | 25% |
| (iii) Reading tasks | 20% |
| (iv) Tests, written tasks, workbook, multimedia | 35% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding.

4. **SPECIAL REQUIREMENTS:**

Completion of previous German unit or its equivalent. Students must bring their **Genau! Arbeitsbuch Edition 3 (Workbook)** used in Unit 1 or purchase a new copy.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) read aloud, developing appropriate pronunciation and intonation.
- (ii) demonstrate basic aural comprehension of factual information relating to the topics covered.
- (iii) demonstrate basic reading comprehension by using clues to understand key points of information.
- (iv) learn set expressions to enable participation in short conversations
- (v) ask questions using *Wer? Was? Wie? Wann?*
- (vi) open and close an exchange appropriately in a conversation.
- (vii) write simple linked sentences to convey ideas
- (viii) extend the message by using devices such as adjectives and adverbs

2. **CURRICULUM ACTIVITIES**

Students will undertake:

- (i) Discussing holidays, birthdays, what you may or may not do, pets, & expressing opinions and preferences.
- (ii) explaining what is known/not known, what has been forgotten, discussing people's activities
- (iii) text types such as letters, journal entries, dialogues, role plays, CD ROMs etc
- (iv) grammar – word order in time expressions, modal verbs, definite and indefinite article, the accusative case, adjectives, conjugating some irregular verbs
- (v) German culture and history
- (vi) Project: German Products

3. **ASSESSMENT TASKS**

- | | |
|---|-----|
| (i) Listening tasks | 20% |
| (ii) Speaking tasks | 25% |
| (iii) Reading tasks | 20% |
| (iv) Tests, written tasks, workbook, multimedia | 35% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding.

4. **SPECIAL REQUIREMENTS:**

Completion of previous German units or their equivalent. Students must bring their **Genau! Arbeitsbuch Edition 3 (Workbook)** used in previous units or purchase a new copy.

1. **LEARNING STANDARDS**

Students will:

- (i) demonstrate comprehension of factual information drawn from the topics covered.
- (ii) identify specific items of information.
- (iii) transfer heard information to another form such as a graph or a chart or notes.
- (iv) ask questions using further question words and verb first constructions
- (v) extend a message through the use of adjectives, adverbs.
- (vi) modify set patterns to create a role play
- (vii) identify key points of information from factual reading material.
- (viii) write simple linked sentences to convey ideas and to demonstrate a development of ideas.
- (ix) learn a poem, song or rhyme.

2. **CURRICULUM ACTIVITIES**

Students will undertake:

- (i) planning and suggesting activities at particular times, offering help, expressing preferences, discussing food and drink, weather and sports.
- (ii) explaining what one can and cannot do, what one would rather do, planning a picnic, discussing different destinations, making comparisons
- (iii) additional text types including advertisements, postcards and letters
- (iv) grammar – modal verbs, separable verbs, subordinating conjunctions, prepositions of place, adverbs and possessive pronouns.
- (v) German history and culture
- (vi) the role and importance of, and the approach to, language learning in Germany as compared with Australia
- (vii) Project: Birthday & Festivals

3. **ASSESSMENT TASKS**

- | | |
|---|-----|
| (i) Listening tasks | 20% |
| (ii) Speaking tasks | 25% |
| (iii) Reading tasks | 20% |
| (iv) Tests, written tasks, workbook, multimedia | 35% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding.

4. **SPECIAL REQUIREMENTS:**

Completion of previous German units or their equivalent. Students must bring their **Genau! Arbeitsbuch Edition 3 (Workbook)** used in previous units or purchase a new copy.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) demonstrate comprehension of factual information drawn from the topics covered.
- (ii) transfer heard information to another form such as a graph or a chart or notes
- (iii) make comparisons
- (iv) extend messages using different devices
- (v) use appropriate expressions and gestures to continue a conversation
- (vi) record information in note form
- (vii) exchange ideas and information as in a postcard, letter, email
- (viii) participate in role play

2. **CURRICULUM ACTIVITIES**

Students will undertake:

- (i) increasing use of German within the world of teenage experience and interests such as: family, meals, and sport.
- (ii) discussing holiday plans, describing clothes, meals, requesting and offering information, interviewing someone about sport.
- (iii) additional text types including e-mail, advertisements, brochures, poems, rhymes, songs and announcements
- (iv) grammar – present tense of modal verbs, infinitives, separable verbs, imperative form, possessive pronouns and adjectives, prepositions
- (v) German history, culture and tourism
- (vi) Project: A German Castle

3. **ASSESSMENT TASKS**

- | | |
|---|-----|
| (i) Listening tasks | 15% |
| (ii) Speaking tasks | 15% |
| (iii) Reading tasks | 15% |
| (iv) Tests, written tasks, workbook, multimedia | 25% |
| (v) Examination | 30% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding.

4. **SPECIAL REQUIREMENTS:**

Students must pre-purchase the **Ganz Genau! Arbeitsbuch Edition 3 (Workbook)** as shown on the booklist. This workbook is used for two years.

1. **LEARNING STANDARDS**

Students will:

- (i) demonstrate comprehension of factual information drawn from the topics covered by comparing, explaining, drawing conclusions.
- (ii) use information to make a decision or express a personal opinion in short conversations and role play.
- (iii) make a list of main points.
- (iv) select and order information as a summary.
- (v) present information on a topic of interest.
- (vi) write using the conventions of the text types.

2. **CURRICULUM ACTIVITIES**

Areas of study will include:

- (i) further use of German within the world of teenage experience and interests such as: saying you are ill, describing symptoms, talking about your house and chores, shopping, directions, describing people in detail, clothing and where to buy clothes in a department store.
- (ii) Buy and sell, describe people, asking and giving directions, say what happened in the recent past, say what they did on the weekend, express preferences about clothing.
- (iii) additional text types including TV ads, dialogues, journal entries, reports, scripts for a sketch
- (iv) grammar – perfect tense, adjective endings, two-way prepositions, perfect of irregular verbs, formal use of 'Sie'.
- (v) German history, culture and education; watch a German film
- (vi) Project: Writing a Short Story in the past tense

3. **ASSESSMENT TASKS**

- | | |
|---|-----|
| (i) Listening tasks | 15% |
| (ii) Speaking tasks | 15% |
| (iii) Reading tasks | 15% |
| (iv) Tests, written tasks, workbook, multimedia | 25% |
| (v) Examination | 30% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding.

4. **SPECIAL REQUIREMENTS:**

Completion of previous German units or their equivalent. Students must bring their **Ganz Genau! Arbeitsbuch Edition 3 (Workbook)** or purchase a new copy.

1. **LEARNING STANDARDS**

Students will

- (i) demonstrate comprehension of factual and non-factual information by identifying pros and cons, identifying facts and opinions, constructing a summary.
- (ii) participate in discussions, presentations and role plays, providing factual information, giving and justifying an opinion, making arrangements with others and solving simple problems.
- (iii) begin to describe and comment on themes, characters and events in fictional texts, and identify and comment on information and ideas in factual texts.
- (iv) write letters, messages, scripts, reports or stories which involve making choices, explaining, and summarising, classifying and drawing conclusions.

2. **CURRICULUM ACTIVITIES**

Areas of study will include:

- (i) Talk about holiday destinations, places of historical and environmental interest.
- (ii) making comparisons, ordering from a menu, describing buildings and locations around town, making arrangements to see people, transport, jobs and work.
- (iii) Grammar – past tense of *sein*, use of *man*, prepositions with dative and the perfect tense verbs using *sein*.
- (iv) Project: History of Berlin

3. **ASSESSMENT TASKS**

- | | |
|---|-----|
| (i) Listening tasks | 15% |
| (ii) Speaking tasks | 15% |
| (iii) Reading tasks | 15% |
| (iv) Tests, written tasks, workbook, multimedia | 25% |
| (v) Examination | 30% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding.

4. **SPECIAL REQUIREMENTS:**

Completion of previous German units or their equivalent. Students must bring their **Ganz Genau! Arbeitsbuch Edition 3 (Workbook)** or purchase a new copy.

1. **LEARNING STANDARDS**

Students will:

- (i) demonstrate comprehension of factual and non-factual information drawn from topics of interest and other areas of the curriculum by explaining facts and giving opinions, transforming the information into visual or tabular form and solving problems.
- (ii) provide factual information to sustain a conversation of at least eight turns to resolve an information gap, plan an event or make arrangements.
- (iii) describe and comment on themes, characters and events in fictional texts, and identify and comment on information and ideas in factual texts.
- (iv) applying the rules of grammar and using editing, write letters, messages, scripts, reports or stories which involve making choices, explaining, summarising, classifying and drawing conclusions.

2. **CURRICULUM ACTIVITIES**

Areas of study will include:

- (i) issues of concern to teenagers, including nature and the environment, transport, location of places in a town, making arrangements to meet people, going out and daily routines, planning for the future, the world of work and careers.
- (ii) using a wide variety of text types and resources beyond the classroom, including using multimedia expressing ideas and opinions, presenting and defending points of view, adapting familiar stories for a different audience or purpose.
- (iii) Grammar – effective use of appropriate tenses, the comparative and the superlative, dative case and dative pronouns, reflexive verbs and dative & the imperfect tense.
- (iv) Project: Berlin & German history, culture and politics.

3. **ASSESSMENT TASKS**

- | | |
|---|-----|
| (i) Listening tasks | 15% |
| (ii) Speaking tasks | 15% |
| (iii) Reading tasks | 15% |
| (iv) Tests, written tasks, workbook, multimedia | 25% |
| (v) Examination | 30% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding.

4. **SPECIAL REQUIREMENTS**

Completion of previous German units or their equivalent. Students must bring their **Ganz Genau! Arbeitsbuch Edition 3** or purchase a new copy.

FRENCH

FRENCH UNIT 1

VIC CURR PATHWAY 2 LEVEL 7-8

YEAR 7 Sem1

CODE LO.711

1. LEARNING STANDARDS

In this unit students will:

- (i) be introduced to the AIM method
- (ii) Learn basic words to be able to communicate in French in the classroom
- (iii) Read a Fairytale in French
- (iv) learn to compose simple utterances.

2. CURRICULUM ACTIVITIES

Areas of study will include:

- (i) greetings and introductions.
- (ii) Read the 'Three little pigs'
- (iii) the alphabet, accents, pronunciation and the French sound system.
- (iv) days of the week, months.
- (v) school subjects and numbers 1-100
- (vi) understanding simple classroom instructions and other classroom vocabulary. Making requests and apologising.
- (vii) introduction to basic grammar e.g. the definite article, gender, plurals.
- (viii) introduction to culture and basic geography of France and some francophone countries.
- (ix) introduction to text types such as poetry and songs
- (x) All students will take part in AF Poetry competition
- (xi) **PROJECT:** The Eiffel Tower

3. ASSESSMENT TASKS

- | | |
|---|-----|
| (i) Listening tasks | 20% |
| (ii) Speaking tasks | 25% |
| (iii) Reading tasks | 20% |
| (iv) Tests, written tasks, workbook, multimedia | 35% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding. No text book is required.

A charge of \$17 is required for participation in the French Poetry Competition and class materials

FRENCH UNIT 2

VIC CURR PATHWAY 2 LEVEL 7-8

YEAR 7 Sem2

CODE LO.711

1. LEARNING STANDARDS

In this unit students will:

- (i) demonstrate understanding of personal and factual details about people, their location and interests and preferences.
- (ii) use appropriate greetings, leave taking and gestures.
- (iii) participate in role plays, short exchanges and presentations.
- (iv) read aloud applying the rules of pronunciation and intonation about people, their location and interests.
- (v) identify main ideas in short, simple modified texts.
- (vi) extend a sentence or question by adding simple words and expressions according to models provided.
- (vii) write at least 3-4 linked sentences to convey personal or factual information in short captions, descriptions and letters.

2. CURRICULUM ACTIVITIES

Areas of study will include:

- (i) Read Story 'Comment-y-aller'
- (ii) celebrations, holidays and festivals in France and in Australia.
- (iii) Transports
- (iv) numbers 100-1000, telling age
- (v) prepositions/possessive adjectives
- (vi) Read Story 'Un frere penible'
- (vii) how to express likes and dislikes
- (viii) expressions of quantity
- (ix) text types such as poetry and songs, rhymes, cartoons, videos
- (x) **PROJECT:** Paris

3. ASSESSMENT TASKS

- | | |
|---|-----|
| (i) Listening tasks | 20% |
| (ii) Speaking tasks | 25% |
| (iii) Reading tasks | 20% |
| (iv) Tests, written tasks, workbook, multimedia | 35% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding. No text is required.

FRENCH UNIT 3
VIC CURR PATHWAY 2 LEVEL 7-8

YEAR 8 Sem1
CODE LO.812

1. **LEARNING STANDARDS**

In this unit students will;

- (i) demonstrate basic aural comprehension of factual information relating to the topics covered.
- (ii) demonstrate basic reading comprehension by using clues to understand key points of information.
- (iii) Role plays
- (iv) open and close an exchange appropriately in a conversation.
- (v) write simple linked sentences to convey ideas
- (vi) extend the message by using devices such as adjectives and adverbs
- (vii) Differences between France and Australia's ways of living

2. **CURRICULUM ACTIVITIES**

Areas of study will include:

- (i) Describing clothes
- (ii) How to buy clothes in France – size system
- (iii) describing the weather
- (iv) verbs – Etre – Avoir – ER verbs
- (v) using the negative forms
- (vi) question forms
- (vii) Describing my home/my room
- (viii) text types such as poetry and songs, videos, CD ROMs, letters, dialogues, role plays etc
- (ix) French culture and history
- (x) All students will take part in AF Poetry competition
- (xi) **PROJECT:** Versailles - The Castle

3. **ASSESSMENT TASKS**

- | | |
|---|-----|
| (i) Listening tasks | 20% |
| (ii) Speaking tasks | 25% |
| (iii) Reading tasks | 20% |
| (iv) Tests, written tasks, workbook, multimedia | 35% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding.

4. **SPECIAL REQUIREMENTS:**

Completion of previous French units or their equivalent. Students must pre purchase the **Touché 3 Workbook** as shown in the booklist.

A charge of \$11 is required for participation in the French Poetry Competition

FRENCH UNIT 4
VIC CURR PATHWAY 2 LEVEL 7-8

YEAR 8 Sem2
CODE LO.812

1. **LEARNING STANDARDS**

In this unit students will:

- (i) demonstrate comprehension of factual information drawn from the topics covered
- (ii) identify specific items of information.
- (iii) transfer heard information to another form such as a graph or a chart or notes.
- (iv) ask questions using Quand? Qui? Comment? Où? Pourquoi?
- (v) extend a message through the use of adjectives, adverbs.
- (vi) modify set patterns to create a role play
- (vii) identify key points of information from factual reading material.
- (viii) write simple linked sentences to convey ideas and to demonstrate a development of ideas.
- (ix) learn a poem, song or rhyme.

2. **CURRICULUM ACTIVITIES**

Areas of study will include:

- (i) Food in France
- (ii) Sports in France
- (iii) Metric system
- (iv) Ordering food in a shop/restaurant
- (v) Role plays
- (vi) New Caledonia
- (vii) following French recipes
- (viii) Items necessary for practicing a sport
- (ix) A world of sports – Differences between France and Australia
- (x) further numbers to 10,000, future tense with aller, verbs with -ir endings, and reflexive verbs.
- (xi) additional text types such as advertisements, postcards and letters
- (xii) **PROJECT:** Le Tour de France gastronomique

3. **ASSESSMENT TASKS**

- | | |
|---|-----|
| (i) Listening tasks | 20% |
| (ii) Speaking tasks | 25% |
| (iii) Reading tasks | 20% |
| (iv) Tests, written tasks, workbook, multimedia | 35% |

These assessment tasks embrace the two VIC CURR language strands: communicating and understanding.

4. **SPECIAL REQUIREMENTS:**

Completion of previous French units or their equivalent. Students must bring their **Touché 3 Workbook** as used in Unit 3.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) demonstrate comprehension of factual information drawn from the topics covered.
- (ii) transfer heard information to another form such as a graph or a chart or notes
- (iii) make comparisons
- (iv) extend messages using different devices
- (v) use appropriate expressions and gestures to continue a conversation
- (vi) record information in note form
- (vii) exchange ideas and information as in a postcard, letter, email
- (viii) participate in role play
- (ix) All students will take part in AF Poetry competition

2. **CURRICULUM ACTIVITIES**

Areas of study will include:

- (i) Transports
- (ii) Clothes
- (iii) French Region : le canal du Midi
- (iv) The city of Montauban
- (v) Semi regular verbs cer- ger
- (vi) Irregular verbs pouvoir & vouloir / mettre & prendre
- (vii) Using object pronouns Le/La/L'/Les
- (viii) Using C'est/Ce sont
- (ix) additional text types such as email, advertisements, brochures and announcements
- (x) learning poems, rhymes and songs
- (xi) Historic figures from Montauban
- (xii) **PROJECT: UNE REGION EN FRANCE**

3. **ASSESSMENT TASKS**

- | | |
|---|-----|
| (i) Listening tasks | 15% |
| (ii) Speaking tasks | 15% |
| (iii) Reading tasks | 15% |
| (iv) Tests, written tasks, workbook, multimedia | 25% |
| (v) Examination | 30% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding.

4. **SPECIAL REQUIREMENTS:**

Completion of previous French units or their equivalent. Students must pre-purchase the **Quoi de Neuf 3+4 Workbook** as shown in the booklist. This workbook will cover two years of work.

A charge of \$11 is required for participation in the French Poetry Competition

1. **LEARNING STANDARDS**

In this unit students will:

- (i) demonstrate comprehension of factual information drawn from the topics covered by comparing, explaining, drawing conclusions.
- (ii) use information to make a decision or express a personal opinion in short conversations and role play.
- (iii) make a list of main points.
- (iv) select and order information as a summary.
- (v) present information on a topic of interest.
- (vi) write using the conventions of the text types.

2. **CURRICULUM ACTIVITIES**

Areas of study will include:

- (i) The weather forecast
- (ii) The Basque area: Its history/culture/geography/linguistic particularity
- (iii) Using expressions of quantity
- (iv) Using expressions such as Avoir faim/soif/peur/de la chance
- (v) Irregular verbs: dormir/dire
- (vi) introduction to the main perfect tense of regular verbs
- (vii) Using expression 'Il faut' + infinitive
- (viii) Adjectives Tout/Toute/Tous/Toutes
- (ix) Discover the South of France "Le Midi"
- (x) Find out about ancient Roman landmarks
- (xi) Revision of parts of the body – Avoir mal á la/au/aux
- (xii) At the Chemist
- (xiii) Choose and order food
- (xiv) Ask for and give advice
- (xv) Talk about Past events
- (xvi) Me/Te/Nous/Vous as object pronouns
- (xvii) Perfect tense with irregular verb
- (xviii) Irregular verbs: venir
- (xix) Introduction to past tense venir de
- (xx) **PROJECT: 'LE PETIT PRINCE' - ST EXUPERY**

3. **ASSESSMENT TASKS**

- | | |
|---|-----|
| (i) Listening tasks | 15% |
| (ii) Speaking tasks | 15% |
| (iii) Reading tasks | 15% |
| (iv) Tests, written tasks, workbook, multimedia | 25% |
| (v) Examination | 30% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding.

4. **SPECIAL REQUIREMENTS**

Completion of previous French units or their equivalent. Students must pre-purchase the **Quoi de Neuf 3+4 Workbook**. This workbook will cover two years of work.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) demonstrate comprehension of factual and non-factual information by identifying pros and cons, identifying
- (ii) facts and opinions, constructing a summary.
- (iii) participate in discussions, presentations and role plays, providing factual information, giving and justifying an opinion, making arrangements with others and solving simple problems.
- (iv) begin to describe and comment on themes, characters and events in fictional texts, and identify and comment on information and ideas in factual texts.
- (v) write letters, messages, scripts, reports or stories which involve making choices, explaining, summarising, classifying and drawing conclusions.

2. **CURRICULUM ACTIVITIES**

Areas of study:

- (i) Explore Haute-Savoie
- (ii) Find out about Geneva, in French-speaking Switzerland
- (iii) revision of the present and perfect tenses
- (iv) Perfect tense with Etre
- (v) Position of Object pronouns
- (vi) Emphatic pronouns
- (vii) Irregular verbs partir/sortir
- (viii) Semi irregular verbs ending in Yer
- (ix) Use of expressions with Imperfect tense
- (x) Transports
- (xi) Travelling in France
- (xii) Discover Paris
- (xiii) study the widespread use of French language, literature and culture.
- (xiv) Indirect object pronouns
- (xv) Irregular verbs: connaître and savoir
- (xvi) learning a French poem by heart
- (xvii) **PROJECT**: FILM 'AMELIE POULAIN'

3. **ASSESSMENT TASKS**

- | | | |
|-------|--|-----|
| (i) | Listening tasks | 15% |
| (ii) | Speaking tasks | 15% |
| (iii) | Reading tasks | 15% |
| (iv) | Tests, written tasks, workbook, multimedia | 25% |
| (v) | Examination | 30% |

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding.

4. **SPECIAL REQUIREMENTS**

Completion of previous French units or their equivalent. Students must bring their **Quoi de Neuf 3+4 Workbook** used in previous units or purchase a new copy. This workbook will cover the whole year.

A charge of \$11 is required for participation in the French Poetry Competition

1. **LEARNING STANDARDS**

In this unit students will:

- (i) demonstrate comprehension of factual and non-factual information drawn from topics of interest and other areas of the curriculum by explaining facts and giving opinions, transforming the information into visual or tabular form and solving problems.
- (ii) provide factual information to sustain a conversation of at least eight turns to resolve an information gap, plan an event or make arrangements.
- (iii) describe and comment on themes, characters and events in fictional texts, and identify and comment on information and ideas in factual texts.
- (iv) apply the rules of grammar and using editing, write letters, messages, scripts, reports or stories which involve making choices, explaining, summarising, classifying and drawing conclusions.

2. **CURRICULUM ACTIVITIES**

In this unit students will study :

- (i) Me, my family and my friends
- (ii) Reflexive verbs
- (iii) Reciprocal verbs
- (iv) Inversion questions
- (v) Irregular verb: voir
- (vi) Adjectives
- (vii) Take a personality test in French
- (viii) conventions of letter writing, writing letters, emails to penfriends
- (ix) Visit le Val de Loire and its chateaux
- (x) Historical figures associated to this area
- (xi) reflexive verbs in the perfect tense
- (xii) Introduction to the Imperfect tense
- (xiii) How to use joining words Qui/Que
- (xiv) How to write a biography.
- (xv) **PROJECT**: LES MISERABLES – VICTOR -HUGO

3. **ASSESSMENT TASKS**

(i)	Listening tasks	15%
(ii)	Speaking tasks	15%
(iii)	Reading tasks	15%
(iv)	Tests, written tasks, workbook, multimedia	25%
(v)	Examination	30%

These assessment tasks embrace the two VIC CURR Language strands: Communicating and Understanding.

4. **SPECIAL REQUIREMENTS :**

Completion of previous French units or their equivalent. Students must bring their **Quoi de Neuf 3+4 Workbook** used in previous units or purchase a new copy.

* * * *

MATHEMATICS DOMAINS

The general aim in Mathematics goes far beyond the rote learning of basic facts and techniques. Of greater importance is the ability to apply acquired skills to real life situations in an appropriate manner, to think and reason logically, and to communicate the solutions to problems in a clear and concise way.

In Year 7 and 8 students undertake a common core of Mathematics consisting of two Semester Units each year. Some Year 8 students will be required to undertake an additional Unit designed to improve their basic skills. A selected class of Year 7 students will commence an Acceleration Program and continue with the program in Year 8.

In Years 9 and 10, students, on advice of the Numeracy Co-ordinator, will pursue Pathways which lead to different options at V.C.E.

There is an expectation that students would select the units indicated in their Mathematics Pathway recommendation.

See the Flow Chart for more details on proposed courses suitable for V.C.E. Maths

All Mathematics units assess the Critical & Creative Thinking standard of the Victorian Curriculum.

MATHEMATICS LEARNING AREA INDEX

<u>TITLE</u>	<u>OF UNIT</u>	<u>YR LEVEL</u>	<u>VIC CURR LEVEL</u>	<u>CODE</u>	<u>PAGE</u>
<u>CORE UNITS</u>					
7	Mathematics (Full Year)	7	7-8	MA.701	67
7	Mathematics Acceleration (Full Year)	7	7-8	MA.703	68
8	Mathematics (Full year)	8	7-8	MA.804	68
8	Mathematics Acceleration (Full year)	8	9-10	MA.805	69
9	Mathematics A	9	9-10	MA.921	70
9	Mathematics B	9	9-10	MA.922	70
9	Mathematics C	9	9-10	MA.923	71
9	Mathematics Acceleration (Full Year)	9	9-10	MA.909	72
10	Measurement	10	9-10	MA.010	74
<u>ELECTIVES</u>					
1.	Mathematics in Applications	10	9-10	MA.011	75
2.	Algebra 1 (First Semester)	10	9-10	MA.014	73
3.	Level 10 Advanced	10	9-10	MA.013	75
4.	Algebra 2 (Second Semester)	10	9-10	MA.016	73
5.	Further Statistics, Linear and Financial	10	9-10	MA.017	74
5.	Developmental Maths	9	7-8	MA.906	71
6.	Everyday Maths Skills	8	7-8	MA.812	69

MATHEMATICS PLANNER

YEAR 7

YEAR 8

YEAR 9

Year 7 Mathematics
MA701

Year 8 Mathematics
MA804

OR

Year 8 Maths
MA804
+
Everyday Maths Skills
MA812 (*Referral only*)

Year 9 Mathematics A
MA921 (Semester 1)

Year 9 Mathematics B
MA922 (Semester 1 or 2)

Year 9 Mathematics C
MA923 (Semester 2)

Year 9 Developmental Maths
MA.906
(2 Semesters)(*Referral only*)

ACCELERATION PROGRAM

7 Accelerated Mathematics
MA703
(2 Semester Units)

8 Accelerated Mathematics
MA805
(2 Semester Units)

9 Accelerated Mathematics
MA909
(2 Semester Units)
+
MA013 (see below)

VCE MATHS
(Year 10)

YEAR 10

YEAR 11

YEAR 12

Measurement MA.010
+
Level 10 Advanced MA 013
Algebra 1 MA.014
Algebra 2 MA.016

Core Pathway 1

Specialist Mathematics 1 & 2
+
Mathematical Methods 1 & 2

Specialist Mathematics 3 & 4
Mathematical Methods 3 & 4

Measurement MA.010
+
Algebra 1 MA.014
Algebra 2 MA.016

Core Pathway 2

Mathematical Methods 1 & 2
+/OR
General Mathematics 1 & 2

Mathematical Methods 3 & 4
+/OR
Further Mathematics 3 & 4

Measurement MA.010
+
Further Statistics, Linear &
Financial MA.017

Core Pathway 3

General Mathematics 1 & 2

Further Mathematics 3 & 4

Mathematics in Applications
MA.011
(2 Semesters, referral only)

Foundation Pathway

Foundation Maths

No Maths at Year 12

1. **LEARNING STANDARDS**

In this unit students will :

- (i) identify and calculate angles between lines, in triangles and in quadrilaterals
- (ii) measure and draw angles, triangles and quadrilaterals
- (iii) investigate angles in polygons
- (iv) calculate the perimeter, area and volume of 2 and 3 dimensional shapes
- (v) fill in charts, identify rules and plot linear graphs
- (vi) simplify and evaluate expressions and equations
- (vii) identify and plot co-ordinates on a Cartesian grid
- (i) use flowcharts or the inverse method to solve one-step and two-step equations
- (ii) solve equations with the unknown on both sides
- (iii) write and solve inequations
- (iv) add, subtract, multiply and divide whole numbers, decimals and fractions
- (v) identify the multiples and factors of whole numbers
- (vi) find squares and square roots of whole numbers
- (vii) evaluate powers bigger than 2
- (viii) compare and estimate percentages
- (ix) convert fractions and decimals into percentages and vice-versa
- (x) calculate the percentage of a quantity
- (xi) develop problem solving strategies

2. **LEARNING ACTIVITIES**

Students will undertake :

- (i) estimating and measuring angles
- (ii) complementary and supplementary angles
- (iii) angles in a polygon
- (iv) converting between units of length
- (v) measuring perimeter, area and volume
- (vi) filling in charts and identify rules
- (vii) simplifying and evaluating expressions and equations
- (viii) plotting points and patterns on a Cartesian grid
- (i) solving one-step and two-step equations using either inspection, flowcharts or the inverse method
- (ii) writing and solving inequations
- (iii) the four operations for whole numbers, decimals and fractions
- (iv) order of operations
- (v) multiples and factors of whole numbers
- (vi) squares and square roots of whole numbers
- (vii) converting between fractions, decimals and percentages
- (viii) percentage of a quantity

3. **ASSESSMENT TASKS**

- | | | |
|------|-------------------------------|-----|
| (i) | Projects/assignments/homework | 30% |
| (ii) | Tests (including exam) | 70% |

1. **LEARNING STANDARDS**

In this unit students will :

- (i) perform the four basic operations involving directed numbers
- (ii) use flowcharts or the inverse method to solve one-step and two-step equations
- (iii) write and solve inequations
- (iv) add, subtract, multiply and divide decimals and fractions
- (v) compare and estimate percentages
- (vi) convert fractions and decimals into percentages and vice-versa
- (vii) calculate the chance of simple events occurring
- (viii) calculate and interpret mean, median, mode and range
- (ix) calculate complementary and supplementary angles and angles in triangles and quadrilaterals
- (x) investigate the properties of quadrilaterals related to sides, angles and diagonals
- (xi) solve problems involving perfect squares, perfect cubes and powers bigger than 3
- (xii) expand, factorise and evaluate algebraic expressions
- (xiii) identify linear rules and growth patterns

2. **LEARNING ACTIVITIES**

Students will undertake :

- (i) calculations involving directed numbers
- (ii) solving one-step and two –step equations using either inspection, flowcharts or inverse methods
- (iii) writing and solving inequations
- (iv) the four operations for decimals and fractions
- (v) converting between fractions, decimals and percentages
- (vi) percentage of a quantity
- (vii) calculating probabilities using a variety of methods
- (viii) calculating basic measures of data i.e. mean, median, mode
- (ix) constructing, analysing and interpreting frequency tables, histograms, stem and leaf plots and box plots
- (x) calculating complementary and supplementary angles and angles in triangles and quadrilaterals
- (xi) investigating properties in polygons
- (xii) solving problems involving perfect squares, perfect cubes and powers bigger than 3
- (xiii) simplifying and evaluating algebraic expressions

3. **ASSESSMENT TASKS**

- | | |
|-----------------------------------|-----|
| (i) Projects/assignments/homework | 30% |
| (ii) Tests | 70% |

4. **SPECIAL REQUIREMENTS:**

Students will be selected for this unit on the basis of recommendation.

1. **LEARNING STANDARDS**

In this unit students will :

- (i) identify and calculate angles between lines, in triangles and quadrilaterals
- (ii) investigate properties of quadrilaterals related to sides, angles and diagonals
- (iii) expand, factorise and evaluate algebraic expressions
- (iv) identify linear rules and growth patterns
- (v) solve one, two or three step linear equations
- (vi) calculate mean, median, mode and range, analyse and interpret frequency tables, histograms and box plots
- (vii) calculate the perimeter, area and volume of quadrilaterals, triangles and composite figures
- (viii) describe, compare and calculate the chance of a simple event occurring
- (ix) perform the four basic operations involving directed numbers

2. **LEARNING ACTIVITIES**

Students will :

- (i) calculate angles in triangles and quadrilaterals
- (ii) investigate properties related to sides, angles and diagonals
- (iii) expand, factorise, solve and evaluate expressions
- (iv) identify, formulate, plot and sketch linear and non-linear rules
- (v) calculate the mean, median, mode and range
- (vi) analyse and interpret frequency tables, histograms and box plots
- (vii) calculate the perimeter, area and volume of different shapes and solids
- (viii) calculate the chance of simple event occurring
- (ix) use directed numbers

3. **ASSESSMENT TASKS**

- | | |
|-----------------------------------|-----|
| (i) Projects/assignments/homework | 20% |
| (ii) Tests | 50% |
| (iii) Examination | 30% |

1. **LEARNING STANDARDS**

In this units students will :-

- (i) simplify, expand, factorise and evaluate algebraic expressions
- (ii) identify co-ordinates in four quadrants
- (iii) calculate the perimeter, area and volume of 2 and 3 dimensional shapes
- (iv) investigate linear and non-linear patterns
- (v) solve linear and non-linear equations
- (vi) simplify expressions involving the index laws
- (vii) solve problems using Pythagorus' Theorem and Trigonometry
- (viii) simplify problems using the first three index laws
- (ix) perform the four basic operations involving directed numbers

2. **LEARNING ACTIVITIES**

Students will undertake :

- (i) simplifying and evaluating algebraic expressions
- (ii) evaluating expressions and rules
- (iii) identifying co-ordinates on a Cartesian plane in four quadrants
- (iv) calculating perimeter, circumference, area and volume for 2 and 3 dimensional shapes
- (v) writing equations, investigating linear and non-linear patterns and solving equations
- (vi) investigating the first three index laws and index patterns
- (vii) solving problems using Pythagoras' Theorem and Trigonometry
- (viii) directed numbers

3. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------------|-----|
| (i) | Projects/assignments/homework | 20% |
| (ii) | Tests | 50% |
| (iii) | Examination | 30% |

4. **SPECIAL REQUIREMENTS:** Students will be selected for this study on the basis of their results in Year 7

1. **LEARNING STANDARDS**

In this unit students will :-

- (i) perform mathematical operations involving whole numbers, fractions, decimals and percentages using a calculator
- (ii) apply arithmetic to solve every day problems.
- (iii) estimate and calculate perimeters, areas and volume of shapes
- (iv) simplify and solve simple equations

2. **LEARNING ACTIVITIES**

Students will undertake :

- (i) four basic operations with whole numbers, fractions and decimals
- (ii) applying percentages to real life problems
- (iii) estimate and calculate perimeters, area and volume of simple shapes
- (iv) identify and generate number patterns
- (v) simplify algebraic terms
- (vi) solve simple equations

3. **ASSESSMENT TASKS**

Progress Made (as judged by standardised testing, reported as 0.5 increments of a year)

4. **SPECIAL REQUIREMENTS:**

This is a catch up unit for students experiencing difficulties in mainstream Mathematics.

Students will be admitted to this class on the basis of their Year 7 results and advice from their Year 7 mathematics teacher in consultation with the Numeracy co-ordinator.

1. **LEARNING STANDARDS & LEARNING ACTIVITIES**

In this unit students will:

- (i) apply index laws to numerical expressions with integer indices
- (ii) express numbers in scientific notation
- (iii) extend and apply the index laws to variables, using positive integer indices and the zero index
- (iv) apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate
- (v) solve linear equations
- (vi) identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources
- (vii) construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'
- (viii) compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread

2. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------------|-----|
| (i) | Projects/assignments/homework | 20% |
| (ii) | Tests | 50% |
| (iii) | Examination | 30% |

1. **LEARNING STANDARDS & LEARNING ACTIVITIES**

In this unit students will:

- (i) list all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events
- (ii) calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or'
- (iii) investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians
- (iv) calculate the areas of composite shapes
- (v) calculate the surface area and volume of cylinders and solve related problems
- (vi) solve problems involving the surface area and volume of right prisms
- (vii) use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar
- (viii) solve problems using ratio and scale factors in similar figures
- (ix) use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles
- (x) apply trigonometry to solve right-angled triangle problems

2. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------------|-----|
| (i) | Projects/assignments/homework | 20% |
| (ii) | Tests | 50% |
| (iii) | Examination | 30% |

1. **LEARNING STANDARDS & LEARNING ACTIVITIES**

In this unit students will:

- (i) Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems
- (ii) Solve problems involving simple interest
- (iii) Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software
- (iv) Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software
- (v) Sketch linear graphs using the coordinates of two points and solve linear equations
- (vi) Graph simple nonlinear relations with and without the use of digital technologies and solve simple related equations

2. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------------|-----|
| (i) | Projects/assignments/homework | 20% |
| (ii) | Tests | 50% |
| (iii) | Examination | 30% |

1. **LEARNING OUTCOME**

In this unit students will:

- (i) perform mathematical operations involving fractions and decimals, e.g. add, subtract, multiply and divide
- (ii) compare and convert fractions, decimals and percentages
- (iii) use a calculator effectively
- (iv) compare and estimate percentages
- (v) calculate a percentage of a quantity
- (vi) calculate the perimeter, area and volume of 2 and 3 dimensional shapes
- (vii) calculate summary data e.g. mean, median, mode
- (viii) analyse and interpret frequency tables, histograms, stem and leaf plots and box plots
- (ix) apply strategies such as guess and check, simplifying etc. to solve problems
- (x) plot a linear graph from a table of values and an equation
- (xi) develop problem solving strategies

2. **LEARNING ACTIVITIES**

Activities will include:

- (i) four basic operations with fractions and decimals
- (ii) compare and convert fractions, decimals and percentages
- (iii) use arithmetic skills to solve real-life problems
- (iv) compare and estimate percentages
- (v) calculate a percentage of a quantity
- (vi) calculate the perimeter, area and volume
- (vii) calculate the mean, median and mode
- (viii) draw, analyse and interpret frequency tables, histograms, stem and leaf plots and box plots
- (ix) plot linear relations

3. **ASSESSMENT TASKS**

- | | | |
|-------|--------------------------------|-----|
| (i) | Projects/assignments/classwork | 60% |
| (ii) | Tests | 20% |
| (iii) | Examination | 20% |

4. **SPECIAL REQUIREMENTS:**

Students will be referred to this unit on the basis of the results in Year 8. This is an alternative Year 9 program.

1. **LEARNING STANDARDS & LEARNING ACTIVITIES**

In this unit students will:

- (i) Factorise algebraic expressions by taking out a common algebraic factor
- (ii) Simplify algebraic products and quotients using index laws
- (iii) Apply the four operations to simple algebraic fractions with numerical denominators
- (iv) Expand binomial products and factorise monic quadratic expressions using a variety of strategies
- (v) Substitute values into formulas to determine an unknown and re-arrange formulas to solve for a particular term
- (vi) Solve problems involving linear equations, including those derived from formulas
- (vii) Solve linear inequalities and graph their solutions on a number line
- (viii) Solve simultaneous linear equations, using algebraic and graphical techniques including using digital technology
- (ix) Solve problems involving gradients of parallel and perpendicular lines
- (x) Explore the connection between algebraic and graphical representations of relations such as simple quadratic, reciprocal, circle and exponential, using digital technology as appropriate
- (xi) Solve simple quadratic equations using a range of strategies
- (xii) Solve equations using systematic guess-check-and-refine with digital technology
- (xiii) Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence
- (xiv) Use the language of 'if ...then', 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language
- (xv) Define rational and irrational numbers and perform operations with surds and fractional indices
- (xvi) Use the definition of a logarithm to establish and apply the laws of logarithms and investigate logarithmic scales in measurement
- (xvii) Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts
- (xviii) Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids
- (xix) Solve right-angled triangle problems including those involving direction and angles of elevation and depression
- (xx) Use the unit circle to define trigonometric functions as functions of a real variable, and graph them with and without the use of digital technologies
- (xxi) Solve simple trigonometric equations
- (xxii) Apply Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles
- (xxiii) Prove and apply angle and chord properties of circles
- (xxiv) Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids
- (xxv) Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations
- (xxvi) Solve simple exponential equations
- (xxvii) Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation

2. **ASSESSMENT TASKS**

- | | | |
|-------|--------------------------------|-----|
| (i) | Projects, assignments/homework | 20% |
| (ii) | Tests | 50% |
| (iii) | Examination | 30% |

3. **SPECIAL REQUIREMENTS**

Students will be selected for this study on the basis of their results in Year 8

1. **LEARNING STANDARDS**

In this unit students will :

- (i) expand and factorise linear expressions.
- (ii) solve linear equations.
- (iii) plot and sketch linear graphs.
- (iv) transpose and substitute into formula.
- (v) model using both linear equations.

2. **LEARNING ACTIVITIES**

Students will undertake :

- (i) expansions and factorisation involving linear expressions.
- (ii) plotting or sketching linear expressions.
- (iii) determining the rule from a graph table of values and vice versa.
- (iv) solution of linear equations through algebra, graphs or iteration.
- (v) solution of worded problems involving linear expressions.
- (vi) transposition of and substitution into formulae.

3. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------------|-----|
| (i) | Projects/assignments/homework | 20% |
| (ii) | Tests | 50% |
| (iii) | Examination | 30% |

1. **LEARNING STANDARDS**

In this unit students will :

- (i) identify and evaluate quadratic expressions
- (ii) expand and simplify quadratic expressions.
- (iii) factorise quadratic expressions.
- (iv) solve quadratic expressions
- (v) graph simple quadratic expressions.
- (vi) model quadratic behaviour
- (vii) understand & evaluate terms involving the index laws.

2. **LEARNING ACTIVITIES**

Students will undertake :

- (i) expansion of quadratic expressions.
- (ii) factorising quadratic expressions.
- (iii) solving quadratic expressions
- (iv) graphing simple quadratic expressions.
- (v) evaluating terms using the index laws

3. **ASSESSMENT TASKS**

- | | | |
|-------|--------------------------------|-----|
| (i) | Projects, assignments/homework | 20% |
| (ii) | Tests | 50% |
| (iii) | Examination | 30% |

4. **SPECIAL REQUIREMENTS**

This unit must be taken by all students who intend to study Mathematical Methods to a Year 12 level. It must be taken after Algebra 1 MA014.

1. **LEARNING STANDARDS**

In this unit students will :

- (i) estimate and accurately determine perimeter and area of polygons, circles and composite shapes.
- (ii) calculate surface area and volume of prisms and other 3D shapes.
- (iii) use Pythagoras Theorem to calculate a side length given two other sides of a right angled triangle.
- (iv) use Trigonometry to calculate unknown lengths and angles in right angled triangles.
- (v) apply these concepts using worded problems and whenever appropriate to 3-D real life problems.

2. **LEARNING ACTIVITIES**

Students will undertake :

- (i) calculation of the perimeter and area of polygons, circles and composite shapes.
- (ii) calculation of the surface area and volume of prisms and other 3D shapes.
- (iii) revision and proof of Pythagoras' Theorem and its use in calculation of a side length given two other sides of a right angled triangle.
- (iv) introduction to the Trigonometric functions of Sine, Cosine and Tangent and the use of these in the determination of unknown lengths and angles in right angled triangles.
- (v) in all areas application of the concepts learned using worded problems and, whenever possible and appropriate, to 3 dimensional and real life situations.

3. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------------|-----|
| (i) | Projects/assignments/homework | 20% |
| (ii) | Tests | 50% |
| (iii) | Examination | 30% |

4. **SPECIAL REQUIREMENTS:**

Satisfactory Completion of Year 9 Mathematics B

1. **LEARNING STANDARDS**

In this unit students will :

- (i) explore interest & its applications
- (ii) investigate depreciation, growth & decay
- (iii) represent & interpret univariate & bivariate data sets
- (iv) analyse and compare data sets using appropriate statistics

2. **LEARNING ACTIVITIES**

Students will undertake :

- (i) connecting the compound interest formula to repeated applications of simple interest
- (ii) construction and interpretation of boxplots to compare data sets
- (iii) using scatterplots to explore relationships between two continuous numerical variables
- (iv) investigating different techniques of finding a line of best fit
- (v) calculating and interpreting the mean & standard deviation of data sets

3. **ASSESSMENT TASKS**

- | | | |
|-------|--------------------------------|-----|
| (i) | Projects, assignments/homework | 20% |
| (ii) | Test/s | 50% |
| (iii) | Examination | 30% |

4. **SPECIAL REQUIREMENTS:**

Satisfactory Completion of Year 9 Mathematics B

1. **LEARNING STANDARDS**

In this unit students will :

- (i) revision of basic maths skills including calculator use
- (ii) calculate the perimeter, area, total surface area and volume of 2 and 3 dimensional shapes
- (iii) use percentages and interest formula to answer worded problems including financial settings
- (iv) use Pythagoras Theorem to calculate a side length given two other sides of a right angled triangle.
- (v) use Trigonometry to calculate unknown lengths and angles in right angled triangles.
- (vi) draw, analyse and interpret frequency tables, histograms, stem and leaf plots, box plots and scatterplots

2. **LEARNING ACTIVITIES**

Students will undertake :

- (i) calculating the perimeter, circumference, area, total surface area & volume of 2 and 3 dimensional shapes
- (ii) converting percentages to fractions and decimals & calculating a percentage of a quantity
- (iii) calculating simple and compound interest
- (iv) Pythagoras' Theorem and its use in calculation of a side length given two other sides of a right angled triangle.
- (v) introduction to the Trigonometric functions of Sine, Cosine and Tangent and the use of these in the determination of unknown lengths and angles in right angled triangles.
- (vi) construction and interpretation of boxplots to compare data sets
- (vii) using scatterplots to explore relationships between two continuous numerical variables

3. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------------|-----|
| (i) | Projects/assignments/homework | 20% |
| (ii) | Tests | 50% |
| (iii) | Examination | 30% |

1. **LEARNING STANDARDS**

In this unit students will :

- (i) systematically solve mathematical problems
- (ii) add, subtract, multiply and divide surds.
- (iii) apply an exponential rule to worded problems
- (iv) draw simple trigonometric graphs
- (v) model quadratic equations

2. **LEARNING ACTIVITIES**

Students will undertake :

- (i) problem solving activities
- (ii) operations involving surds
- (iii) solution of exponential problems
- (iv) sketching of trigonometric graphs
- (v) modelling of quadratic equations

3. **ASSESSMENT TASKS**

- | | | |
|-------|--------------------------------|-----|
| (i) | Projects, assignments/homework | 20% |
| (ii) | Test/s | 50% |
| (iii) | Examination | 30% |

4. **SPECIAL REQUIREMENTS:**

A minimum of 75% in Year 9 Mathematics A & C

* * * * *

SCIENCE LEARNING AREA

INTRODUCTION: The Science units offered in this section have been designed with the following criteria in mind:

1. SCIENCE IS KNOWLEDGE AND SKILLS - about discovering, explaining, questioning, gathering data, testing theories and describing phenomena. It encourages the growth of skills such as observation, experimentation, application of concepts and communication with accuracy, safety and with enthusiasm.
2. SCIENCE IS TECHNOLOGY - involved in the efficiency of materials, processes and machines, which may help solve practical problems.
3. SCIENCE IS SOCIETY - the impact of society on scientific change and of science and technology in improving quality of life (while at the same time posing some hazards).
4. SCIENCE IS PERSONAL DEVELOPMENT - helping students develop social skills, which will aid them throughout life - for example research, and communication skills.

In order to facilitate these aims, Science teaching at Highvale Secondary College will be principally contextual, drawing on the students' own experience at home, from the local community, current affairs, leisure, work and school.

GUIDELINES:

Students wishing to attempt V.C.E. Science subjects are strongly advised to attempt the following units in Year 9 or 10:

BIOLOGY	SC612 Human Biology / SC617 Genetics and Evolution
CHEMISTRY	SC611 Chemistry Connections
PHYSICS	SC609 Physics in Action
PSYCHOLOGY	SC616 Mind Science

Students wishing to attempt any V.C.E Science subjects are also advised to attempt SC615 Applied Science in addition to the units specified above.

Over the four years (7 – 10) students are required to complete seven units of Science with a minimum of one Science unit being completed each year. To ensure a balanced Science course students are encouraged to, from Years 8 – 10, select at least one unit from each of the four areas, Physics, Biology, Chemistry and Psychology as listed below:

BIOLOGY	*Human Biology *Genetics and Evolution
CHEMISTRY	*Chemistry Connections *Chemistry in the Market Place
PHYSICS	*Physics in Action *Physics in the Real World *Earth Science
PSYCHOLOGY	*Mind Science
GENERAL SCIENCE	*Science Essentials *Forensic Science *Science of Sustainability *Applied Science

TITLE OF UNIT

	<u>YR LEVEL</u>	<u>CODE</u>	<u>PAGE</u>
General Science for Year 7	7	SC701	78
General Science for Year 8	8	SC802	79
<u>Elective Units</u>			
*Science Essentials	8 9	SC404	79
Earth Science	8 9	SC405	80
Forensic Science	8 9 10	SC506	80
Chemistry in the Marketplace	8 9 10	SC507	81
Physics in the Real World	8 9 10	SC514	81
Science of Sustainability	8 9 10	SC518	
+Physics in Action	9 10	SC609	82
+Chemistry Connections	9 10	SC611	83
+Human Biology	9 10	SC612	83
+Applied Science	9 10	SC615	84
+Mind Science	9 10	SC616	84
+ Genetics and Evolution	9 10	SC617	85

* *Strongly recommended for all Year 8 students*

+ *Advanced Units. Preparation for V.C.E. studies. These units are strongly advised for completion by Year 10 students.*

SCIENCE PLANNER

It is ***strongly***
recommended that all
Year 8 students select
**SC404 Science
Essentials.**

Advanced units aimed
at students intending to
study a Science subject
at VCE level.

	YEAR 7	YEAR 8/9	YEAR 8/9/10	YEAR 9/10	VCE
GENERAL SCIENCE UNITS	SC701 Year 7 Core Science	SC802 Year 8 Core Science <hr/> SC404 Science Essentials	SC506 Forensic Science <hr/> SC518 Science of Sustainability	SC615 Applied Science	
BIOLOGY UNITS				SC612 Human Biology <hr/> SC617 Genetics and Evolution	VCE Biology
CHEMISTRY UNITS			SC507 Chemistry in the Marketplace	SC611 Chemistry Connections	VCE Chemistry
PHYSICS UNITS		SC405 Earth Science	SC514 Physics in the Real World	SC609 Physics in Action	VCE Physics
PSYCHOLOGY UNITS				SC616 Mind Science	VCE Psychology

STRAND: SCIENCE UNDERSTANDING
DOMAIN: SCIENCE

SEMESTER 1

1. **LEARNING STANDARDS**

In this unit, students will:

- (i) Develop safe science practices and correctly use basic scientific equipment.
- (ii) Investigate the properties of different states of matter in terms of the motion and arrangement of particles.
- (iii) Describe the interactions between living things and their non-living environment in an ecosystem.
- (iv) Investigate human impacts on ecosystems.
- (v) Examine some of the Earth's renewable and non-renewable resources.
- (vi) Understand the importance of water as a resource that cycles through the environment.

2. **LEARNING ACTIVITIES**

Students will:

- (i) Safely use Bunsen burners, measuring cylinders, balances and other scientific equipment.
- (ii) Investigate the physical properties of matter at the particle level.
- (iii) Construct and interpret food webs to show relationships between organisms in an environment.
- (iv) Investigate the impact of deforestation, agriculture and introduced species on local habitats.
- (v) Compare renewable and non-renewable energy sources.
- (vi) Investigate factors that influence the water cycle.

3. **ASSESSMENT TASKS**

- | | |
|-------------------------------|-----|
| (i) Tests | 60% |
| (ii) Projects and assignments | 20% |
| (iii) Practical work | 20% |

4. **SPECIAL REQUIREMENTS**

This is a compulsory unit for all Year 7 students.

SEMESTER 2

1. **LEARNING STANDARDS**

In this unit, students will:

- (i) Identify a range of mixtures, including solutions, suspensions and colloids.
- (ii) Describe procedures for preparing and separating mixtures.
- (iii) Explain the basis of the classification of organisms into major groups.
- (iv) Qualitatively describe changes in motion in terms of the forces present.
- (v) Explore the solar system and Earth's place in space.
- (vi) Investigate phenomena such as tides, seasons and eclipses.

2. **LEARNING ACTIVITIES**

Students will:

- (i) Prepare and separate mixtures using techniques such as filtration, decanting, evaporation, crystallisation, chromatography and distillation.
- (ii) Group a variety of organisms on the basis of their similarities and differences.
- (iii) Classify organisms using dichotomous keys.
- (iv) Investigate a range of forces and determine their effects on motion.
- (v) Model the relative movements of the Earth, sun and moon.
- (vi) Investigate natural phenomena such as lunar and solar eclipses, seasons and phases of the moon.

3. **ASSESSMENT TASKS**

- | | |
|-------------------------------|-----|
| (i) Tests | 60% |
| (ii) Projects and assignments | 20% |
| (iii) Practical work | 20% |

4. **SPECIAL REQUIREMENTS**

This is a compulsory unit for all Year 7 students.

STRAND: SCIENCE UNDERSTANDING
DOMAIN: SCIENCE

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Investigate the structure and function of cells and understand how different cells work together.
- (ii) Explain the differences between elements, compounds and mixtures at the particle level.
- (iii) Describe the nature of the building blocks of matter.
- (iv) Specify the characteristics of chemical and physical change.
- (v) Investigate energy in its different forms.

2. **LEARNING ACTIVITIES**

Students will:

- (i) Examine a variety of cells using a light microscope and describe the functions of the internal structures.
- (ii) Understand the structural differences between animal and plant cells.
- (iii) Identify the symbols used to label certain elements.
- (iv) Investigate a range of chemical and physical changes.
- (v) Investigate different forms of energy in terms of the effects they cause.

3. **ASSESSMENT TASKS**

- | | |
|-------------------------------|-----|
| (i) Tests | 60% |
| (ii) Projects and assignments | 20% |
| (iii) Practical work | 20% |

4. **SPECIAL REQUIREMENTS**

This is a compulsory unit for all Year 8 students

STRAND: SCIENCE UNDERSTANDING
DOMAIN: SCIENCE

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Investigate the reproductive systems of both plants and animals.
- (ii) Be introduced to the study of Geology and consider the role of mining.
- (iii) Investigate the formation and composition of sedimentary, igneous and metamorphic rocks.
- (iv) Describe the use and operation of simple electrical devices.
- (v) Explore the operation of direct current (DC), series and parallel circuits.
- (vi) Examine a variety of body systems, including the digestive, respiratory, circulatory, excretory and musculoskeletal systems.

2. **LEARNING ACTIVITIES**

Students will:

- (i) Distinguish between asexual and sexual reproduction.
- (ii) Compare the reproductive systems of different organisms.
- (iii) Examine the events that led to the formation of igneous, metamorphic and sedimentary rocks.
- (iv) Recognise that some rocks and minerals, such as ores, provide valuable resources.
- (v) Use circuit diagrams to connect simple circuits safely.
- (vi) Investigate the structure and function of various organs and systems.
- (vii) Examine the internal structures of the heart and kidney by conducting dissections.

3. **ASSESSMENT TASKS**

- | | |
|-------------------------------|-----|
| (i) Tests | 60% |
| (ii) Projects and assignments | 20% |
| (iii) Practical work | 20% |

4. **SPECIAL REQUIREMENTS**

This unit is an extension of Year 8 Core Science.

It is strongly recommended that all Year 8 students undertake this Unit.

STRAND: SCIENCE UNDERSTANDING
DOMAIN: SCIENCE

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Identify astronomical objects in the sky and investigate their origin.
- (ii) Explain how to use sky maps to view the night sky and be able to identify objects in the night sky.
- (iii) Have some understanding of the telescopes used by astronomers.
- (iv) Describe the effects of plate tectonics on the earth.
- (v) Identify and relate the impact of weathering, erosion, earthquakes and volcanoes on the earth's environment and its inhabitants.

2. **LEARNING ACTIVITIES**

Students will:

- (i) Identify objects such as meteors, comets, stars and galaxies in the sky, understand the differences between them and determine where they may originate from.
- (ii) Determine how astronomers map the sky and learn the use of sky maps.
- (iii) Learn about the differences between the types of telescopes used to view celestial objects.
- (iv) Investigate the physical structure of the earth in general and the crust in detail.
- (v) Investigate how earthquakes and volcanoes are caused and their impact on the earth.
- (vi) Investigate the composition of the atmosphere and the impact of weathering and erosion.

3. **ASSESSMENT TASKS**

- | | |
|-------------------------------|-----|
| (i) Tests | 60% |
| (ii) Projects and assignments | 30% |
| (iii) Practical work | 10% |

STRAND: SCIENCE UNDERSTANDING
DOMAIN: SCIENCE

1. **LEARNING STANDARDS**

In this unit, students will:

- (i) Investigate forensic applications.
- (ii) Describe the production and uses of substances with unusual and specialised properties, in particular natural and synthetic fibres.
- (iii) Investigate separation procedures and application in medical and forensic situations, in particular chromatography.
- (iv) Perform investigations and apply qualitative analytical techniques to problem solve.

2. **LEARNING ACTIVITIES**

Students will:

- (i) Explain methods of detecting and analysing fingerprints.
- (ii) Analyse evidence and crime.
- (iii) Make casts and analyse them.
- (iv) Investigate DNA techniques.
- (v) Investigate forgery.
- (vi) Perform soil, fibre, chemical and blood analysis.
- (vii) Perform qualitative analyses of natural and synthetic fibres.

3. **ASSESSMENT TASKS**

- | | |
|-------------------------------|-----|
| (i) Tests | 60% |
| (ii) Projects and assignments | 20% |
| (iii) Practical work. | 20% |

STRAND: SCIENCE UNDERSTANDING
DOMAIN: SCIENCE

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Relate the chemical and physical properties of materials to their atomic structure.
- (ii) Represent chemical change, using chemical symbols and formulae.
- (iii) Learn to recognise everyday chemical reactions, including acids and bases
- (iv) Describe the production and uses of substances with unusual and specialised properties.
- (v) Investigate the properties and uses of metals.
- (vi) Describe the role of surfactants.

2. **LEARNING ACTIVITIES**

Students will:

- (i) Examine chemical reactions that affect our lives.
- (ii) Investigate the conservation of matter in chemical reactions.
- (iii) Investigate the acidic, basic and neutral nature of a range of substances.
- (iv) Investigate the chemistry of acids and bases.
- (v) Perform experiments to determine the physical and chemical properties of metals.
- (vi) Investigate the chemistry and properties of polymers.
- (vii) Prepare and investigate the uses of soaps and detergents.

3. **ASSESSMENT TASKS**

- | | |
|-------------------------------|-----|
| (i) Tests | 60% |
| (ii) Projects and assignments | 20% |
| (iii) Practical work | 20% |

STRAND: SCIENCE UNDERSTANDING
DOMAIN: SCIENCE

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Describe the characteristics and applications of the transmission and reflection of energy in the form of heat, light and sound.
- (ii) Explore energy transformations and efficiency of such transformations.
- (iii) Relate the behaviour of light such as reflection, refraction and absorption to uses in technology.
- (iv) Explore shadows and thus learn how the lunar and solar eclipse work.
- (v) Describe the operation of simple devices that transfer and transform energy.

2. **LEARNING ACTIVITIES**

Students will investigate:

- (i) Transfer of heat energy by conduction, convection and radiation.
- (ii) Design characteristics of energy efficient homes. Excursion to Ceres Environment Centre ECO house.
- (iii) Light as a form of energy and its application in mirrors and lens based instruments.
- (iv) The structure of the eye and ear as well as how the senses of sight and hearing work.
- (v) The different energies of the electromagnetic spectrum and their application to the communications and medical technologies.
- (vi) Informed decision making when selecting technology products.
- (vii) Reasons for the colour of objects.

3. **ASSESSMENT TASKS**

- | | |
|-------------------------------|-----|
| (i) Tests | 60% |
| (ii) Projects and assignments | 20% |
| (iii) Practical work | 20% |

STRAND: SCIENCE UNDERSTANDING

DOMAIN: SCIENCE

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Learn how computer modelling / imaging technologies has improved our knowledge and predictability of phenomena such as: climate change, atmospheric pollution, plate tectonic movement and body system functions and interactions.
- (ii) Understand how social actions have led to changed government policies and social behavioural change in relation to the use of chlorofluorocarbons (CFCs) in aerosol spray cans.
- (iii) Learn that choices related to the use of fuels are influenced by environmental, social and political considerations.
- (iv) Model nutrient cycles within the biosphere, including the carbon, nitrogen or phosphorus cycles.
- (v) Investigate how human activity affects global systems.
- (vi) Distinguish between 'natural' and 'enhanced' greenhouse effects.
- (vii) Investigate the effect of climate change on sea levels and biodiversity.
- (viii) Recognise that energy transfers and transformations are not 100% efficient, reducing the usable energy available.
- (ix) Consider what is meant by the term 'renewable' in relation to the Earth's resources.

2. **LEARNING ACTIVITIES**

Students will investigate:

- (i) Primary and secondary energy resources (in particular, the generation of electricity).
- (ii) Energy efficiency of appliances and design characteristics of energy efficient homes.
- (iii) Models to comprehend nature's major cycling processes (carbon, water and nitrogen cycles).
- (iv) Natural and human influences on climate, the atmosphere and the enhanced greenhouse effect.
- (v) Best practices for waste reduction in the home such as water, food, plastic and other household waste products.

3. **ASSESSMENT TASKS**

- | | |
|-------------------------------|-----|
| (i) Tests | 60% |
| (ii) Projects and assignments | 20% |
| (iii) Practical work | 20% |

STRAND: SCIENCE UNDERSTANDING

DOMAIN: SCIENCE

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Explain how different forces act together to affect the motion of objects.
- (ii) Describe relationships between force, mass, acceleration and velocity, using quantitative data.
- (iii) Describe the operation of various moving objects and explain associated energy transfer processes.
- (iv) Learn how scientist get information about distant stars.
- (v) Use features of the universe such as galaxies, stars and solar systems to explain the origins of the universe.

2. **LEARNING ACTIVITIES**

Students will:

- (i) Investigate the role of physics in the development of land, air and space travel.
- (ii) Explain the physics concepts and calculations associated with many different types of vehicles.
- (iii) Relate the design criteria of vehicles in relation to safety and efficiency.
- (iv) Describe the forces that act on structures and thus understand the parameters that affect their stability.
- (v) Examine the solar system, stars, galaxies, black holes and other features of the universe and thus explain the origins of the universe using the Big Bang Theory.

3. **ASSESSMENT TASKS**

- | | |
|---------------------------------------|-----|
| (i) Tests | 30% |
| (ii) Assignments / Model construction | 20% |
| (iii) Practical work | 20% |
| (iv) Examination | 30% |

NOTE: Students wishing to undertake VCE Physics are strongly advised to select this unit, preferably in Year 10.

STRAND: SCIENCE UNDERSTANDING
DOMAIN: SCIENCE

1. **LEARNING STANDARDS**

In this unit, students will:

- (i) Investigate the development of the Periodic Table.
- (ii) Explain how similarities in the chemical behaviour of elements, their compounds and atomic structure are represented in the Periodic Table.
- (iii) Represent chemical change, using chemical symbols, formulas and equations.
- (iv) Explain the behaviour and properties of materials in terms of their constituent particles.
- (v) Be introduced to basic organic chemistry.
- (vi) Identify factors that affect the rate of a reaction.

2. **LEARNING ACTIVITIES**

In this unit students will:

- (i) Investigate the trends in the Periodic table.
- (ii) Distinguish between elements and compounds and use symbols to identify elements and some compounds.
- (iii) Use atomic symbols and balanced equations to summarise chemical reactions.
- (iv) Use the Periodic Table to write electronic configurations. (Based on the Bohr model of the atom).
- (v) Investigate the chemistry and properties of metals, non-metals, organic compounds and some gases.

3. **ASSESSMENT TASKS**

- | | |
|-------------------------------|-----|
| (i) Tests | 30% |
| (ii) Projects and assignments | 20% |
| (iii) Practical work | 20% |
| (iv) Examination | 30% |

NOTE: Students wishing to attempt VCE Chemistry are strongly advised to attempt this unit (preferably in Year 10).

STRAND: SCIENCE UNDERSTANDING
DOMAIN: SCIENCE

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Relate the structure and organisation of different cells to their function.
- (ii) Explain how animals obtain, transport and use nutrients.
- (iii) Describe the structure and function of the circulatory, respiratory and digestive systems in mammals.
- (iv) Describe regulation and coordination in animals.
- (v) Explain cellular respiration and gaseous exchange in humans.
- (vi) Describe the causes of and methods of control of diseases.

2. **LEARNING ACTIVITIES**

Students will:

- (i) Investigate and describe the circulatory, digestive and respiratory systems.
- (ii) Use dissection to investigate the structure of mammalian organs.
- (iii) Research the problems associated with several human body systems.
- (iv) Identify disease causing microorganisms, the body's response to disease and the immune system.

3. **ASSESSMENT TASKS**

- | | |
|-------------------------------|-----|
| (i) Tests | 30% |
| (ii) Projects and assignments | 20% |
| (iii) Practical work. | 20% |
| (iv) Examination | 30% |

NOTE: Students wishing to attempt VCE Biology are strongly advised to attempt this unit (preferably in Year 10).

STRAND: SCIENCE UNDERSTANDING
DOMAIN: SCIENCE

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Design and carry out a range of practical investigations.
- (ii) Use appropriate technology to assist in the collection and analysis of data collected during practical activities.
- (iii) Develop understanding of radioactive decay and nuclear reactions.
- (iv) Investigate global systems including the carbon cycle.
- (v) Investigate the effects of human activity on global systems.

2. **LEARNING ACTIVITIES**

Students will:

- (i) Calculate numerical answers of a range of quantitative problems using appropriate numbers of significant figures.
- (ii) Justify choice of instruments and accuracy of their measurements.
- (iii) Comment on reliability of procedures, measurements used, conclusions drawn against the prediction or hypothesis investigated.
- (iv) Develop skills involved in graphically representing data and interpreting data represented graphically.
- (v) Write appropriately formatted scientific reports.
- (vi) Develop skill in representing very large numbers and very small numbers using appropriate scientific notation.

3. **ASSESSMENT TASKS**

- | | |
|-------------------------------|-----|
| (i) Tests | 30% |
| (ii) Projects and assignments | 20% |
| (iii) Practical work | 20% |
| (iv) Examination | 30% |

STRAND: SCIENCE UNDERSTANDING
DOMAIN: SCIENCE

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Define psychology and distinguish the differences between psychology and psychiatry.
- (ii) Examine various specialist areas of psychology (forensic, biological and clinical).
- (iii) Design and carry out a range of investigations related to various areas of psychology.
- (iv) Use appropriate technology to assist in the collection and analysis of data collected during activities.
- (v) Develop an understanding of the role of psychologists in identifying, analysing and evaluating a variety of disorders. (Phobias, psychosis, anxiety, somatoform, mental, etc.)
- (vi) Develop an understanding of the role of psychologists in identifying, analysing and evaluating a variety of offender types. (Stalkers, paedophiles, psychopaths, serial murders etc.)
- (vii) Investigate the nature, prevention and assessment of crime.

2. **LEARNING ACTIVITIES**

Students will:

- (i) Develop skills involved in psychological research.
- (ii) Write appropriately formatted empirical research reports.
- (iii) Develop skills involved in graphically representing, interpreting and analysing data.
- (iv) Analyse how psychologists are portrayed in the media – movie analysis.
- (v) Prepare a poster (or other graphic form) of the structure and function of the brain. (Dissection of a brain may form part of the activity).
- (vi) Analyse various case studies from a selection of known offender cases and/or disorder cases.
- (vii) Perform criminal profiling using ‘mock’ cases.

3. **ASSESSMENT TASKS**

- | | |
|---------------------------------|-----|
| (i) Empirical Research Report/s | 20% |
| (ii) Presentations / Posters | 15% |
| (iii) Tests | 40% |
| (iv) Examination | 25% |

NOTE: Students wishing to attempt VCE Psychology are strongly encouraged to attempt this unit (preferably in Year 10).

STRAND: SCIENCE UNDERSTANDING

DOMAIN: SCIENCE

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Investigate the structure and function of genes, chromosomes and DNA.
- (ii) Understand the role that genes play in determining the characteristics of organisms.
- (iii) Analyse different patterns of inheritance including dominant/recessive traits, incomplete dominance and sex-linkage.
- (iv) Investigate genetic technologies.
- (v) Understand the processes involved in the formation of fossils and the techniques used to date them.
- (vi) Investigate how the fossil record supports the theory of evolution.
- (vii) Understand the process of natural selection and its role in evolution.
- (viii) Analyse the history of human evolution.

2. **LEARNING ACTIVITIES**

Students will:

- (i) Use models and diagrams to examine the relationship between DNA, genes and chromosomes.
- (ii) Extract DNA from a simple organism.
- (iii) Use microscopes to compare and contrast the processes of mitosis and meiosis.
- (iv) Carry out genetic crosses to simulate different patterns of inheritance.
- (v) Investigate GM (genetic modification) technologies.
- (vi) Consider the fossil record and its use in developing the theory of evolution.
- (vii) Compare homologous structures in vertebrates.
- (viii) Model the process of natural selection.

3. **ASSESSMENT TASKS**

- | | |
|-------------------------------|-----|
| (i) Tests | 30% |
| (ii) Projects and assignments | 20% |
| (iii) Practical work | 20% |
| (iv) Examination | 30% |

NOTE: Students wishing to attempt VCE Biology are strongly advised to attempt this unit (preferably in Year 10).

TECHNOLOGY DOMAINS

Technology Studies is an area of the curriculum which is characterised by students using tools, mechanisms, machines, processes and various resources to produce a desired result. The units offered in this field involve the development of skills in investigation, design, production, planning, assembly and evaluation. It also encompasses the use of computers to help solve technological problems that are commonplace in industry and in the home

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TECHNOLOGY DOMAINS

* Subjects marked with an asterisk require students to have previously undertaken units in the subject area.

TECHNOLOGY STUDIES PLANNER - MATERIALS, SYSTEMS & INFORMATION

YEAR 7 VIC CURR 7	YEAR 8/9 VIC CURR 8/9	YEAR 8/9/10 VIC CURR 8/9/10	YEAR 9/10 VIC CURR 9/10	YEAR 11/12 VCE or VET
	Practical Electronics 1		3D Printing Robotics and Advanced 3D Printing	VCE Physics/Science
Multi Materials	Multi-Materials 1	Multi Materials – Level 2 Scroll n Roll	Multi Materials Level 3 Multi Materials with Building Studies Building Studies	VCE Product Design and Technology
Jewellery Design		Jewellery Design		Multi-Materials
Textiles	Introduction to Clothing Construction	Textile Crafts Creative Toys	Textile Design & Production	VCE Product Design & Technology Textiles
Food Technology	Real Meals Global Foods	Food Design Principles of Hospitality	Advanced Food Technology	VCE Food and Technology
Information Processing	Coding in motion	Computer Programming Computer Game Making	Multimedia Advanced Computer Programming Advanced Computer Game Making	VCE Computing Informatics Software Development

YEAR 7 TECHNOLOGY

FOOD TECHNOLOGY **VIC CURR LEVEL 7**

YEAR 7
CODE TS746

1. LEARNING STANDARDS

In this unit students will:

- (i) work with food safely and hygienically
- (ii) identify tools and equipment
- (iii) investigate reasons for food choices
- (iv) analyse and describe food models
- (v) design and produce a simple meal/recipe
- (vi) recognise evidence to support evaluations
- (vii) prepare food individually and within a team

2. CURRICULUM ACTIVITIES

Activities will include:

- (i) safety and hygiene of self, others, the working environment and use of equipment
- (ii) increase level of skill using correct tools and equipment in food preparation
- (iii) introduction to food models and the need for a variety of foods and a balanced diet
- (iv) examine links between food, food models, food consumption and energy expenditure
- (v) investigate and design a meal/recipe based on a food model
- (vi) cooperation skills when engaging in team work
- (vii) participate in a range of practical activities to further develop cooking skills and food preparation

3. ASSESSMENT TASKS

- | | | |
|-------|--------------|-----|
| (i) | Production | 40% |
| (ii) | Design brief | 30% |
| (iii) | Test | 30% |

4. SPECIAL REQUIREMENTS

A charge of \$21.00 to assist in covering food prepared and consumed (included in Year 7 Materials charge)
--

TECHNOLOGY **TEXTILES** **VIC CURR 7**

YEAR 7
CODE TS.701

1. LEARNING STANDARDS

In this unit students will :

- (i) investigate shape and design options for an item commenting on how it would meet specific needs of function and appearance.
- (ii) identify materials that could be used in making textile items.
- (iii) use basic design skills and ICT to produce a swing tag.
- (iv) use cutting, pinning and finishing techniques appropriate to producing an item.
- (v) evaluate items and recommend modifications for future products.

2. CURRICULUM ACTIVITIES

Students will:

- (i) design and manufacture a useable product
- (ii) develop skills in the safe use of the sewing machine and textile equipment
- (iii) evaluate the item and suggest improvements
- (iv) produce a hand stitched felt toy.

3. ASSESSMENT TASKS

- | | | |
|------|---------------------------|-----|
| (i) | Design Brief & Evaluation | 40% |
| (ii) | Production tasks | 60% |

4. SPECIAL REQUIREMENTS:

Students will need to provide suitable material for the items to be made.

Cost of \$11.00 to cover consumable items supplied in the classroom and used for final products taken home (included in Year 7 materials charge).

NOTE: This is a Term length Unit

1. **LEARNING STANDARDS**

In this unit students will:-

- (i) develop plans and procedures to construct products
- (ii) use simple production processes and tools to make products safely
- (iii) demonstrate safe work practices when using all tools and equipment
- (iv) complete an investigation into the conversion of a raw material to a useable state and the changes over time in materials used, suggesting reasons as to why these changes were made.
- (v) evaluate processes used in the design and production of models

2. **CURRICULUM ACTIVITIES**

Students will:

- (i) undertake a safety examination before production is started
- (ii) design and produce a model incorporating a variety of materials, using simple production processes
- (iii) evaluate the overall task taking into account the materials, tools, equipment and associated machinery used during production

3. **ASSESSMENT TASKS**

- | | | |
|------|--|-----|
| (i) | Design Folio (including design options and evaluation) | 40% |
| (ii) | Production models | 60% |

4. **SPECIAL REQUIREMENTS:**

Cost of \$16.00 to cover consumable items supplied in the classroom and used for final products taken home (included in Year 7 materials charge).

1. **LEARNING STANDARDS**

In this unit students will use:-

- (i) Microsoft Excel to learn about and create spread sheets
- (ii) Photoshop to manipulate digital images
- (iii) The Internet to search/communicate effectively
- (iv) Movie Editing Software to create a short video

2. **CURRICULUM ACTIVITIES**

Students will undertake:

- (i) Research about Cyber Safety at school, at home, and on the move
- (ii) Development of appropriate file management
- (iii) Use of the computers to enter, process and modify data appropriately
- (iv) Internet searches and analyse the effectiveness of selected sites.
- (v) Theory - Cyber Safety, Computer Hardware, Intranet

3. **ASSESSMENT OF LEARNING**

- | | | | |
|------|--------------------|---|----|
| (i) | In class exercises | 8 | 0% |
| (ii) | Test | 2 | 0% |

4. **SPECIAL REQUIREMENTS**

Students are required to purchase their own USB memory stick

NOTE: This is a compulsory term length unit

TECHNOLOGY - FOOD

REAL MEALS **VIC CURR LEVEL 8/9**

YEAR 8,9
CODE TS405

1. **LEARNING STANDARDS**

In this unit students will :

- (i) Investigate and identify safety and hygiene issues within the kitchen.
- (ii) Use basic knife skills in the preparation of foods.
- (iii) Understand and use different cooking methods and preparation processes.
- (iv) Evaluate the suitability of a product
- (v) Looking at the design process, from start to finish
- (vi) Recipe folio which includes a variety of recipes
- (vii) Planning and costing of family meals

2. **CURRICULUM ACTIVITIES**

- (i) Creation and use of design briefs
- (ii) Use of ICT to produce a recipe folio
- (iii) Meal planning and costing
- (iv) Evaluation and modifications of products made

3. **ASSESSMENT TASKS**

- | | |
|--------------------------------|-----|
| (i) Short exercises / bookwork | 20% |
| (ii) Meal Planning Assignment | 20% |
| (iii) Practical Work | 30% |
| (iv) Theory Test | 30% |

4. **SPECIAL REQUIREMENTS:**

Workbook - for every lesson, hair tie for long hair, Container for items made in practical sessions.
20 page display folder for recipe folio.

Materials charge of \$52 to cover cost of food consumed.

** An excursion to a local Supermarket for a meal planning exercise will take place during the semester. Students will work collaboratively to shop for and produce a 2 course family meal. Each student will need to provide \$5 spending money as part of this project to pay for food consumed.

GLOBAL FOODS **VIC CURR 8&9**

YEAR 8&9
CODE TS.448

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Use a range of equipment and processes to demonstrate safe and hygienic food production and storage
- (ii) Extend their food production skills, confidence and efficiency by preparing a variety of international foods
- (iii) Create a Design Brief, analyse and evaluate the factors that influence food selection and consumption in other countries
- (iv) Recognise the impact that multiculturalism and technology have had on foods consumed in Australia
- (v) Use information technology to research and communicate information to others

2. **CURRICULUM ACTIVITIES**

Students will focus on Indigenous foods and those consumed by the early settlers before investigating their countries of choice.
They will:

- (i) Learn about food selection and consumption by completing a range of theory activities and short exercises
- (ii) Prepare a variety of international dishes
- (iii) Work collaboratively, using a Design Brief, to investigate food, culture and customs of other nations
- (iv) Teach other students about their country by demonstrating a traditional food, presenting a theory lesson and a class activity
- (v) Develop criteria to evaluate and modify their food products and theory lessons

3. **ASSESSMENT TASKS**

- | | |
|---------------------------|-----|
| (i) Design Folio | 20% |
| (ii) Short Exercises | 20% |
| (iii) Practical Component | 30% |
| (iv) Test | 30% |

4. **SPECIAL REQUIREMENTS:**

Containers to transport food home

Materials Charge - \$52 to cover cost of food consumed.

Optional Item - An excursion to Vermont South Shopping Centre to visit multi-cultural food outlets.

Note: previously known as 'Cooking Around The World – PD405'. If students have completed this course they are not permitted to undertake 'Global Foods'.

1. **LEARNING STANDARDS**

In this unit, students will :

- (i) Investigate and understand the importance of safe handling of food and personal hygiene in the food industry
- (ii) Locate and select relevant information to complete a Design Brief
- (iii) Apply creative thinking when designing, selecting and presenting food
- (iv) Understand terminology and processes specific to the production, packaging and storage of food stuffs
- (v) Develop a range of practical skills and competencies in food methodology using equipment, machinery and materials specific to the methodology

2. **LEARNNG ACTIVITIES**

Students will:

- (i) complete a detailed food safety and hygiene exercise
- (ii) investigate the principles of food preparation and production
- (iii) demonstrate a knowledge and application of the skills and techniques used in the preparation of food, through a series of practical classes
- (iv) investigate, design and manage food for a variety of purposes

3. **ASSESSMENT TASKS**

- | | |
|--------------------------------------|-----|
| (i) Short exercises / Workbook | 20% |
| (ii) Major Assignment / Design Folio | 20% |
| (iii) Practical | 30% |
| (iv) Examination | 30% |

4. **SPECIAL REQUIREMENTS:**

Materials charge of \$62 to cover cost of food consumed.

Optional Item - An Etiquette Training incursion may take place during the semester at a cost of approximately \$11 per student. It will help students to tie in product development and marketing and safe working practices.

Workbook - for every lesson, hair tie for long hair, Container for items made in practical sessions.

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Identify and demonstrate safe working practices when preparing and storing food and ingredients.
- (ii) Investigate and research a range of factors relevant to Design Briefs using ICT and other resource material.
- (iii) Prepare and present food for a variety of occasions.
- (iv) Analyse the factors that influence ingredient selection.
- (v) Develop design briefs and analyse the effectiveness of the products made.

2. **CURRICULUM ACTIVITIES**

Activities will include:

- (i) Working safely and efficiently both individually and within a team.
- (ii) Correctly using a range of specialist equipment and processes to produce products.
- (iii) Preparing Design Briefs by investigating and creating a range of suitable food items.
- (iv) Using ICT to design and produce labels and spread sheets.
- (v) Follow Australian Food Laws, sterilisation, food handling and hygiene procedures in the production and packaging of food.

3. **ASSESSMENT TASKS**

- | | |
|---------------------|-----|
| (i) Short Exercises | 20% |
| (ii) Design briefs | 30% |
| (iii) Production | 20% |
| (iv) Examination | 30% |

4. **SPECIAL REQUIREMENTS:**

Notebook, diary and pen – all classes.

Containers, including jars, for all practical classes.

Materials Charges of \$62 to cover cost of food consumed.

1. **LEARNING STANDARDS**

In this unit students will :

- (i) Safe working practices
- (ii) Investigate complex processes
- (iii) The design process, from start to finish
- (iv) Collaborative learning
- (v) Preparation, processing and analysing of key foods

2. **CURRICULUM ACTIVITIES**

- (i) Explain and apply safe and hygienic work practices when storing, preparing and processing foods
- (ii) Work collaboratively to design, prepare, produce and evaluate a meal for a range of contexts
- (iii) Product products using complex processes
- (iv) Development of a design folio using ICT
- (v) Use of digital media to show the preparation and processing techniques of key foods

3. **ASSESSMENT TASKS**

- | | | |
|-------|-----------------------------------|-----|
| (i) | Short exercises | 20% |
| (ii) | Design folio for major assignment | 30% |
| (iii) | Practical work | 20% |
| (iv) | Examination | 30% |

4. **SPECIAL REQUIREMENTS:**

Workbook - for every lesson, hair tie for long hair, Container for items made in practical sessions.

* Students must have previously completed a unit of Food Technology in Years 8 or 9 before selecting this unit.

Materials charge of \$52 to cover cost of food consumed.
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* * * * *

TECHNOLOGY – MULTI MATERIALS

In Multi Materials students have the opportunity to work with wood, metal, plastics and other materials, develop skills in working with materials and to design and construct production models of a high standard. Students will use cross disciplinary skills including numeracy, literacy and problem solving.

MULTI MATERIALS - LEVEL 1 **VIC CURR 8/9**

YEAR 8,9
CODE TS.413

1. LEARNING OUTCOMES

In this unit students will:

- (i) describe how local and global values impact on their environment
- (ii) present design options
- (iii) correctly and safely use all tools and machinery in the production stage of units
- (iv) construct designs using wood, metal, plastics and other materials in a safe and mature manner
- (v) complete an investigative report

2. CURRICULUM ACTIVITIES

- (i) Students will design and construct items using a variety of different materials including wood, metal and plastics.
- (ii) Students will have to find relevant information from different sources. They will use a range of reasoning and analysis strategies to interpret and assimilate this relevant information. Students will engage in problem solving and decision making activities.
- (iii) When presenting design option, students will have to apply creative thinking to explore possibilities, given that there will be more than one way to look at a problem and thus more than one way to solve it.
- (iv) Students will develop the language skills relevant to this practical area of endeavour. They must be able to explain how they arrived at their conclusions. They must then be able to evaluate their conclusions and end product.

Topics will include :

- a) design options for selected production models, showing all relevant dimensions and joining techniques
- b) completion of production models using different materials to an acceptable standard using all of the tools and machinery in a safe and mature manner
- c) reporting on and evaluation of products

3. ASSESSMENT TASKS

- | | |
|--------------------------|-----|
| (i) Design Folio | 30% |
| (ii) Investigation Tasks | 20% |
| (iii) Production models | 20% |
| (iv) Tests | 30% |

4. SPECIAL REQUIREMENTS:

Material costs \$57.00 to cover materials for final products taken home

MULTI MATERIALS – ROLL N SCROLL **VIC CURR 8/9/10**

YEARS 8,9,10
CODE TS.514

1. LEARNING OUTCOMES

In this unit students will:

- (i) Develop correct joining techniques relevant to mild steel in both welding and mechanical fasteners.
- (ii) Develop metal craft skills in scrolling, riveting and shaping mild steel.
- (iii) Construct a series of small models for use indoors and outdoors
- (iv) Safely use all scrolling and metal work tools and equipment
- (v) Complete a design folder to provide evidence of relevant information, research, design ideas and metal craft techniques including photographs and evaluation of all manufacturing processes used during production of the model.

2. CURRICULUM ACTIVITIES

Students will develop language skills relevant to metal craft and metal work skills. They will investigate and explore the constraints and abilities of mild steel and how this knowledge can be employed to produce decorative and functional results in making furniture for the garden and in the home. They will gain an understanding of metal work tools and equipment required for specific purposes so that they will be able to use them appropriately in order to work independently and to achieve design outcomes. Students will choose an area of metal work to investigate and present their findings as part of their subject knowledge development. This investigation will enable them to connect with the wider community as they will be able to identify how metal work benefits us in our everyday life.

Topics will include :

- (i) develop a set of design solutions for products made from mild steel
- (ii) present a final design from selected ideas using freehand sketches and C.A.D processes construction of production models that accurately reflect quality metal craft processes and machinery in a safe and mature manner
- (iii) use of safe working procedures within the technology areas

3. ASSESSMENT TASKS

- | | |
|--------------------------|-----|
| (i) Design Folio | 30% |
| (ii) Investigation Tasks | 20% |
| (iii) Production models | 20% |
| (iv) Tests | 30% |

4. SPECIAL REQUIREMENTS:

Students need to have completed at least one previous Unit at level 2 or 3 before selecting this Unit of work.

Material costs \$57.00 to cover materials for final products taken home

1. **LEARNING OUTCOMES**

In this unit students will :

- (i) identify a selected material used in the manufacturing industry and describe it's environmental impact and recycling uses
- (ii) prepare and present detailed design proposals using both freehand and C.A.D. processes
- (iii) complete a detailed planned sequence of operations for a selected production model using a selection of materials
- (iv) complete a production model that accurately reflects what has been designed to an acceptable tolerance

2. **CURRICULUM ACTIVITIES**

Students will have to find relevant information from different sources. They will use a range of reasoning and analysis strategies to interpret and assimilate this relevant information. Students will engage in problem solving and decision making activities.

When presenting design option, students will have to apply creative thinking to explore possibilities, given that there will be more than one way to look at a problem and thus more than one way to solve it.

Students will develop the language skills relevant to this practical area of endeavour. They must be able to explain how they arrived at their conclusions. They must then be able to evaluate their conclusions and end product

Topics will include:

- (i) design and construct items using a variety of applicable joining techniques relevant to their selected model
- (ii) safe working procedures with hand tools, small machinery and associated fasteners and glues
- (iii) appropriate materials for a selected task
- (iv) accurately complete production model within an acceptable tolerance to original design ideas

3. **ASSESSMENT TASKS**

- | | | |
|-------|---------------------|-----|
| (i) | Investigation Tasks | 20% |
| (ii) | Design Folio | 30% |
| (iii) | Production models | 20% |
| (iv) | Exam | 30% |

4. **SPECIAL REQUIREMENTS**

Students would be required to have completed Level 1 Multi materials or Wood Level 2 or Metal Level 2 before selecting this unit.

Material costs \$57.00 to cover materials for final products taken home

1. **LEARNING OUTCOMES**

In this unit students will :

- (i) select materials for specific tasks
- (ii) use C.A.D. for development of ideas
- (iii) provide a planned sequence of operations including safe working procedures
- (iv) construct a production model completed to an acceptable tolerance that accurately reflects what has been designed
- (v) undertake materials testing and use of gathered data

2. **CURRICULUM ACTIVITIES**

Students will have to find relevant information from different sources. They will use a range of reasoning and analysis strategies to interpret and assimilate this relevant information. Students will engage in problem solving and decision making activities.

When presenting design option, students will have to apply creative thinking to explore possibilities, given that there will be more than one way to look at a problem and thus more than one way to solve it.

Students will develop the language skills relevant to this practical area of endeavour. They must be able to explain how they arrived at their conclusions. They then evaluate design ideas, processes and solutions against criteria for success recognising the need for sustainability.

Topics will include:

- (i) development of a complete set of working drawings to scale using both freehand sketches and C.A.D. to complete this task
- (ii) development and implementation of safe working procedures whilst completing this unit
- (iii) selection of appropriate materials for selected jobs and investigate environmental aspects of this material and its effect on industry as well as the environment
- (iv) completion a selected production model to an overall acceptable standard

3. **ASSESSMENT TASKS**

- | | | |
|-------|---------------------|-----|
| (i) | Design Folio | 30% |
| (ii) | Investigation Tasks | 20% |
| (iii) | Production models | 20% |
| (iv) | Exam | 30% |

4. **SPECIAL REQUIREMENTS**

Student must have completed at least one Level 2 unit before selecting this unit of work.

Material costs \$57.00 to cover materials for final products taken home

1. **LEARNING OUTCOMES**

In this unit students will :

- (i) develop a specific knowledge of materials for selected jobs
- (ii) use C.A.D. for generating drawings
- (iii) use safe working procedures
- (iv) complete a selected production model
- (v) develop quotes using general mathematics

2. **CURRICULUM ACTIVITIES**

Students will have to find relevant information from different sources. They will use a range of reasoning and analysis strategies to interpret and assimilate this relevant information. Students will engage in problem solving and decision making activities. When presenting design option, students will have to apply creative thinking to explore possibilities, given that there will be more than one way to look at a problem and thus more than one way to solve it. Students will develop the language skills relevant to this practical area of endeavour. They must be able to explain how they arrived at their conclusions. They must then be able to evaluate their conclusions and end product recognising the need for sustainability.

Topics will include:

- (i) development of ideas for solving specific problems
- (ii) development of C.A.D. generated drawings
- (iii) implementation of safe working procedures
- (iv) completion of design briefs and sequence of operations
- (v) completion of production models to an acceptable standard
- (vi) develop skills in the use of tools and the safe use and up-keep of power tools, sharpening and general maintenance of hand tools
- (vii) work as part of a team to complete project

3. **ASSESSMENT TASKS**

Design Folio	30%
(i) Investigation Tasks	20%
(ii) Production models	20%
(iii) Exam	30%

4. **SPECIAL REQUIREMENTS**

Students would need to have completed at least one previous Unit at Level 2 or 3 before selecting this Unit of work.

Material costs \$57.00 to cover materials for final products taken home

1. **LEARNING OUTCOMES**

In this unit students will:

- (i) investigate basic jewellery techniques
- (ii) present clearly annotated research, visualisation and design options
- (iii) practice key stages and steps in the product design process.
- (iv) Correctly and safely use all tools and machinery in the production stage of units.
- (v) Construct designs using copper, polymer and other materials in a safe manner.

2. **CURRICULUM ACTIVITIES**

- (i) students will learn basic techniques in order to construct, form and solder jewellery products
- (ii) students will record and research jewellery, design, techniques, tools and equipment in order to expand their subject knowledge in this area
- (iii) students will apply creative thinking to basic jewellery techniques and design and make jewellery for a client
- (iv) students will apply creative thinking to the design process when undertaking research, producing design sketches and exploring possibilities for design options to extend ideas when developing a clear design solution.
- (v) students will articulate the development of ideas by using appropriate technical terms to explain both verbally and through annotation. They must evaluate their end product by thorough examination of both the design and manufacturing process

Topics will include:

- a) design options for a selected production models, showing all relevant dimensions and joining techniques
- b) completion of production models using different materials
- c) use of all tools and machinery in a safe and mature manner
- d) evaluation of products

3. **ASSESSMENT TASKS**

(i) Design Folio	30%
(ii) Investigation Task	20%
(iii) Production models	20%
(iv) Theory Test	30%

4. **SPECIAL REQUIREMENTS:**

Material costs \$57.00 to cover materials for final products taken home. Additional, optional costs may apply for precious materials such as silver if used.

TECHNOLOGY SYSTEMS - ELECTRONICS

PRACTICAL ELECTRONICS 1 **VIC CURR 8/9/10**

YEARS 8,9,10
CODE TS534

1. **LEARNING OUTCOMES**

In this unit students will:

- (i) explain and describe electricity, and some of the basic concepts of electronics.
- (ii) design and describe the operation of a simple electric circuit and its component parts.
- (iii) identify and explain the role of the most important component of a simple electronic circuit.
- (iv) assemble various components of an electronic circuit using appropriate tools, including the soldering iron.
- (v) safely build and test a practical electronic kit projects.

2. **CURRICULUM ACTIVITIES**

Areas of study will include:

- (i) electricity - introduction to electricity and electronics as control of electricity including the Ampere as a measure of current, the volt as the unit of potential difference, resistance and Ohm's law.
- (ii) sources of electricity - static electricity, batteries and chemical energy
- (iii) electronic components - resistors, light dependent resistors, light dependent resistors, light emitting diodes, transistors, buzzers and light globes.
- (iv) designing an electronic circuit - designing simple circuits and drawing circuit diagrams using standard symbols and drawing conventions.
- (v) implementing design - producing projects in the electronics laboratory using safe and appropriate soldering and assembly techniques. Simple projects to be assembled using point to point soldering on 'breadboard' or similar.
- (vi) testing - using common test procedures to verify circuit operation of circuit components.

3. **ASSESSMENT TASKS**

- | | | |
|-------|----------------------|-----|
| (i) | Research Assignment. | 20% |
| (ii) | Tests. | 30% |
| (iii) | Practical Projects | 50% |

4. **SPECIAL REQUIREMENTS:**

A Materials Charges of \$31 will be required to cover the cost of electronic components in final product taken home.

Students will be offered a range of simple projects to construct, however if they wish to choose a project different from those offered, they will be asked to cover the additional cost for the extra components.

1. **LEARNING OUTCOMES**

In this unit students will:

- (i) Develop programming skills with Arduino based processing units.
- (ii) Develop construction, programming and logic skills in the training of robots to perform various tasks.
- (iii) Develop critical thinking and design evaluation skills in the review of Robotic devices.
- (iv) Develop Information Media and Technology skills – use a range of software and hardware to develop 3D modelling to improve Robotic features in new prototypes.
- (v) Develop Life and Career Skills – Adaptability, Productivity, Leadership, Responsibility, Time Management, Prioritising and Planning

2. **CURRICULUM ACTIVITIES**

Students will undertake:

- (i) Testing and construction of Arduino based circuits to understand digital control processes
- (ii) Construction, testing and training of Arduino based robots to perform various tasks
- (iii) Critical evaluation of how the robots perform tasks and SCAMPER evaluation of how they could be improved through variation of critical parts.
- (iv) Creation of new parts via 3D printing design software, printing new parts and reconstruction of robots with new parts.
- (v) Testing and evaluation – critical study of new robot performance with enhanced parts.
- (vi) Advanced 3D printing research and design to create a fusion of electronics control and 3D printing prototypes to solve everyday problem.
- (vii) Develop a portfolio showcasing designs, development and photos of completed products

3. **ASSESSMENT TASKS**

- | | |
|--------------------------|-----|
| (i) Research Assignment | 20% |
| (ii) Tests | 10% |
| (iii) Practical Projects | 50% |
| (iv) Examination | 20% |

4. **SPECIAL REQUIREMENTS**

A subject levy of \$41 will be charged for this subject to cover materials and prototypes taken home.

It is recommended students complete Introduction to 3D printing prior to this subject but is not an essential requirement.

3D PRINTING
VIC CURR 9/10

YEARS 9,10
CODE TS649

1. **LEARNING OUTCOMES**

In this unit students will:

- (i) Develop Skills in 3D Design, Modelling and Printing
- (ii) Develop Computational thinking skills
- (iii) Develop Learning and Innovation Skills – Critical Thinking, Communication, Collaboration and Creativity
- (iv) Develop Information Media and Technology skills – use a range of software and hardware to develop 3D modelling to create a prototype
- (v) Develop Life and Career Skills – Adaptability, Productivity, Leadership, Responsibility, Time Management, Prioritising and Planning

2. **CURRICULUM ACTIVITIES**

Students will undertake the following:

- (i) Hand design a product to solve a need
- (ii) Using appropriate software design a 3D model
- (iii) Test and refine the design
- (iv) Create a 3D product using the 3D printer
- (v) Understand how to use a 3D printer to convert a software design into a finished product
- (vi) Research the use of 3D printing
- (vii) Develop a portfolio showcasing designs, development and photos of completed products
- (viii) Identify a need, create a design and produce a 3D prototype

3. **ASSESSMENT TASKS**

- | | | | |
|-------------------------|---|----|-----|
| (i) Portfolio | | | 20% |
| (ii) Practical Projects | 5 | 0% | |
| (iii) Tests | | | 10% |
| (iv) Exam | | | 20% |

4. **SPECIAL REQUIREMENTS**

A materials charge of \$31 will be required to cover the cost of the 3D printing
--

This subject is a prerequisite for Advanced 3D Printing.

FABRICS AND TEXTILES

TEXTILES **CREATIVE TOYS** **VIC CURR 8/9/10**

YEAR 8,9,10
CODE TS. 517

1. LEARNING STANDARDS

In this unit students will:

- (i) manufacture two soft toy items.
- (ii) Investigate characteristics and properties of a range of materials and components to be used.
- (iii) display competence in understanding written, verbal; and graphic instruction sheets.
- (iv) use pattern layout, pinning, cutting and production techniques appropriate to the article.
- (v) use appropriate technology safely, effectively, and with precision.
- (vi) evaluate plan versus the finished product and recommend modifications for future product.

2. CURRICULUM ACTIVITIES

Students will undertake :

- (i) design and manufacture two soft toy items
- (ii) further develop skills in the use of the sewing machine overlocker and other appropriate equipment
- (iii) use the internet to investigate health and safety issues involved in toy production
- (iv) evaluate the article produced recommending modifications for the future.

3. ASSESSMENT TASKS

- | | |
|-----------------------------------|-----|
| (i) Design briefs and evaluations | 20% |
| (ii) Production of items | 50% |
| (iii) Research assignment | 20% |
| (iv) Practical test | 10% |

4. SPECIAL REQUIREMENTS:

Students will be provided with all the necessary patterns, and limited selection of fabrics and filling from school.

Materials Charges \$16.00 to cover cost of materials used for final products taken home.
--

Materials :-

Students will need to bring or purchase :

- material for the clothing, wool for the hair, tin of pins, plastic bag to keep work in and workbook.

TEXTILES **INTRODUCTION TO CLOTHING CONSTRUCTION** **VIC CURR 8/9**

YEARS 8,9
CODE TS.420

1. LEARNING STANDARDS

In this unit students will:

- (viii) discuss and produce designs of garments using available software to meet the specific needs listed in the design brief.
- (ix) identify a range of materials suitable, and their costs, that can be used to make garments.
- (x) use machining skills producing garments displaying an awareness of safety issues.
- (xi) consider improvements that could be made concerning suitability of the product, safety and efficiency of processes, production sequence and finish of the garments.

2. CURRICULUM ACTIVITIES

Students will :

- (i) choose and follow a commercial pattern to make articles such as a pair of pull on shorts or a simple top
- (ii) develop skills in garment construction using the sewing machine and evaluate items made
- (iii) use appropriate software to develop garment swing tickets and care labels.
- (iv) Research pattern information and materials.

3. ASSESSMENT TASKS

- | | |
|--------------------------|-----|
| (i) Production of items. | 40% |
| (ii) Design Brief | 20% |
| (iii) Investigation | 20% |
| (iv) Practical test | 20% |

4 SPECIAL REQUIREMENTS:

Some patterns will be available. Students will need to purchase own material and some patterns to produce garments. Tin of pins, reel of cotton, needles will be provided by the school

A charge of \$16 covers the cost of material used in final products taken home
--

TEXTILESINTRODUCTION TO PRODUCT DESIGN AND TECHNOLOGYVIC CURR 9/10LEARNING STANDARDS

In this subject students will:

- (i) Use the design process, working through the steps and stages, to research and develop designs for their garments
- (ii) Extend their skills and confidence whilst using the sewing machine and other textile equipment in a safe and appropriate manner
- (iii) Use correct techniques to construct garments whilst following commercial patterns and verbal instructions
- (iv) Assess the quality of their product, identify and justify any modifications which need to be made in the future
- (v) Increase their awareness of sustainability and the recycling of textile products

CURRICULUM ACTIVITIES

Students will:

- (i) Complete a design brief for each of the garments they undertake
- (ii) Source and recycle a garment to create a fashion statement
- (iii) Follow a commercial pattern to construct a garment of choice

This unit will further consolidate in students the necessary skills to proceed to VCE Design and Technology.

3. ASSESSMENT TASKS

- | | | |
|-------|-------------------------------|-----|
| (i) | Design Briefs and Evaluations | 20% |
| (ii) | Production of items, samplers | 40% |
| (iii) | Research Investigation | 20% |
| (iv) | Examination | 20% |

4. SPECIAL REQUIREMENTS:

Students will need to purchase own patterns and material to produce their garments
Students will need to purchase fabric, zips and some patterns for their garment
Pins, thread and interfacing will be provided by the school

Materials Charges \$16.00 for final garments taken home

1. **LEARNING STANDARDS**

In this unit students will:

- (i) construct five different textile crafts e.g. fabric painting, machine and hand embroidery, fabric dyeing, marbling, decoupage, ribbon embroidery, applique, printing etc.
- (ii) use basic design elements, line, shape colour, texture and balance to produce a form of decoration.
- (iii) use new and advanced processes and machine attachments.
- (iv) analyse suitable materials and trims to be used for the articles considering their use and care.
- (v) evaluate plan versus the finished product; consider improvements that could have been made.

2. **CURRICULUM ACTIVITIES**

Areas of study include:

- (i) students will experience a wide variety of textile crafts including: fabric painting, machine and hand embroidery, fabric dyeing, marbling, decoupage, ribbon embroidery, applique, printing etc.
- (ii) students will develop design skills, improve manipulative skills and problem solving techniques.
- (iii) students will use the internet to investigate Australian standards and possible design options.

3. **ASSESSMENT TASKS**

- | | | |
|-------|-------------------------------|-----|
| (i) | Design Briefs and Evaluations | 20% |
| (ii) | Production items | 40% |
| (iii) | Research investigation | 20% |
| (iv) | Test/Sample book | 20% |

4. **SPECIAL REQUIREMENTS:**

Students will need to provide suitable material for the items to be made.

Cost of \$16.00 to cover materials used in products taken home
--

This unit leads into VCE Design & Technology (Textiles) and Studio Arts.

INFORMATION TECHNOLOGY

CODING IN MOTION

YEAR 8, 9

VIC CURR 8/9

CODE TS.425

1. LEARNING STANDARDS

In this unit students will:

- (i) Introduce students to basic coding using Visual C software
- (ii) Explain how code can control robotic devices to complete tasks
- (iii) Outline the principles of design
- (iv) Explain and then apply simple lifting mechanisms
- (v) Use sensors to understand feedback systems in coding to control devices
- (vi) Establish 21st century soft skills such as teamwork and leadership

2. CURRICULUM ACTIVITIES

Students will undertake:

- (i) A range of design tasks using the Vex IQ Robotics curriculum to build and test robotics lifting systems
- (ii) Plan a set of features to complete set tasks
- (iii) Design and build a Robot to complete set tasks
- (iv) Use the program Visual C to design programs that control and direct a Vex IQ robot.
- (v) Demonstrate understanding of feedback systems in coding via the use of sensors
- (vi) Reinforcement of skills such as teamwork and leadership.

3. ASSESSMENT TASKS

- | | |
|---------------------|-----|
| (i) Class Exercises | 20% |
| (ii) Major Projects | 60% |
| (iii) Test | 20% |

4. **SPECIAL REQUIREMENTS:** Students are required to purchase their own USB memory stick and are required to bring their own headphones for this unit.

DIGITAL MEDIA AND WEB DESIGN

YEAR 9/10

CODE TS.637

VIC CURR 9/10

1. LEARNING STANDARDS

In this unit students will:-

- (i) Design, create and assemble multimedia elements and create a professional website
- (ii) Use a range of software including:
 - a. web design tools
 - b. image editing software
 - c. digital audio workstations
 - d. video editing
 - e. other digital media software

2. CURRICULUM ACTIVITIES

- (i) Design, create and assemble multimedia elements to create a professional website
- (ii) Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems.
- (iii) Create multimedia elements using a range of multimedia software
- (iv) Analyse simple compression of data and how content data are separated from presentation
- (v) Develop an understanding of the theory for effective multimedia development
- (vi) Use the Problem Solving Methodology to design, create, test and evaluate

3. ASSESSMENT TASKS

- | | |
|--------------------------|-----|
| (i) Exercises | 10% |
| (ii) Multi Media Product | 60% |
| (iii) Tests | 10% |
| (iv) Examination | 20% |

4. **SPECIAL REQUIREMENTS** : Students are required to purchase their own headphones for this unit.

COMPUTER GAME MAKING
VIC CURR 8/9/10

YEAR 8/9/10
CODE TS.541

1. **LEARNING STANDARDS**

In this unit students will use:

- (i) Design and create games using Graphical User Interface software
- (ii) Develop an understanding of the concepts for effective game development
- (iii) Use Visual thinking tools to design the project (Inspiration, Mind Maps)
- (iv) Research the history of computer game development and game addiction

2. **CURRICULUM ACTIVITIES**

Students will undertake:

- (i) Investigate Interactive games and present a report on them
- (ii) Complete a series of exercises in skill development using Game maker software
- (iii) Use Visual Thinking tools in the design stage of game development
- (iv) Use the Problem Solving Methodology to design, create, test and evaluate their game
- (v) Develop appropriate instructions on how to play the game and state the objectives of the game

3. **ASSESSMENT TASKS**

- | | |
|-----------------------|-----|
| (i) Exercises | 10% |
| (ii) Research Project | 20% |
| (iii) Tests | 20% |
| (iv) Finished Game | 50% |

VIC CURR 8/9/10

COMPUTER PROGRAMMING

YEAR 8,9,10
CODE TS.531

1. **LEARNING STANDARDS**

In this unit students will:

- (i) Describe the main principles involved in computer programming
- (ii) Write simple programs to solve various problems

2. **CURRICULUM ACTIVITIES**

Students will undertake:

- (i) Study of specific instructions and procedures that enable the computer to solve basic problems
- (ii) Introduction to programming languages and the use of mathematics to develop those algorithms that enable the computer to perform very simple to highly complex tasks
- (iii) Specific programming techniques using VB.net

3. **ASSESSMENT TASKS**

- | | |
|-----------------------------|-----|
| (i) Practical written tests | 30% |
| (ii) Programming project | 40% |
| (iii) Assignments | 30% |

INFORMATION TECHNOLOGY
ADVANCED COMPUTER PROGRAMMING IN C++
VIC CURR 9/10

YEAR 9,10
CODE TS.632

1. **LEARNING STANDARDS**

In this unit students will:

- (i) write advanced programs in Visual C++
- (ii) develop Windows based programs for practical applications

2. **CURRICULUM ACTIVITIES**

Students will undertake :

- (i) programming in the C++ language for Windows specifications
- (ii) analysis of the most recent developments in computer programming methods with the aim of producing software for a variety of needs
- (iii) practical programming skills, with particular emphasis on the study of advanced techniques necessary to develop user friendly programs
- (iv) Visual C++

3. **ASSESSMENT TASKS**

- | | |
|--------------------------------|-----|
| (i) Folio Tasks. | 30% |
| (ii) Software Planning Project | 20% |
| (iii) Programming Project | 30% |
| (iv) Examination | 20% |

4. **SPECIAL REQUIREMENTS:**

To be admitted to this course students must have satisfactorily completed a Computer Programming course.

1. **LEARNING STANDARDS**

In this unit students will:

- (iii) write mobile applications using Java
- (iv) develop Android based programs for practical applications

2. **CURRICULUM ACTIVITIES**

Students will undertake :

- (i) Develop practical programming skills in the Java language, specifically for Android devices, with particular emphasis on the study of advanced techniques necessary to develop user friendly programs.
- (ii) Project planning exercises, in order to manage the design and development of software.
- (iii) Planning and development of an Android application, designed to meet an identified need.

3. **ASSESSMENT TASKS**

- | | |
|--------------------------------|-----|
| (v) Folio Tasks. | 30% |
| (vi) Software Planning Project | 20% |
| (vii) Programming Project | 30% |
| (viii) Examination | 20% |

4. **SPECIAL REQUIREMENTS:**

To be admitted to this course, students must have satisfactorily completed a Computer Programming course.

FOCUS GROUPS

YEAR 7

Whilst Year 7s make the transition into secondary school, Focus Group will provide the opportunity for students to familiarise with their new surroundings and form new friendships. Early in the year, student will participate in Peer Support activities. These will be conducted by trained Year 11 mentors who work with small groups of our new students to gain confidence, interact with others, and form bonds with both their peers and members of the Senior School.

Students will also participate in activities designed to develop their study skills, effectively manage their time and establish sound study habits. They will complete goal setting activities and learn to identify and develop strategies for meeting both short and long term goals. Team building, group work and becoming good citizens will be encouraged through a range of workshops.

Over the year a variety of guest speakers will be invited to present on topics such as Boy/Girl talks, City of Monash Youth Services, the Coach Approach activities, the METRO and public transport within Melbourne.

Over the year students will be encouraged to contribute to community activities such as the '5 Cent Campaign', free dress days, involvement in interhouse and interschool sports and subject competitions and Trivia Challenges.

Students will complete their Career Action Plans, study subject offerings for 2017 and fill out their course selection for next year.

A detailed journal, containing all their completed worksheets and research, will be submitted.

Students are assessed on participation, effort and standard of achievement in all activities covered.

A cost of \$60 will cover classroom materials, incursions and prizes.

YEAR 8

In Year 8, students will reflect on their previous year's results and identify areas for improvement. In their Year 7 reports, their teachers will have highlighted changes which each student can make in order to boost their grades. Students are encouraged to develop strategies for implementing these changes.

Over the course of the year, students will work on self-development activities, learning more about themselves, their values and community values. They will research people, organisations and topics designed to build community awareness, acceptance and tolerance. Students will be expected to present information they have gathered, on the topic of Disability, to their peers.

Lessons will focus on Volunteer Week, City of Monash Family and Youth Services, a Motivational Media presentation and exam preparation opportunities.

The Year 8 cohort will study 'Respectful Relationships' over a number of weeks, with teachers facilitating workshops on topics such as assertive communication, healthy relationships, safe partying and cyber safety.

Students will be encouraged to involve themselves in interhouse and interschool sports and to participate in wider school activities such as the '5 Cent Campaign', subject competitions, SRC activities and Trivia Challenges. They will research and present a talk to their peers on the topic on 'Disability'.

Students will complete their Career Action Plan, study subject offerings for 2017 and fill out their course selection for next year.

Students will be assessed on participation, effort and standard of achievement in all activities.

A detailed journal, containing all completed worksheets and research, will be submitted.

A cost of \$60 will cover classroom materials, incursions and prizes.

YEAR 9

During Semester 1, Year 9s will reflect on their previous year's results and identify areas for improvement. They will also set themselves some personal challenges, using recommendations from their teachers and devising strategies for improvement in 2016.

Students will complete activities designed to identify their personal attributes, their skills, values and what they consider important to them. They will look at future goals and aspirations, decision making and investigating careers. These activities incorporate a mix of individual tasks and group work. Students will research and present talks to their Focus Group members.

Students will complete their Career Action Plan, study subject offerings for 2016 and make course selection for next year.

Guest speakers and incursions include the METRO, Drug and Alcohol Education, and Literacy Week.

Throughout the year, students will be encouraged to become involved in interhouse and interschool sport, subject competitions, debating, SRC activities, community challenges such as the '5 Cent Campaign', Trivia Quizzes and team building exercises. They will research and present talks to their peers on 'Volunteering in our community'.

Students will be assessed on participation, effort and standard of achievement in all activities.

A detailed journal will be compiled. It will contain all completed worksheets and research.

A cost of \$60 will cover classroom materials, incursions and prizes.

YEAR 10

As Year 10 students transition into the senior school, the Year 10 Focus Group provide the opportunity for students to become familiar with the expectations and processes of senior secondary education.

In Senior School our learning intentions in Year 10 Focus Group incorporate developing positive self-esteem, personal values and resilience. Other important features of the program are assertiveness, feelings, resolving conflict, strengthening dealing with stress, study habits, staying safe, caring for others, making decisions and developing friendships. The external speakers will enable the students to become aware of and develop a greater ability to handle life's challenges.

Over the year the students will complete activities that have been designed to assist them in developing good study habits, skills in time management and improvement in motivation. The students will also complete a range of activities that enable them to set goals that will help them to improve their learning outcomes and increase motivation with their studies.

The students will be supported with developing a Careers Action Plan which will be reviewed and updated. They will also participate in a range of activities to assist in the gathering of data which will be used in course selection in Term 3. Presentations and activities which will encourage students to research possible future educational opportunities will be conducted.

Careers information is provided for students regarding subject selection for Years 11 & 12.

A cost of \$60 will cover all classroom materials, incursions and prizes.

YEAR 11

Year 11 is an important time for students to begin planning for their transition from school to work either through further education or directly into the workforce.

In Senior School our learning intentions for focus group at Year 11 will be centered on supporting students in meeting school expectations, developing their self-confidence and assisting the students to achieve success in their learning. They will complete self-awareness activities: examine their attributes and values in relation to life or work situations.

Workshops and fun activities will be presented by skilled facilitators and guest-speakers to support students to develop the necessary skills to become an independent confident learners.

During the year, the students will have the opportunity to continue to research, reflect and review their career pathways and career information will be provided from various universities and TAFE colleges. They will participate in career exploration: researching, investigating, and exploring the variety of pathway options available.

A cost of \$60 will cover all classroom materials, incursions and prizes.

YEAR 12

The major focus in Year 12 is to nurture, guide and motivate students to make the most of their final year at the College. There is an emphasis to strive for personal and academic success. It is also about creating a balance between study, co-curricular commitments, family and friends.

In the Year 12 Focus Group our learning intentions in are based upon the areas of Learning Skills, Goal Setting, Time Management, Organisation, Career Planning, and Student Well Being

The students will be completing a range of activities that enable them to set goals that will help them to improve their learning outcomes and motivation with their studies.

During the year the students will complete goal setting, study skills planning and time management. The emphasis will be on the importance of maintaining good study habits and goal setting for VCE

The students will participate in workshops that relate to developing good study habits and the creation of study plans. They will also complete work on note taking, memory and stress.

Presentations given by past students who will share their experience of their VCE journey and their transitions to further education and presentations from the major universities and TAFE Colleges are also incorporated into this program.

In third term, students will participate in discussions with representatives from the Universities and TAFEs and in VTAC workshops.

A cost of \$60. Will cover all materials, incursions and prizes.

INDEX AND COURSE CHARGES

ARTS		
AT410	P.9	\$16
AT418	P.12	-
AT436	P.16	-
AT440	P.7	\$31
AT441	P.8	\$31
AT511	P.9	\$21
AT513	P.10	\$21
AT515	P.17	-
AT529	P.15	-
AT532	P.13	\$11
AT534	P.13	\$16
AT535	P.16	-
AT542	P.8	\$31
AT612	P.10	\$21
AT619	P.12	-
AT622	P.12	-
AT637	P.17	-
AT638	P.14	\$16
AT639	P.14	\$16
AT643	P.8	\$31
AT701	P.7	\$31
AT709	P.11	-
AT723	P.15	-
AT817	P.11	-

ENGLISH		
EN007	P.23	-
EN409	P.25	-
EN428	P.26	-
EN612	P.26	-
EN616	P.27	-
EN629	P.28	-
EN630	P.27	-
EN701	P.20	-
EN803	P.21	-
EN811	P.25	-
EN905	P.22	-
EAL52L1	P.24	-
EAL52L2	P.24	-

HEALTH & PE		
PD035	P.33	-
PD420	P.36	-
PD437	P.36	-
PD438	P.34	-
PD601	P.38	\$110+
PD607	P.35	\$11
PD611	P.34	-
PD624	P.37	\$180
PD626	P.37	-
PD631	P.38	-
PD731	P.31	\$11
PD732	P.31	-
PD833	P.32	TBA
PD934	P.32	-

HUMANITIES		
HU419	P.49	-
HU427	P.46	-
HU433	P.42	-
HU618	P.49	-
HU620	P.50	-
HU621	P.50	-
HU625	P.52	-
HU629	P.47	\$35
HU630	P.47	-
HU631	P.48	-
HU634	P.43	TBA
HU635	P.44	TBA
HU636	P.45	TBA
HU702	P.46	-
HU732	P.41	-

L.O.T.E.		
German		
LO701	P.55	-
LO802	P.56	-
LO903	P.57	-
LO004	P.58	-
French		
LO711	P.59	\$11
LO812	P.60	\$11
LO913	P.61	\$11*
LO014	P.63	\$11*
Note: All LOTE Subjects are whole year subjects		
* Denotes Optional Participation Fee		

MATHEMATICS		
MA010	P.74	-
MA011	P.75	-
MA013	P.75	-
MA014	P.73	-
MA017	P.74	-
MA016	P.73	-
MA701	P.67	-
MA703	P.68	-
MA804	P.68	-
MA805	P.69	-
MA812	P.69	-
MA906	P.71	-
MA909	P.71	-
MA921	P.70	-
MA922	P.70	-
MA923	P.71	-

SCIENCE & TECHNOLOGY CONTINUED OVERLEAF

SCIENCE		
SC404	P.79	-
SC405	P.80	-
SC506	P.80	-
SC507	P.81	-
SC514	P.81	-
SC609	P.82	-
SC611	P.83	-
SC612	P.83	-
SC615	P.84	-
SC616	P.84	-
SC617	P.85	-
SC701	P.78	-
SC802	P.79	-

TECHNOLOGY		
TS405	P. 90	\$52
TS413	P.93	\$57
TS420	P.99	\$16
TS425	P.102	-
TS448	P.90	\$52
TS506	P.91	\$62
TS508	P.91	\$62
TS514	P.93	\$57
TS517	P.99	\$16
TS523	P.101	\$16
TS531	P.103	-
TS534	P.97	\$31
TS540	P.94	\$57
TS541	P.103	-
TS544	P.95	\$57
TS610	P.95	\$57
TS650	P.99	\$16
TS632	P.103	-
TS637	P.102	-
TS638	P.98	\$41
TS639	P.94	\$57
TS642	P.104	-
TS647	P.92	\$52
TS649	P.98	\$31
TS701	P.88	\$11
TS702	P.89	\$16
TS724	P.89	-
TS746	P.88	\$21

FOCUS GROUPS		
Year 7	P.105	\$60
Year 8	P.105	\$60
Year 9	P.105	\$60
Year 10	P.107	\$60
Year 11	P.107	\$60
Year 12	P.107	\$60