CONTENTS

INTRODUCTION

The Grange P-12 College is committed to building strong personal and learning skills to assist all students with current and future studies and career pathways of their first choice.

This booklet contains a comprehensive outline of curriculum areas and subject offerings from Years 7-12 at The Grange P-12 College. Students and families are encouraged to use this handbook to gain information about the range and diversity of programs offered at the College.

The handbook is arranged in order from Year 7 to 12, which allows students and parents to plan pathways through the middle, senior and later years of secondary education. The Year 7 and 8 section outlines the core subjects that students will complete throughout the year across each discipline in line with the Victorian Curriculum. From Year 9, students are presented with a range of core (compulsory) and elective subjects. The elective subjects are intended to provide students with a range of experiences that may lead to further specialisation during the later years of study.

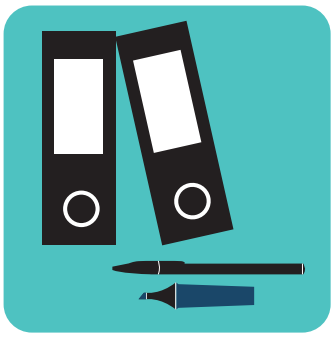
The Year 10, 11 and 12 sections of the booklet contain information about the Victorian Certificate of Education (VCE), The Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) studies for students. Parents and students are encouraged to select combinations of subjects that lead to their intended career and post-compulsory studies at tertiary institutions.

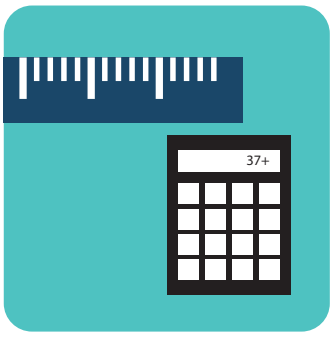
When selecting subjects and programs of study leading into the later years it is critical that students have formed a general idea of what career options are available beyond formal schooling. The College has well-developed programs that expose students to pathway options and staff who will assist with advice about appropriate courses to suit interests, aspirations and learning strengths.

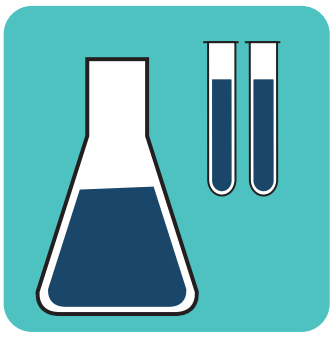
Year 11 and 12 subject choices should also be made with consideration of materials costs for each subject, where relevant. Subjects that have a materials charge are those practical subjects which require specific materials or consumables that students will use throughout the program. A full listing of these charges is provided to parents and students alongside this booklet.

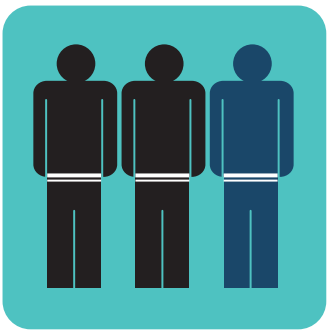
Please note that the full suite of subjects and elective programs from Years 9-12 presented in this booklet are held subject to availability and demand from students.

YEAR 7









CURRICULUM

Year 7 Curriculum

The Year 7 Curriculum is designed to provide students with a comprehensive range of subjects based on the Victorian Curriculum. The Curriculum is the common set of knowledge and skills required by all students for life-long learning, social development and active and informed citizenship. During Year 7, students undertake a common core set of subjects, with students in the High Achievers Program being offered an additional opportunity to study Hindi. The Sports Science Program offers students a range of both academic and sport-related subjects.

The core subjects for the Year 7 mainstream program are:	The core subjects for the Year 7 High Achievers Program are:	The core subjects for the Year 7 Sports Science Academy are:
English	English	English
Maths	Maths	Maths
Humanities	Humanities	Humanities
Science	Science	Science
Health & Physical Education	Health & Physical Education	Health & Physical Education
Art & Visual Design	Art & Visual Design	Sports Science
	Hindi	
SEMESTER SUBJECTS	**SEMESTER SUBJECTS**	**SEMESTER SUBJECTS**
Food Studies	Food Studies	Food Studies
Music	Music	Art
Drama	Drama	
Art	Art	

LEARNING OPTIONS AVAILABLE TO YEAR 7 STUDENTS

	Mainstream Program	Sessions Per Week	High Achievers Program	Sessions Per Week	Sports Science Academy	Sessions Per Week
YEAR 7	English	6	English	6	English	6
	Maths	6	Maths	6	Maths	6
	Humanities	3	Humanities	3	Humanities	3
	Science	4	Science	4	Science	4
	Health & Physical Education	3	Health & Physical Education	3	Health & Physical Education	3
	Art & Visual Design	2	Art & Visual Design	2	Sports Science	5
			Hindi (sessional)	(3)		
	Food Studies (semester)	3	Food Studies (semester)	3	Food Studies (semester)	3
	Music (semester)	3	Music (semester)	3	Art (semester)	3
	Drama (semester)	3	Drama (semester)	3		
	Art (semester)	3	Art (semester)	3		
	TOTAL	**30**	**TOTAL**	**30**	**TOTAL**	**30**

Year 7 & 8 Sports Science Academy

Sport Science at The Grange P-12 College pursues the sporting ability of students through an academic lens. The program builds the capacities of students as they participate in and around sporting environments in a variety of different roles. Our Student Athletes receive specialised physical and theoretical training in their area of choice – Rugby, Volleyball, Soccer or Netball. All student athletes undergo state of the art fitness testing at Victoria University as well many opportunities to engage with our partner programs including:

- Biomechanics Laboratory at Victoria University
- Wyndham Technical School
- One-on-one mentoring through Iron Armour
- VRU – Melbourne Rebels Academy and High Performance
- NRL – Melbourne Strom – In League in Harmony
- NRL Women's Academy
- Sporting Schools
- North Melbourne Football Club Community Development

All students participating in the program not only work within the context of the College Values of Respect, Learning and Working Together but also values which support integrity within sport – Strong, Proud and Humble.
All students enrolled in our Sports Science Academy wear the Academy Sports Uniform (shirt and shorts), which is included as part of the academy fees. Additional clothing items outside of this will be available through our online BLK purchasing portal.

High Achievers Program

At The Grange P – 12 College we strive to ensure all students reach their aspirations beyond school. The High Achievers Program develops skills required for university level study and entry to the professions. The program allows the students to progress through school with their peers, whilst ensuring that they are provided with challenging curriculum and extra-curricular activities appropriate for their learning style and ability level.

The aim of the High Achievers Program is for students to:

- Develop deep understanding and critical thinking skills
- Enhance their ability to problem solve, extend their analytic and creative skills by completing more in-depth curriculum
- Successfully work as independent and cooperative learners
- Create pathways to success for their future student and career aspirations.

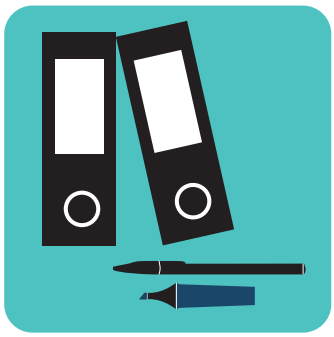
Characteristics of high achieving students

- They believe in themselves and their abilities displaying resilience and critical thinking
- They are independent, cooperative, self-regulated and active participant in their own learning
- They take learning risks
- They recognise and acknowledge their strengths and talents whilst at the same time striving to improve
- They are organised to ensure success and thus move towards attaining their goal.

Students in the High Achievers Program also participate in a range of extra-curricular activities.

Students who aspire to enter the High Achievers Program are required to provide a copy of their most recent NAPLAN results, their most recent report and a written statement stating why they would like to be considered for the program. They will also be required to provide a teacher support statement.

CORE



YEAR 7

English

In Year 7 students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. Students engage with a variety of texts both individually, in small book clubs, and as a class. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and visual texts. Students create a range of imaginative, informative and persuasive texts as they develop their writing skills.

What will I Learn?

»» Skills for discussing increasingly complex issues and ideas from a variety of sources

»» Creative, persuasive, informative and text-response writing

»» Debating and Public Speaking skills

»» Collaborative communication skills

»» Spelling, punctuation, grammar and vocabulary extension

»» ICT creating and editing tools

What types of things will I do?

»» Reading and Viewing

»» Writing

»» Oral Presentations

»» Speaking and Listening

»» Analysing texts

»» Extended writing tasks

»» Film Study

»» Group Discussions

Where can this lead me?

Career Outcomes

»» Journalism, Media

»» Publishing

»» Creative Writing

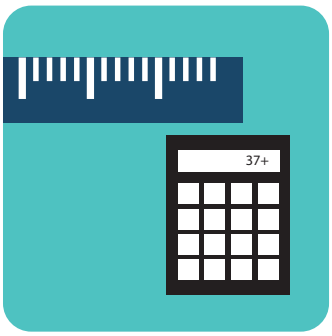
»» Professional Writing and Editing

»» Advertising and Marketing

»» Government and Public Service

Course Pathways

English is a prerequisite for all future studies



YEAR 7

Maths

The Year 7 Mathematics Curriculum is built around creating opportunities and enriching the lives of all students. Mathematics develops the mathematical capabilities that all students need in many aspects of their lives, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built.

Students engage with the Victorian Curriculum via inspiring, interesting, relevant and professionally taught lessons employed specifically to increase student capacity and confidence in mathematical ideas and concepts.

Students also participate in a mathematics program called Scaffolding Numeracy in the Middle Years (SNMY). SNMY leads students through levelled activities of mathematical understanding.

What will I Learn?

Victorian Curriculum

- Students study patterns, skills applications and concepts within the three Key Strands:

»» Number and Algebra

»» Measurement and Geometry

»» Statistics and Probability

Scaffolding Numeracy in the Middle Years

- Students progress through eight levels.

What types of things will I do?

»» Reading

»» Writing

»» Applying

»» Consolidating

»» Discussing

»» Thinking

»» Investigating

»» Enjoying Mathematics

»» Problem Solving

»» Calculating

»» Challenging Mathematical Concepts

The program at The Grange P-12 College will provide opportunities for challenge and pursuit of excellence and students will be encouraged to participate in competitions such as the University of Melbourne Mathematics Competition, Australian Mathematics Competition, and the Australian Mathematics Intermediate Olympiad.

Where can this lead me?

Career Outcomes

»» Engineering and Design

»» Building Construction

»» Research and Development

»» Finance and Accounting

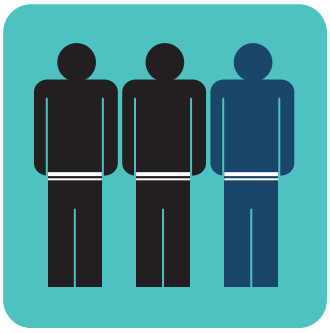
»» Health Industry

»» Information and Communications

Course Pathways

This pathway provides a solid preparation for Year 8 Maths.

CORE



YEAR 7

Humanities

Take a step back in time to discover how the early civilisations lived in Ancient China! Find out what could happen if we run out of water and what we can do to save this precious resource. Know your rights and responsibilities as an Australian Citizen. Learn about how to manage your finances and set up your budget and save for a car! In Humanities, students learn about the world around them in order for them to become productive citizens who contribute to a diverse and innovative society.

What will I Learn?

In Humanities students study History, Geography, Civics and Citizenship and economics. The main concepts that students will learn in Year 7 are;

- Ancient China
- The Australian Constitution
- Water Scarcity
- Personal Finance

What types of things will I do?

- Create timelines of important events in history
- Excursion to the water treatment plant
- Research project of a significant individual from Ancient History
- Analyse historical sources
- Create a personal budget

Where can this lead me?

Career Outcomes

- Historian
- Politician
- Law
- Cartographer
- Archaeologist
- Financial Advisor
- Accountant
- Sustainability Officer
- Journalism
- Entrepreneur
- Chief Executive Officer
- Town planner
- Teacher
- Advertising Executive
- Marketer
- Surveyor

Course Pathways

Year 8	Humanities
Year 9	Humanities
Year 10	Humanities
VCE Unit 1-4:	Business Management
	Accounting
	History
	Legal Studies

YEAR 7

Science

In Year 7 Science, students are introduced to the fundamentals of science across a broad range of topics including Physics, Chemistry, Biology, Earth and Space science. In the science labs, students will participate in exciting practical experiments and captivating demonstrations as well as starting to learn how to design their own experiments. Students will also use a range of equipment, including some of the latest data logging technology on their devices.

Students will also participate in a STEM unit – Egg Drop Challenge. Students will use a variety of resources to "protect" their egg and help it land safely.

What will I Learn?

Students will learn about the fundamental topics in Science:

- Physics – Sound and Forces
- Chemistry – Separating Mixtures
- Earth and Space Science – Seasons and The Planet
- Biology and Zoology – Why do Animals Migrate? Classification and Ecosystems

Students will learn how to conduct practical experiments and investigations by:

- Questioning and predicting using an aim, variables and hypotheses
- Planning and conducting a method
- Recording and processing results
- Analysing and evaluating methods and results
- Communicating their conclusions

What types of things will I do?

- Discover fascinating science concepts through a variety of activities including talks, videos, hands-on activities, independent and group work
- Conduct and observe a range of experiments, both inside and outside, the science laboratory
- Plan a variety of investigations and experiments
- Track the migration of organisms within their global environment

Where can this lead me?

Career Outcomes

- Scientist
- Engineer
- Nurse
- Food scientist
- Research assistant
- Marine biologist
- Investigator
- Science journalist
- Doctor
- Vet or vet nurse
- Teacher
- Chemist
- Physiotherapist
- Physicist
- Laboratory assistant

Course Pathways

Year 8	Science (core)	
Year 9	Science (core)	Science Inquiry Elective
Year 10	Science (core)	Forensic Science Elective
		Psychology Elective
VCE Unit 1-4:		Chemistry
		Biology
		Physics
		Psychology

CORE

YEAR 7

Health & Physical Education

Through a combination of theory and practical lessons, students will develop knowledge, processes and skills that will allow them to make informed decisions about their own health and well-being. They will engage in team and individual activities to further their abilities on the playing arena and in the classroom.

What will I Learn?

- In practical lessons, students will cover topics such as:

»» Personal Fitness
»» Athletics
»» Tchoukball
»» Tee Ball
»» Bat Tennis
»» Dance
»» Soccer
»» Basketball
»» Orienteering

In theory lessons, students will cover topics that promote health.

»» Healthy lifestyles
»» Promoting health
»» Keeping yourself safe
»» Puberty and changes

What types of things will I do?

»» Learn a variety of sports
»» Engage and participate in class discussions
»» Work in teams
»» Develop physical fitness

Where can this lead me?

Career Outcomes

»» Sports Management
»» Recreation Officer
»» Personal Trainer
»» Elite Athlete

Course Pathways

Year 8	Health & Physical Education
Year 9	Health & Physical Education
	Sport Science
	Careers in Sport
Year 10	Health & Physical Education
	Exercise Physiology
	Healthy Lifestyles

CORE

YEAR 7

Media & Visual Communication Design

This Unit is designed to give students an introduction to both Media Studies and Visual Communication Design, in order to strengthen the skills of visual language and analysis, as well as critical and creative thinking skills from an earlier stage. These skills will benefit students in a range of applications and subjects as they move through the College.

Throughout this semester, students gain an understanding of how to use sound and visuals to communicate ideas to an audience. They experiment and develop their skills in creative, critical and reflective thinking through the use of production and design process.

Students identify, analyse, interpret and evaluate media products and visual communications, they investigate the use of technical and symbolic elements and visual language through the use of drawing conventions, design elements and principles and how these communicate ideas to different audiences in different contexts and locations.

What will I Learn?

- Creating narratives with images, sounds and text
- Develop media and visual communication productions for a range of purposes
- Present media and visual communications for different audiences
- Analyse how technical and symbolic element are used in media artworks
- Identifying specific media features
- Analyse and evaluate the factors that influence design decisions in a range of media and visual communications.
- Analyse and evaluate the factors that influence design decisions in a range of visual communications
- Explore and Represent ideas

What types of things will I do?

- Typography
- Using professional editing software
- Media theory analysis
- Film & Photography skills
- Film/Photography analysis
- Perspective drawing
- Explore viewpoints
- Creating Advertisements
- Observational drawing
- Create original designs for a range of purposes
- Exhibit work

Where can this lead me?

Career Outcomes

- Illustration
- Packaging Design
- Logo Design
- Industrial Design
- Photographer
- Education
- Camera operator
- Corporate ID Design
- Web Design
- App Design
- Game Design
- Journalism
- Creative Director
- Marketing specialist
- Interior Design
- Fashion Design
- Architecture
- Videographer
- Animation
- Film Director

Course Pathways

Year 10

- Visual Communication Design
- 2D Art / 3D Art
- Photography
- Media

VCE Unit 1-4:

- Visual Communication Design
- Studio Art
- Media

CORE

YEAR 7

Hindi

- HIGH ACHIEVERS -

This course introduces the students to Indian language and culture. It aims at developing listening, speaking, reading and writing skills. Through this course students will develop their ability to converse in Hindi. They will also develop knowledge of grammar features and strategies to learn a foreign language.

What will I Learn?

Students will be exposed to the language through the following themes:

»» Greeting and wishes

»» Elements of Devanagari script

»» Stories and poems

»» Routines and interactions

Students will increase their cultural awareness about:

»» Understand the relation between the Indian culture and Hindi learning

»» Identify themselves as members of different groups, community and school

»» Family celebrations

»» School life in India Vs Australia

»» Different forms of expressions and gestures used by Hindi Speakers

What types of things will I do?

Within these themes students will continue to consolidate their learning of:

»» Ways of greeting others

»» Objects and people in the classroom

»» Days/months/dates

»» Descriptions of objects in terms of quantity and colour

»» Introducing self and others

»» Numbers/age/birthdays

»» Likes and dislikes

»» Simple descriptions of themselves and family members

Where can this lead me?

Career Outcomes

»» Public relations

»» Commerce

»» Translating

»» Editing and Publishing

»» Airline services

»» Subtitles and Voice overs

»» Media

»» Architecture

»» Film industry

»» Interpreting

»» Foreign civil service

»» Tourism\Hotel management

»» Tourism

»» Hospitality

»» Education

»» Music

»» Event management

»» Import\Export specialist

Course Pathways

Year 8 Hindi

YEAR 7

Sports Science Academy

- SPORTS SCIENCE ACADEMY SUB-SCHOOL -

Sport Science at The Grange P-12 College is select entry program that pursues the sporting ability of students through an academic lens. The program builds the capacities of students as they participate in and around sporting environments in a variety of different roles. This is a highly specialised mini-school program. Students will combine an academic program together with key studies and training within the sports environment. This program is supported by its own teacher leaders and its own wellbeing support, utilising Partnership Programs such as Iron Armour where highly individualised mentoring, coaching, life skills and psychology associated with a sports mindset will be developed.

What will I Learn?

»» Correct movement techniques around strength and conditioning

»» Sport Science discovery programs

»» Food to fuel athlete bodies for optimal performance

»» Principles and methods of how to train

»» Sports technology at various athletic levels

»» Teamwork, leadership, effective communication skills, tactical decision making

What types of things will I do?

»» Fitness testing with Sport Scientists

»» Personalised and group training programs to improve physical strengths and weaknesses

»» Partnership Sporting Programs

»» Wyndham Tech School inquiry programs around topics such as sports clothing, video imagery in sport and prosthetic devices

»» Practical Strength and Conditioning sessions with high performance guests from partnership programs such as Melbourne Rebels, Melbourne Storm and Again Faster

Where can this lead me?

Career Outcomes

»» Sports Management

»» Recreation Officer

»» Personal Trainer

»» Elite Athlete

CORE

YEAR 7

Food Studies

- SEMESTER SUBJECT -

Through a combination of theory and practical lessons, students will develop the knowledge and skills to create basic snacks and meals. They will also learn current food production issues related to sustainability and basic nutrition of key foods.

What will I Learn?

- Kitchen Hygiene and Safety
- To cook a variety of different foods
- Different cooking techniques
- How to design meals
- The importance of the Australian Guide to Healthy Eating

What types of things will I do?

- Cook food using correct kitchen safety procedures
- Use kitchen equipment and appliances to create dishes
- Read and follow recipes
- Design and create a biscuit for McDonald's
- Design and create a pizza for a special occasion

Where can this lead me?

Career Outcomes

- Chef
- Food styling
- Food photographer
- Café owner
- Cookbook author
- Recipe designer
- Food teacher
- Dietician

Course Pathways

Year 8	Food
Year 9	Food
Year 10	Food
VCE Unit 1-4:	Food Studies
VET	Hospitality

YEAR 7

Music

- SEMESTER SUBJECT -

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive and understand music. As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

What will I Learn?

- Ukulele
- Guitar
- Music of other cultures
- Keyboard
- Music Theory

What types of things will I do?

In Year 7 through listening, performing and composing, students will be able to identify cultural, social and historical contexts of music. Students will also accumulate skills in rhythm, pitch and musicianship.

Typically in Year 7 we use the following assessments:

- Practical Assessment
- Aural Listening Assessment
- Written Assessment
- Tests

Where can this lead me?

Career Outcomes

- Musician
- Video game composer
- Song Writer
- Music Therapist
- Music Producer
- Recording Engineer
- Composer
- Music Teacher

Course Pathways

Year 9	Music
Year 10	Music

CORE

YEAR 7

Drama

- SEMESTER SUBJECT -

In this students will have the opportunity to develop in dramatic theory and practice and use skills and knowledge to shape their own performances based off Mime and Comedy. Students will explore improvisation in theatre. Students will explore how audiences impact drama and understand the importance of feedback and reflection. Students will also analyse and interpret outside works from films and analyse scripts and characterisation in order to understand the role drama plays in different settings.

What will I Learn?

»» Drama Practice:
- Acting workshops
- Theatre sports
- Watching theatre for inspiration
- Script analysing/writing

»» Acting and stagecraft in Performance
- Evaluation of stagecraft in performance
- Transformation of objects

»» Form and style:
- Dramatic elements
- Theatrical conventions
- Play scripts

»» Play-building
- Performance
- Improvisation

What types of things will I do?

»» Method acting

»» Improvisation

»» Dialogue

»» Ensemble piece

»» Script writing

»» Evaluate stagecraft

»» Performance styles

»» Monologue

»» Theatrical brief

»» Solo piece

»» Performing in front of an audience

Where can this lead me?

Career Outcomes

»» Entrepreneur

»» Humanitarian

»» Educator

»» Writer

»» Teaching

»» Critical thinker

»» Entertainer

»» Actor

»» Hospitality

»» Designer – set, dress, make-up

Course Pathways

Year 9	Media
Year 10	Media
VCE Unit 1-4:	Media

YEAR 7
Art

- SEMESTER SUBJECT -

In Year 7 Art, students will have the opportunity to identify and evaluate how other artists use materials and techniques to express ideas and convey meaning. Students will plan and make their own art works in response to technologies and processes used in the work of other artists. Students will demonstrate the use of materials, techniques and processes, to express ideas and convey meaning in their own artworks. Students will identify and describe artworks from different cultures, times and places and how ideas are interpreted by audiences.

What will I Learn?

- Colour Theory
- Drawing
- Australian and International Artists
- Printmaking
- Sculpture
- Painting
- Ceramics

What types of things will I do?

- Create a colour wheel
- Use foam plates to print
- Create artworks in the style of Australian and International artists
- Use clay to construct artworks
- Analyse artworks

Where can this lead me?

Career Outcomes

- Artist/ Printmaker
- Illustration
- Industrial Design
- Game Design
- Advertising
- Animation
- Designer
- Architecture
- Photography
- Fashion Design
- Education

Course Pathways

Year 10

- Visual Communication Design
- 2D Art
- 3D Art
- Media
- Photography

VCE Unit 1-4:

- Studio Art
- Media
- Visual Communication Design

YEAR 8

CURRICULUM

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	Hindi	
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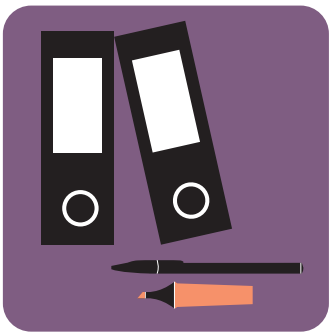
- Successfully work as independent and cooperative learners
- Create pathways to success for their future student and career aspirations.

Characteristics of high achieving students

- They believe in themselves and their abilities displaying resilience and critical thinking
- They are independent, cooperative, self-regulated and active participant in their own learning
- They take learning risks
- They recognise and acknowledge their strengths and talents whilst at the same time striving to improve
- They are organised to ensure success and thus move towards attaining their goal.

Students in the High Achievers Program also participate in a range of extra-curricular activities.

Students who aspire to enter the High Achievers Program are required to provide a copy of their most recent NAPLAN results, their most recent report and a written statement stating why they would like to be considered for the program. They will also be required to provide a teacher support statement.



YEAR 8

English

In Year 8 English students further develop their communication skills in both face-to-face and online/virtual environments. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students explore a range of increasingly challenging texts individually and in groups. Students create a range of imaginative, informative and persuasive texts as they continue to build on their existing writing skills.

What will I Learn?

»» Skills for discussing increasingly complex issues and ideas from a variety of sources

»» Creative, persuasive, informative and text-response writing

»» Scriptwriting

»» Debating and Public Speaking skills

»» Collaborative communication skills

»» Spelling, punctuation, grammar and vocabulary extension

»» ICT creating and editing tools

What types of things will I do?

»» Reading and Viewing

»» Writing

»» Oral Presentations

»» Speaking and Listening

»» Analysing texts

»» Extended writing tasks

»» Film Study

»» Group Discussions

Where can this lead me?

Career Outcomes

»» Journalism, Media

»» Publishing

»» Creative Writing

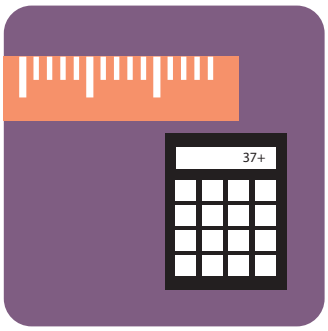
»» Professional Writing and Editing

»» Advertising and Marketing

»» Government and Public Service

Course Pathways

English is a prerequisite for all future studies



YEAR 8

Maths

The Year 8 Mathematics Curriculum is built around creating further opportunities to continue enriching the lives of all students. Mathematics develops the mathematical capabilities that all students need in many aspects of their lives, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built.

Students engage with the Victorian Curriculum via inspiring, interesting, relevant and professionally taught lessons employed specifically to increase student capacity and confidence in mathematical ideas and concepts.

What will I Learn?

Students study patterns, skills applications and concepts within the three Key Strands:

»» Number and Algebra

»» Measurement and Geometry

»» Statistics and Probability

What types of things will I do?

»» Reading

»» Writing

»» Applying

»» Consolidating

»» Discussing

»» Thinking

»» Investigating

»» Enjoying Mathematics

»» Problem Solving

»» Calculating

»» Challenging Mathematical Concepts

The program at The Grange P-12 College will provide opportunities for challenge and pursuit of excellence and students will be encouraged to participate in competitions such as the University of Melbourne Mathematics Competition, Australian Mathematics Competition, and the Australian Mathematics Intermediate Olympiad.

Where can this lead me?

Career Outcomes

»» Engineering and Design

»» Building and Construction

»» Research and Development

»» Information and Communications Technologies

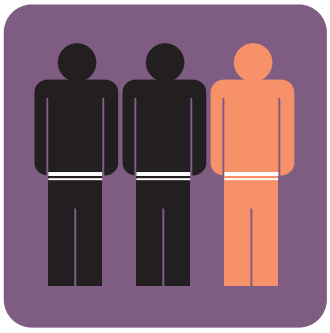
»» Finance and Accounting

»» Health Industry Sector

»» Hospitality and Tourism

Course Pathways

This pathway provides a solid preparation for Year 9 Maths



YEAR 8

Humanities

Step back in time and learn what life was like in Medieval Europe. Study the Black Death that plagued Europe and caused over 25 million deaths! Become an informed voter in the future by learning about how the Australian Government works and how laws are made. Learn about your rights and responsibilities as an Australian citizen. Explore the varying landforms around the world and the types of natural disasters that occur. Become an entrepreneur and create your own business. In Year 8 Humanities, you will learn about the world around you in order to become a productive citizen who contributes to a diverse and innovative society.

What will I Learn?

In Humanities students study History, Geography, Civics and Citizenship and Economics. The main concepts that students will learn in Year 8 are;

- Medieval Europe
- The Black Death
- Landforms
- How laws are made
- Natural Disasters
- Creating a business

What types of things will I do?

- Create timelines of important events in history
- Medieval Incursion
- Investigate why natural disasters occur and their effect on the Earth
- Analyse historical sources
- Run your own business

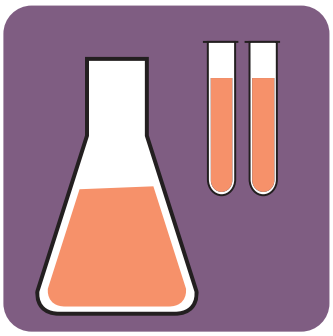
Where can this lead me?

Career Outcomes

- Historian
- Politician
- Law
- Cartographer
- Archaeologist
- Financial Advisor
- Accountant
- Sustainability Officer
- Journalism
- Entrepreneur
- Chief Executive Officer
- Town planner
- Teacher
- Advertising Executive
- Marketer
- Surveyor

Course Pathways

Year 9	Humanities
Year 10	Humanities
VCE Unit 1-4:	Business Management
	Accounting
	History
	Legal Studies



YEAR 8

Science

In Year 8 Science, students are introduced to the fundamentals of science across a broad range of topics including Chemistry, Physics, Biology and Earth and Space Science. In the science labs, students will participate in exciting practical experiments and captivating demonstrations as well as starting to learn how to design their own experiments. Students will get to use a range of equipment, including solar car kits and some of the latest data logging technology on their devices.

Students will also participate in the STEM unit – The Solar Car Challenge. Students will investigate how renewable solar energy can be transformed into usable energy forms to power the future, and design a solar car model.

What will I Learn?

Students will learn about the fundamental topics in science:

»» Chemistry – Chemical and Physical Changes
»» Physics, Engineering and Technology – Solar Car Challenge & Energy and Light
»» Biology – Cells and Body Systems
»» Earth Science – Geology and Earth's Resources

Students will learn how to conduct practical experiments and investigations by:

»» Questioning and predicting using an aim, variables and hypotheses
»» Planning and conducting a method
»» Recording and processing results
»» Analysing and evaluating methods and results
»» Communicating their conclusions

What types of things will I do?

»» Discover fascinating science concepts through a variety of activities including talks, videos, hands-on activities, independent and group work

»» Conduct and observe a range of experiments, both inside and outside the science laboratory

»» Plan a variety of investigations and experiments

»» Design and create a solar car

Where can this lead me?

Career Outcomes

»» Scientist
»» Engineer
»» Nurse
»» Food scientist
»» Research assistant
»» Marine biologist
»» Investigator
»» Science journalist
»» Doctor
»» Vet or vet nurse
»» Teacher
»» Chemist
»» Physiotherapist
»» Physicist
»» Laboratory Technician

Course Pathways

Year 9	Science (core)	Science Inquiry Elective
Year 10	Science (core)	Forensic Science Elective
		Psychology Elective
VCE Unit 1-4:		Chemistry
		Biology
		Physics
		Psychology

YEAR 8

Health & Physical Education

Through a combination of theory and practical lessons, students will develop knowledge, processes and skills that will allow them to make informed decisions about their own health and well-being. They will engage in team and individual activities to further their abilities on the playing arena and in the classroom.

What will I Learn?

In practical lessons, students will cover topics such as:

- Personal Fitness
- Volleyball
- AFL
- Netball
- Ultimate Frisbee
- Badminton
- Athletics
- Softball / Baseball
- Handball

In theory lessons, students will cover topics that promote health such as:

- Sports nutrition
- Mental Health
- Gender and sexual identity
- Sexual health

What types of things will I do?

- Learn a variety of sports
- Engage and participate in class discussions
- Work in teams
- Develop physical fitness

Where can this lead me?

Career Outcomes

- Physiotherapist
- Personal Trainer
- Coach in various sports
- Nutritionist
- Youth Counsellor
- Ambulance Officer
- Sports Commentator
- Massage Therapist
- Sport Psychologist
- Sports Journalist
- Fitness Instructor
- Nurse

Course Pathways

Year 9	Health & Physical Education
	Sport Science
	Careers in Sport
Year 10	Health & Physical Education
	Exercise Physiology
	Healthy Lifestyles

CORE

YEAR 8

Media & Visual Communication Design

This Unit is designed to give students an introduction to both Media Studies and Visual Communication Design, in order to strengthen the skills of visual language and analysis, as well as critical and creative thinking skills from an earlier stage. These skills will benefit students in a range of applications and subjects as they move through the College.

Throughout this semester, students gain an understanding of how to use sound and visuals to communicate ideas to an audience. They experiment and develop their skills in creative, critical and reflective thinking through the use of production and design process.

Students identify, analyse, interpret and evaluate media products and visual communications, they investigate the use of technical and symbolic elements and visual language through the use of drawing conventions, design elements and principles and how these communicate ideas to different audiences in different contexts and locations.

What will I Learn?

- »» Creating narratives with images, sounds and text
- »» Develop media and visual communication productions for a range of purposes
- »» Present media and visual communications for different audiences
- »» Analyse how technical and symbolic element are used in media artworks
- »» Identifying specific media features
- »» Analyse and evaluate the factors that influence design decisions in a range of media and visual communications.
- »» Analyse and evaluate the factors that influence design decisions in a range of visual communications
- »» Explore and Represent ideas

What types of things will I do?

- »» Typography
- »» Using professional editing software
- »» Media theory analysis
- »» Create original designs for a range of purposes
- »» Film & Photography skills
- »» Film/Photography analysis
- »» Perspective drawing
- »» Explore viewpoints
- »» Creating Advertisements
- »» Observational drawing
- »» Exhibit work

Where can this lead me?

Career Outcomes

- »» Illustration
- »» Packaging Design
- »» Logo Design
- »» Industrial Design
- »» Photographer
- »» Education
- »» Camera operator
- »» Corporate ID Design
- »» Web Design
- »» App Design
- »» Game Design
- »» Journalism
- »» Creative Director
- »» Marketing specialist
- »» Interior Design
- »» Fashion Design
- »» Architecture
- »» Videographer
- »» Animation
- »» Film Director

Course Pathways

Year 10	Visual Communication Design
	2D Art / 3D Art
	Photography
	Media
VCE Unit 1-4:	Visual Communication Design
	Studio Art
	Media

YEAR 8

Hindi

- HIGH ACHIEVERS -

This course is a continuation of Year 7 Hindi. New topics will be taught, but those covered in Year 7 will be enhanced and extended. This course also aims at further developing students' listening, speaking, reading and writing skills.

What will I Learn?

Students will be exposed to the language through the following themes:

- Countries and nationalities
- Imaginative texts
- Print and digital texts
- Oral and written tasks

Students will increase their cultural awareness about:

- Further develop their understanding of relation between the Indian culture and Hindi learning
- Different forms of expressions and gestures used by Hindi Speakers
- Family celebrations
- Identify themselves as members of different groups, community and school
- Factual information about self, family, friends and immediate environment

What types of things will I do?

Within these themes students will continue to consolidate their learning of:

- People's nationality, languages spoken, family, ages and their relationship to each other
- Stories, songs, games and guided activities
- Similarities and difference with English or other languages
- Talking about their and other people's hobbies
- Simple tasks and transactions
- Describe how different words and behaviours evolved according to the context

Where can this lead me?

Career Outcomes

- Public relations
- Commerce
- Translating
- Editing and Publishing
- Airline services
- Subtitles and Voice overs
- Media
- Architecture
- Film industry
- Interpreting
- Foreign civil service
- Tourism\Hotel management
- Tourism
- Hospitality
- Education
- Music
- Event management
- Import\Export specialist

Course Pathways

Year 9 Hindi

YEAR 8

Sports Science Academy

- SPORTS SCIENCE ACADEMY SUB-SCHOOL -

Sport Science at The Grange P-12 College is select entry program that pursues the sporting ability of students through an academic lens. The program builds the capacities of students as they participate in and around sporting environments in a variety of different roles. This is a highly specialised mini-school program. Students will combine an academic program together with key studies and training within the sports environment. This program is supported by its own teacher leaders and its own wellbeing support, utilising Partnership Programs such as Iron Armour where highly individualised mentoring, coaching, life skills and psychology associated with a sports mindset will be developed.

What will I Learn?

»» Correct movement techniques around strength and conditioning

»» Sport Science discovery programs

»» Food to fuel athlete bodies for optimal performance

»» Principles and methods of how to train

»» Sports technology at various athletic levels

»» Teamwork, leadership, effective communication skills, tactical decision making

What types of things will I do?

»» Fitness testing with Sport Scientists

»» Personalised and group training programs to improve physical strengths and weaknesses

»» Partnership Sporting Programs

»» Wyndham Tech School inquiry programs around topics such as sports clothing, video imagery in sport and prosthetic devices

»» Practical Strength and Conditioning sessions with high performance guests from partnership programs such as Melbourne Rebels, Melbourne Storm and Again Faster

Where can this lead me?

Career Outcomes

»» Sports Management

»» Recreation Officer

»» Personal Trainer

»» Elite Athlete

YEAR 8

Food Studies

- SEMESTER SUBJECT -

Through a combination of theory and practical lessons, students will continue to develop the knowledge and skills to create basic snacks and meals. They will learn about the main nutrients in food and their role in maintaining a healthy body. They will also study the link between nutrition and lifestyle diseases.

What will I Learn?

- Kitchen Safety and Hygiene
- How to design a meal
- The importance of healthy eating
- How other cultures influence our food choices

What types of things will I do?

- Cook food using correct kitchen safety procedures
- Cook foods from other cultures
- Use kitchen equipment and appliances to create dishes
- Design and create a unique dish

Where can this lead me?

Career Outcomes

- Chef
- Event Coordinator
- Food styling
- Food photographer
- Food teacher
- Café owner
- Dietician
- Food Inspector
- Cookbook author/Recipe designer

Course Pathways

Year 9	Food
Year 10	Food
VCE Unit 1-4:	Food Studies
VET	Hospitality

CORE

YEAR 8

Music

- SEMESTER SUBJECT -

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive and understand music. As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

What will I Learn?

»» Ukulele- Strum correctly

»» Keyboard

»» Specific music standards: Pachelbel's Canon, La Bamba, Somewhere over the Rainbow

»» Music Theory

»» Guitar- Strum correctly

What types of things will I do?

In Year 8 through listening, performing and composing, students will be able to identify cultural, social and historical contexts of music. Students will also accumulate skills in rhythm, pitch and musicianship.

Typically in Year 8 we use the following assessments:

»» Practical Assessment: Ukulele, Keyboard

»» Written Assessment- Instruments of the Orchestra

»» Aural Listening Assessment

»» Tests

Where can this lead me?

Career Outcomes

»» Musician

»» Song Writer

»» Video game composer

»» Music Therapist

»» Music Producer

»» Composer

»» Recording Engineer

»» Music Teacher

Course Pathways

Year 9	Music
Year 10	Music

YEAR 8

Drama

- SEMESTER SUBJECT -

In this students will have the opportunity to continue to develop in dramatic theory and practice and use skills and prior knowledge to shape their own performances based off Mime and Comedy. Students will continue to explore improvisation in theatre. Students will explore how audiences impact drama and understand the importance of feedback and reflection. Students will also analyse and interpret outside works from films and analyse scripts and characterisation in order to understand the role drama plays in different settings.

What will I Learn?

»» Drama Practice:
- Acting workshops
- Theatre sports
- Watching theatre for inspiration
- Script analysing/writing

»» Acting and stagecraft in Performance
- Evaluation of stagecraft in performance
- Transformation of objects

»» Form and style:
- Dramatic elements
- Theatrical conventions
- Play scripts

»» Play-building
- Performance
- Improvisation

What types of things will I do?

»» Method acting

»» Improvisation

»» Theatrical brief

»» Solo piece

»» Script writing

»» Evaluate stagecraft

»» Performance styles

»» Monologue

»» Dialogue

»» Ensemble piece

»» Performing in front of an audience

Where can this lead me?

Career Outcomes

»» Entrepreneur

»» Humanitarian

»» Teaching

»» Writer

»» Hospitality

»» Critical thinker

»» Entertainer

»» Educator

»» Actor

»» Designer – set, dress, make-up

Course Pathways

Year 10
- Media
- Literature

VCE Unit 1-4:
- Media
- Literature

CORE

YEAR 8
Art

- SEMESTER SUBJECT -

In Year 8 Art, students will have the opportunity to identify and evaluate how other artists use materials and techniques, to express ideas and convey meaning. Students will plan and make their own art works in response to technologies and processes used in the work of other artists. Students will demonstrate the use of materials, techniques and processes, to express ideas and convey meaning in their own artworks.

What will I Learn?

- Construction
- Cross hatching and stippling drawing techniques
- Australian and International Artists
- Mixing and blending paint and pastels
- Cubism
- Ceramics

What types of things will I do?

- Observational drawing
- Use cardboard to construct artworks
- Create artworks in the style of Australian and International artists
- Use clay to construct artworks
- Paint
- Use different materials to create artworks

Where can this lead me?

Career Outcomes

- Artist/ Printmaker
- Illustration
- Industrial Design
- Game Design
- Advertising
- Animation
- Designer
- Architecture
- Photography
- Fashion Design
- Education

Course Pathways

Year 10

- Visual Communication Design
- 2D Art
- 3D Art
- Media
- Photography

VCE Unit 1-4:

- Studio Art
- Media
- Visual Communication Design

YEAR 9

CURRICULUM

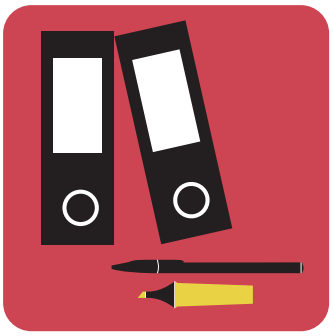
Year 9 Curriculum

The Year 9 Curriculum is designed to provide students with a comprehensive range of subjects based on the Victorian Curriculum. All Year 9 students undertake a common core set of subjects, with the addition of elective subjects. As Year 9 students are encouraged to begin to explore and make decisions about future pathways, they are offered a choice of electives within: the Arts, English, Maths, Humanities, Health and Physical Education, Food, STEM, Science and Sports Science. Each elective subject runs for 1 semester.

Please note that elective subjects are held based on student choice and subject availability.

LEARNING OPTIONS AVAILABLE TO YEAR 9 STUDENTS

	Core Subjects	Sessions Per Week	Semester Electives (Students choose a total of 4 elective for the year)	Sessions Per Week
YEAR 9	English	6	Hindi -High Achievers - *"Namaste"*	4
	Maths	6	Literature - Lost in Literature *(Semester 1)*	
	Science	3	Literature - Found in Fiction *(Semester 2)*	4
	Humanities	4	Maths – Advancing Through Mathematics *(Semester 1)*	4
	Health & Physical Education	3	Maths – Advancing Through Mathematics *(Semester 2)*	4
			Science - Forensic Science	4
			Humanities - History	4
			Humanities - Geography	4
			Sports Science Academy - Careers in Sport	4
			Food Studies	4
			The Arts - 2D Art	4
			The Arts - 3D Art	4
			The Arts - Visual Communication Design	4
			The Arts - Media	4
			The Arts - Music	4
			The Arts - Drama	4
			Game Design - *Make an Awesome Video Game*	4
			Web Design - *21st Century ICT Skills*	4
	Core Subjects	**22**	**Total Elective Subject Sessions**	**8**
	TOTAL of 30 Sessions Per Week			



YEAR 9

English

In Year 9 English students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts: newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

What will I Learn?

»» Skills for discussing increasingly complex issues and ideas from a variety of sources

»» The study of texts that explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings

»» Language study that includes a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics

»» Creative, persuasive, informative and text-response writing

»» Debating and Public Speaking skills

»» Collaborative communication skills

»» ICT creating and editing tools

What types of things will I do?

»» Reading and Viewing

»» Writing

»» Oral Presentations

»» Speaking and Listening

»» Analysing texts

»» Extended writing tasks

»» Film Study

»» Group Discussions

Where can this lead me?

Career Outcomes

»» Journalism, Media

»» Publishing

»» Creative Writing

»» Professional Writing and Editing

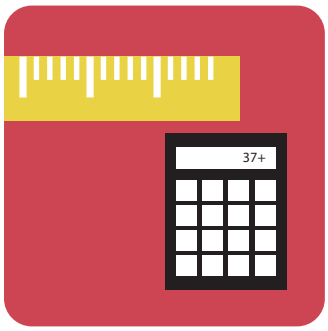
»» Advertising and Marketing

»» Government and Public Service

Course Pathways

English is a prerequisite for all future studies

CORE



YEAR 9 Maths

The Year 9 Mathematics Curriculum is built around creating further opportunities to continue enriching the lives of all students. Mathematics develops the mathematical capabilities that all students need in many aspects of their lives, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built.

Students engage with the Victorian Curriculum via inspiring, interesting, relevant and professionally taught lessons employed specifically to increase student capacity and confidence in mathematical ideas and concepts.

What will I Learn?

Students study patterns, skills applications and concepts within the three Key Strands:

»» Number and Algebra

»» Measurement and Geometry

»» Statistics and Probability

What types of things will I do?

»» Reading

»» Writing

»» Applying

»» Consolidating

»» Discussing

»» Thinking

»» Investigating

»» Enjoying Mathematics

»» Problem Solving

»» Calculating

»» Challenging Mathematical Concepts

Students are encouraged to maintain an approved "Bound Reference Notebook" (following the Year 12 VCAA guidelines) which is permitted in ALL assessments.

The program at The Grange P-12 College will provide opportunities for challenge and pursuit of excellence and students will be encouraged to participate in competitions like the University of Melbourne Mathematics Competition, Australian Mathematics Competition and the Australian Mathematics Intermediate Olympiad.

Where can this lead me?

Career Outcomes

»» Engineering and Design

»» Building and Construction

»» Health Industry Sector

»» Information and Communications Technologies

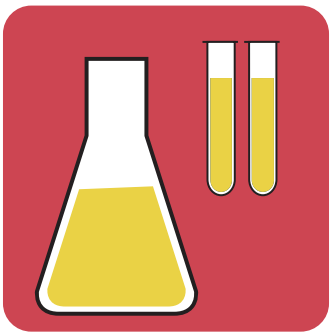
»» Finance and Accounting

»» Research and Development

»» Hospitality and Tourism

Course Pathways

This pathway provides a solid preparation for Year 10 Maths



YEAR 9

Science

In Year 9 Science, students begin to add depth to their science knowledge, which will assist in preparing them for VCE science subjects and enable them to be scientifically informed members of society. Students study a variety of topics including Chemistry, Physics, Biology and Earth and Space Science. Students will also further develop their practical inquiry and experimental skills by participating in more technical and rigorous experiments as well as spending more time planning their own investigations.

Students will also participate in a STEM unit - Wiring a model house. They will investigate how to wire a house using parallel and series circuits.

What will I Learn?

Students will learn about concepts in the following topics:

»» Biology – Coordinated Human Body Systems
»» Chemistry – Particle Theory, Radioactivity and Chemical Reactions
»» Physics – Energy Transfers and Field Models
»» Earth Science – Global Geological Activity

Students will learn how to conduct practical experiments and investigations by:

»» Defining an aim, controlling variables and researching hypotheses
»» Planning and conducting a rigorous method
»» Recording and processing results
»» Analysing and evaluating their method and results
»» Communicating and supporting their conclusions using scientific theory

What types of things will I do?

»» Discover fascinating science concepts through a variety of activities including talks, videos, hands-on activities, independent and group work

»» Conduct and observe a range of experiments, both inside and outside, the science laboratory

»» Plan a variety of investigations and experiments

Where can this lead me?

Career Outcomes

»» Scientist
»» Engineer
»» Nurse
»» Food scientist
»» Research assistant
»» Marine biologist
»» Investigator
»» Science journalist
»» Doctor
»» Vet or vet nurse
»» Teacher
»» Chemist
»» Physiotherapist
»» Physicist
»» Laboratory assistant

Course Pathways

Year 9
Year 10
VCE Unit 1-4:

Science (core)

Science Inquiry Elective
Forensic Science Elective
Psychology Elective
Chemistry
Biology
Physics
Psychology

CORE

YEAR 9

Humanities

Discover how the human actions of the past and present have shaped the world we live in today and what contributions you can make to improve our society and natural world. Students will study past events that have helped to shape the world in which we live, such as the Industrial Revolution and World War One. Students will learn about how governments are formed, various political ideologies and how the Australian economy works so that they can become informed economic participants and help to shape Australia's government in the future. Students will study biomes and how humans impact the environment and what they can do to minimise it. Students will also complete a careers unit that will assist them in identifying their interests, skills and abilities.

What will I Learn?

Students will study the following topics;

- The Industrial Revolution
- How governments are formed
- Biomes
- How human activity impacts the environment.
- How the Australian Economy works and our role within it
- World War One
- Different ideologies of Australian political parties
- Food security
- Employability skills

What types of things will I do?

- Learn how to analyse historical sources
- Create your own political campaign
- Research a type of biome/ ecosystem
- Analyse and interpret information from a variety of sources
- Look at sources of information from a critical point of view
- Excursion to Werribee Zoo
- Research ways that humans can minimise their negative impact on the environment
- Research how the Australian economy works

Where can this lead me?

Career Outcomes

- Historian
- Economist
- Business Manager
- Journalist
- Cartographer
- Biologist
- Archaeologist
- Business Owner
- Politician
- Law
- Environmental consultant
- Park Ranger

Course Pathways

Year 10 Humanities

VCE Unit 1-4:
- Business Management
- Accounting
- History
- Legal Studies

YEAR 9

Health & Physical Education

Through a combination of theory and practical lessons, students will develop knowledge, processes and skills that will allow them to make informed decisions about their own health and well-being. They will engage in team and individual activities to further their abilities on the playing arena and in the classroom. There is a heavy emphasis on teamwork via the SEPEP program.

What will I Learn?

- »» Personal Fitness
- »» Athletics
- »» Golf
- »» SEPEP (Sport Education Through Physical Education Program)
- »» Cricket
- »» Touch Football
- »» Baseball
- »» Indoor Hockey
- »» Gridiron - NFL

In theory lessons, students will cover topics that promote health.

- »» Physical and mental health
- »» Risk taking
- »» Building respectful relationships
- »» Sexual health

What types of things will I do?

- »» Learn a variety of sports
- »» Engage and participate in class discussions
- »» Work in teams
- »» Develop physical fitness

Where can this lead me?

Career Outcomes

- »» Personal Trainer
- »» Professional Athlete
- »» Sports Coach
- »» Nutritionist
- »» Physiotherapist
- »» Physical Education
- »» Ambulance Officer
- »» Youth Counsellor
- »» Massage Therapist
- »» Sports Psychologist
- »» Sports Journalist
- »» Fitness Instructor
- »» Nurse
- »» Sports Commentator

Course Pathways

Year 10	Health & Physical Education
	Exercise Physiology
	Healthy Lifestyles
VCE Unit 1-4:	Physical Education
	Health & Human Development
VET	VET Sport & Recreation

YEAR 9

SPORTS SCIENCE ACADEMY

Careers in Sport

Through a combination of theory and practical classes, this course gains students a Certificate II in Career Orientated Participation. This qualification reflects the role of individuals who apply the skills and knowledge to pursue a career as an athlete at a regional, state or territory level.

What will I Learn?

- »» Sport specific nutrition
- »» How to manage and coach a team
- »» Technology used in sport
- »» Legal and ethical responsibilities of an athlete/coach
- »» How to identify hazards and risks during sport events
- »» How to plan and implement a training program

What types of things will I do?

- »» Develop pre and post event nutrition
- »» Develop a personal management plan
- »» Perform tactics and game strategy in allocated sports
- »» Develop personal media skills
- »» Participate in specific conditioning for allocated sports
- »» Develop and update sport, fitness and recreation industry knowledge

Where can this lead me?

Career Outcomes	Course Pathways	
»» Sports Coach	Year 10	Biomechanics & Exercise Nutrition
»» Sports Management		Exercise Physiology
»» Sports Scientist		Healthy Lifestyles
»» Sports Psychologist	VCE Unit 1-4:	Physical Education
»» Recreation Officer		Health & Human Development
»» Sports Events Officer	VET	Sport & Recreation
»» Professional athlete		

YEAR 9
LITERATURE

Lost In Literature

- SINGLE SEMESTER ELECTIVE -

Sick of staring at a screen all day? Tired of reading shallow news and boring banter? Feel like pondering the meaning of life and all its complexities? Then this course is for you! Come and explore how literature can enhance your knowledge and wellbeing. Join with like-minded peers in a world of wonder and become lost in the magic of the imagination.

What will I Learn?

»» Text Analysis – verbal and written

»» Creative Writing Skills

»» Editing Techniques

»» Online Publishing

»» Poetry and Poetic Forms

»» Skills for in-depth discussions of complex issues

What types of things will I do?

»» Reading and analysing fiction texts

»» Mini-performances

»» Group discussions

»» Creating your own fiction text

»» Collaborative Writing

»» Publishing

Where can this lead me?

Career Outcomes

»» Journalism

»» Publishing

»» Media Studies

»» Professional writing and editing

»» Education

»» Liberal Arts

Course Pathways

Year 10 Literature

VCE Unit 1-4: Literature

YEAR 9
LITERATURE

Found in Fiction

- SINGLE SEMESTER ELECTIVE -

This elective builds on the skills and knowledge of the Semester One Literature elective however, it can be taken as a stand-alone Unit. Come and explore the visual worlds of the graphic novel. Analyse and discuss how writers and artists imaginatively convey the human experience. From this study you will create your own graphic novel.

What will I Learn?

»» Text Analysis – verbal and written

»» Creative Writing Skills

»» Editing Techniques

»» Online Publishing

»» Analysis of visual language

»» Skills for in-depth discussions of complex issues

What types of things will I do?

»» Reading and analysing anime, manga and graphic novels

»» Creating your own graphic novel

»» Group discussions

»» Web apps

»» Collaborative Writing

»» Publishing

Where can this lead me?

Career Outcomes

»» Journalism

»» Publishing

»» Media Studies

»» Professional Writing and Editing

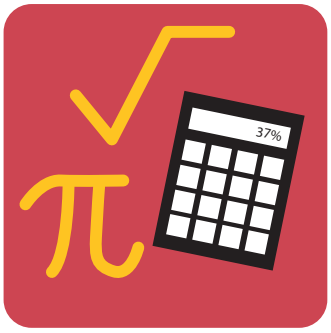
»» Visual Arts

»» Education

»» Liberal Arts

Course Pathways

Year 10	Literature
VCE Unit 1-4:	Literature



YEAR 9
MATHS

"Advancing Through Mathematics"

- SINGLE SEMESTER ELECTIVE -

The Year 9 Advanced Mathematics Elective is designed to cater for extending all students with a specific interest and capacity in mathematical problem solving. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. This elective is taught over a year and designed at an extended Level 10 standard.

What will I Learn?

At The Grange, we aim to instil in students an appreciation of the elegance and power of mathematical reasoning. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

These mathematical tasks are designed to develop the following skills:

»» Questioning, flexibility, reasoning, creativity and reflection

»» Cooperative and communication skills through group work

»» A positive attitude towards Mathematics

»» Competent and confident users of technology. All of these skills are measured by student performance in individual class work, co-operative group work, problem solving, investigation tasks and tests

What types of things will I do?

»» Reading

»» Writing

»» Discussing

»» Thinking

»» Challenging mathematical concepts

»» Calculating

»» Applying

»» Investigating

»» Problem solving

»» Consolidating

»» Enjoying mathematics.

The program at The Grange P-12 College will provide opportunities for challenge and pursuit of excellence and students will be encouraged to participate in competitions like the University of Melbourne Mathematics Competition, Australian Mathematics Competition, and the Australian Mathematics Intermediate Olympiad.

Where can this lead me?

Course Pathways

»» This pathway provides a concrete preparation for Year 10 Maths AND a substantially robust base leading into the Year 10 Advanced Mathematics Elective which is a prerequisite for Mathematical Methods and / or Specialist Mathematics in Year 11.

YEAR 9
SCIENCE

Sports Science

- SINGLE SEMESTER ELECTIVE -

Through a combination of theory and practical lessons, students will develop a knowledge and understanding of the science behind improving sporting performance. Content will be focussed on improving students' own skills and those of others in various movement environments. Students will begin to critically analyse skills and movement concepts at a scientific level. We will also develop the knowledge and skills to measure and analyse fitness levels of themselves and others.

What will I Learn?

»» Ways in which theoretical aspects will be integrated with practice and where applicable related to physical activity

»» How the application of science is involved in the analysis and prescription of improved sports performance

»» Functional anatomy

»» Basic biomechanical and movement principles

»» Factors that govern sports performance, inc. fitness components and methods of fitness assessment

»» How athletes achieve elite performances in sport, inc. training methods, training principles and performance enhancement methods.

What types of things will I do?

»» Develop knowledge and understanding relating to physical activity

»» Theory investigation and practical activity work, inc. fitness testing and personal fitness programs

»» Analyse skill acquisition from a biomechanical perspective

Where can this lead me?

Career Outcomes	Course Pathways	
»» Sports Coach	Year 10	Health & Physical Education
»» Gym Instructor		Exercise Physiology
»» Personal Trainer		Healthy Lifestyles
»» Physiotherapist	VCE Unit 1-4:	Physical Education
»» Sports Development		Health & Human Development
»» Sport and Recreation	VET	Sport & Recreation

YEAR 9

HISTORY

In The Making

- SINGLE SEMESTER ELECTIVE -

Did you know that some of the best pirates were female? Or that some of the meanest pirates wore frills and wigs? Seriously, there is A LOT about history that we don't know. In the first half of this unit, you will explore some of the myths surrounding piracy while finding out about viewpoints in history, arguing with evidence and studying how pirate weapons changed over time. In the second half of the unit, YOU will get to choose your own historical adventure! You will choose a historical topic to explore - whether that be Ancient China, or World War 1 - or even the history of Ping Pong, as you piece together the answer to your very own history mystery. This unit will also include an excursion to Melbourne Museum, a virtual tour to London and a visit by a local historian as you improve the research skills and ideas you will need in Year 9 and beyond. Sign up now!

What will I Learn?

Students will study the following topics;

»» Indigenous Australia, before European arrival

»» Exploration of Australia

»» Australia's Colonial period (1788-1901)

»» Piracy in the Caribbean.

What types of things will I do?

»» Think critically about historical sources

»» Use historical evidence to support historical arguments

»» Research key historical events and people

Where can this lead me?

Career Outcomes	Course Pathways	
»» Historian	Year 10	History
»» Researcher Officer	VCE Unit 1-4:	History
»» Journalist		
»» Teacher / Lecturer		

YEAR 9

GEOGRAPHY

Where In The World?

- SINGLE SEMESTER ELECTIVE -

Take a tour of the many amazing places around the world! In Geography students will study the topics Tourism and Urbanisation. Find out who visits Australia and create a tourism campaign for the city of Melbourne. Learn about urbanisation and the different impacts that it has had on living conditions and environments around the world. Plan your own ideal city. This subject is perfect for students who are interested in different places and cultures around the world. "The world is a book and those who don't travel only open one page!"

What will I Learn?

- »» What tourism is and how it benefits a country
- »» Who visits Australia and why?
- »» Urbanisation around and its effects on the environment and human living conditions
- »» Why certain places are popular with tourists
- »» Various natural and man-made tourist attractions in Australia
- »» How advertising and marketing is used to persuade people to travel

What types of things will I do?

- »» Create a marketing campaign for the city of Melbourne
- »» Survey people on their travelling habits
- »» Develop an environmental management plan for the Grange P-12 College
- »» "Where would you build a city?" project
- »» Investigate various tourist destinations
- »» Collect and analyse data
- »» Create a visual display showing how your local area has changed

Where can this lead me?

Career Outcomes

- »» Tourism
- »» Town planner
- »» Surveyor
- »» Marketing
- »» Cartographer
- »» Travel Agent
- »» Advertising
- »» Environmentalist

YEAR 9
FOOD

Food Studies

- SINGLE SEMESTER ELECTIVE -

Through a combination of theory and practical lessons, students will expand their knowledge and skills from previous years. Over a semester they will create basic snacks and meals based on the idea of healthy eating.

What will I Learn?

- Kitchen Safety and Hygiene
- Meal planning and design
- To respond to a design brief
- Bread making skills for life
- Big event product and presentation skills

What types of things will I do?

- Sensory evaluations of food
- Plan and create a healthy meal for teenagers
- Use yeast to make a variety of bread products
- Participate in a showcase event with your bread product

Where can this lead me?

Career Outcomes	Course Pathways	
Chef	Year 10	Food
Nutritionist	VCE Unit 1-4:	Food
Restaurant Manager	VET	VET Hospitality
Hospitality Events		

YEAR 9

THE ARTS

2D Art

- SINGLE SEMESTER ELECTIVE -

Students will have the opportunity to explore the visual arts practices and styles of Australian and International artists as inspiration to develop a personal style, explore and express ideas, concepts and themes in art works.

The students will explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works and use these techniques to develop their own artworks.

Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

What will I Learn?

- Materials and Techniques
- Rendering Techniques
- Australian and International Artists
- Observational Drawing
- Printmaking, Painting and Drawing

What types of things will I do?

- Developmental sketches
- Artist studies
- Lino printing artworks

Where can this lead me?

Career Outcomes

- Artist/ Printmaker
- Illustration
- Industrial Design
- Game Design
- Advertising
- Animation
- Designer
- Architecture
- Photography
- Fashion Design
- Education

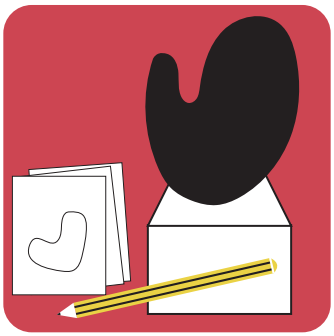
Course Pathways

Year 10

- Visual Communication Design
- 2D Art
- 3D Art
- Media
- Photography

VCE Unit 1-4:

- Studio Art
- Media
- Visual Communication Design



YEAR 9
THE ARTS

3D Art

- SINGLE SEMESTER ELECTIVE -

Students will have the opportunity to explore the visual arts practices and styles of Australian and International artists as inspiration to develop a personal style, explore and express ideas, concepts and themes in art works.

The students will explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works and use these techniques to develop their own artworks.

Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

What will I Learn?

»» Ceramics and Sculpture

»» 3D construction techniques

»» Australian and International Artists

What types of things will I do?

»» Developmental sketches using materials and techniques

»» Artist studies

»» Clay coil construction

»» Sculpture

Where can this lead me?

Career Outcomes

»» Artist/ Printmaker

»» Illustration

»» Industrial Design

»» Game Design

»» Advertising

»» Animation

»» Designer

»» Architecture

»» Photography

»» Fashion Design

»» Education

Course Pathways

Year 10

Visual Communication Design

2D Art

3D Art

Media

Photography

VCE Unit 1-4:

Studio Art

Media

Visual Communication Design

YEAR 9
THE ARTS

Visual Communication Design

- SINGLE SEMESTER ELECTIVE -

Students will have the opportunity to demonstrate their use and understanding of visual communication design skills, techniques, conventions and processes in a range of design fields, such as the Communication, Environmental and Industrial.

The students will develop and present visual communications using the design process that demonstrate the application and manipulation of methods, materials, media, design elements and design principles that meet the requirements of a specific brief

Students will use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design

Students will analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts as well as evaluate the use of methods, media, materials and design elements and principles.

What will I Learn?

- Elements and principles of design
- Folio building
- Perspective drawings
- Design process
- Use Adobe Photoshop and Illustrator

What types of things will I do?

- Rendering techniques
- Create a logo using the design process
- Perspective drawings
- Poster design
- Use a T square and set square to complete architectural drawings

Where can this lead me?

Career Outcomes

- Artist/ Printmaker
- Illustration
- Industrial Design
- Game Design
- Advertising
- Animation
- Designer
- Architecture
- Photography
- Fashion Design
- Web Design
- Education
- Interior Design

Course Pathways

Year 10

- Visual Communication Design
- 2D Art
- 3D Art
- Media
- Photography
- Studio Art

VCE Unit 1-4:

- Media
- Visual Communication Design

YEAR 9
MEDIA

Lights, Camera, Action!

- SINGLE SEMESTER ELECTIVE -

Students have the opportunity to to create a digital portfolio based upon a chosen theme.

Students will explore the technical aspects of the digital camera to explore symbolic elements within their themes.
Students will develop their own opinion about the influence of Media in todays society, by looking at various genres of film and media.

The students will learn techniques to manipulate and make representations and meaning in film production.

What will I Learn?

- »» What makes up photography
- »» How to use a DSLR camera
- »» Adobe Photoshop
- »» Parts of the camera
- »» Film analysis
- »» Elements of film making

What types of things will I do?

- »» Camera activities
- »» Create a digital portfolio
- »» Watch and analyse films
- »» Manipulate photographs using Adobe
- »» Create a short film
- »» Write scripts

Where can this lead me?

Career Outcomes

- »» Photographer
- »» Film maker
- »» Sound production
- »» Film critic
- »» Cinematographer

Course Pathways

Year 10	Multimedia, photography and video
VCE Unit 1-4:	Media

YEAR 9
THE ARTS
Music
- SINGLE SEMESTER ELECTIVE -

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive and understand music. As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

What will I Learn?

- History of the Blues
- Music in advertising
- Rhythmic playing on the keyboard
- Ensemble
- 12 Bar Blues structure
- Blues scale
- History of Rock n Roll

What types of things will I do?

In Year 9 through listening, performing and composing, students will be able to identify cultural, social and historical contexts of music. Students will also accumulate skills in rhythm, pitch and musicianship.

Typically in Year 9 we use the following assessments:

- Play the keyboard and ukulele individually
- Individual performance
- Written Assessment- Instruments of the Orchestra
- Practical assessments
- Ensemble performance Aural Listening Assessment
- Tests

Where can this lead me?

Career Outcomes

- Musician
- Song Writer
- Video game composer
- Music Therapist
- Music Producer
- Composer
- Recording Engineer
- Music Teacher

Course Pathways

Year 10 Music

YEAR 9

THE ARTS

Drama

- SINGLE SEMESTER ELECTIVE -

In this course students will experience the opportunity to develop in dramatic theory and practice, and use skills to shape a Commedia Dell' Arte performance and an ensemble piece. Students explore the history of theatre; both naturalist and non-naturalist. Students will also analyse, design and interpret the structure, content and aesthetic qualities of drama and analyse the characteristics and role of drama in different settings.

What will I Learn?

Drama Practice:
- Acting workshops
- Theatre sports
- Watching theatre for inspiration
- Script analysing/writing
- Design props

Acting and stagecraft in Performance:
- Evaluation of stagecraft in performance
- Transformation of objects

Form and style:
- Dramatic elements
- Theatrical conventions
- Play scripts

Play-building:
- Performance
- Improvisation

What types of things will I do?

- Method acting
- Improvisation
- Dialogue
- Ensemble piece
- Script writing
- Performing in front of an audience
- Performance styles
- Monologue
- Theatrical brief
- Commedia Dell'Arte
- Design/evaluate stagecraft

Where can this lead me?

Career Outcomes

- Entrepreneur
- Humanitarian
- Educator
- Actor
- Hospitality
- Critical thinker
- Entertainer
- Designer – set, dress, make-up
- Writer
- Teaching

Course Pathways

Year 10
- Media
- Literature

VCE Unit 1-4:
- Media
- Literature

YEAR 9

GAME DESIGN

Make an Awesome Video Game!

- SINGLE SEMESTER ELECTIVE -

Have you ever wondered what goes into making the games you love to play? We will discover how it is done! We have the opportunity to take games from a 2D platform to making your own virtual reality game! You will learn skills in coding, game design, marketing and prove yourselves to be an innovative 21st-century creator!

What will I Learn?

»» - Game Development in the 21st-century

»» How to use Coding (GameMaker to virtual reality!)

»» How to use Design Thinking to make a product

»» How to sell a product

What types of things will I do?

»» Discover what makes a good game

»» Explore the gaming industry

»» Talk to Youtubers who make their living from promoting games

»» Learn about different game types

»» Talk to real game developers

»» Design and make your own game - maybe even get a famous Youtuber to play it!

PLEASE NOTE: THIS COURSE HAS HIGH LEVEL CODING INVOLVED AND IS NOT ABOUT JUST PLAYING GAMES. BE AWARE YOU WILL BE EXPECTED TO LEARN CODING THROUGHOUT THE COURSE.

Where can this lead me?

Career Outcomes

»» Game design and development

»» Game industry, simulation and virtual reality

»» Film and animation

»» 3D Graphic design and robotics

»» Software design and development

Course Pathways

VCE Unit 1-4: Informatics

VET Media

YEAR 9

WEBSITE DESIGN

21st Century ICT Skills

- SINGLE SEMESTER ELECTIVE -

Students are able to create purposeful, powerful communication using innovative web technology to empower them to share their voice with the international community. Students will research, develop and create professional websites using Dreamweaver, graphics software and video editing to help solve specific relevant issues of today's world. 21st Century innovative STEM tools and learning are embedded into this course as the students' reach beyond the classroom and become part of the international community.

What will I Learn?

»» Discuss and analyse range of current websites

»» The Student Voice – Adding value to the International message with Website development

»» How to apply the design process to create a simple website

»» Apply innovation thinking skills

What types of things will I do?

»» Undertake a project to create your own website

»» Research alternate web designs

»» Collect and analyse feedback

»» Revise and publish the website

»» Explore the challenge or problem to solve

»» Develop a prototype website

»» Apply a range of 21st Century Skills to the design an development of your website

Where can this lead me?

Career Outcomes

»» Web design and development

»» Software design and development

»» Digital publication and advertising

»» Digital Graphic Design

»» Scripting and programming

Course Pathways

VCE Unit 1-4: VCE Application Development

YEAR 9
HINDI

"Namaste"

- FULL YEAR ELECTIVE -

This course aims to develop the knowledge, understanding and skills to ensure that student capacity is developed in communicating in Hindi. Emphasis will be placed on understanding the relationship between language, culture and learning. Students will also continue to be exposed to the culture of India and further develop intercultural capabilities. Broadening their ability to understand themselves as communicators of Hindi.

What will I Learn?

Students will be exposed to the language through the following themes:

- At home
- Cultural influences
- Festivals
- Values and beliefs

Students will increase their cultural awareness about:

- Respect for diversity and difference
- Cognizance interconnected and interdependent world
- Understanding of their cultural heritage, values and beliefs
- Understanding of language and culture
- Openness to different experiences and perspectives

What types of things will I do?

Within these themes students will continue to consolidate their learning of:

- Relationship between the sounds of spoken Hindi and elements of the Devanagari script
- Key elements of the Hindi grammatical and vocabulary systems
- Vocabulary – increase their repertoire
- Characterise different types of literary, instructional, persuasive or imaginative texts in Hindi
- Writing of conjunct characters and the combinations of vyanjans and matras
- Articulate sentence structures, use of pronouns, postpositions and gender agreements
- Articulated prepositions and their uses with nouns
- Grammar such as word order and adjective agreement

Where can this lead me?

Career Outcomes

- Public relations
- Commerce
- Translating
- Editing and Publishing
- Airline services
- Subtitles and Voice overs
- Media
- Architecture
- Film industry
- Interpreting
- Foreign civil service
- Tourism\Hotel management
- Tourism
- Hospitality
- Education
- Music
- Event management
- Import\Export specialist

Course Pathways

Year 10 Hindi

VCE Hindi

YEAR 10

YEAR 10 CURRICULUM

The Year 10 program is designed to provide students with access to a range of subjects that prepare them for future studies. At Year 10, direct links are made with the key knowledge and skills required for successful completion of VCE and VCAL. In Year 10, students will study 6 subjects each semester. Students will study each unit for five periods per week. Core units are compulsory and students will have the opportunity to choose four electives over the year.

Please note that elective subjects are held based on student choice and subject availability.

Mainstream Classes

Core Units:

- English
- Mathematics
- Science
- Humanities

Electives:

Students study four subjects over the year, (two per semester). Students will choose from the following areas:

- Health & PE
- Technology
- Mathematics
- Humanities
- The Arts
- English
- Science

Connections

Connections is a pathways enriched program delivered to selected students aimed at improving literacy and numeracy skills. It assists students in connecting to and engaging in ongoing education and training. Connections provides disengaged students an opportunity to undertake curriculum that better suits their needs. Careers education is a key area of study in the Program where students develop employability skills linked to future pathways. All students access a TAFE subject (VET).

Students involved in the Program are selected through a referral process by Year Level Leaders, College Wellbeing Team and Assistant Principal.
Students complete a core program consisting of:

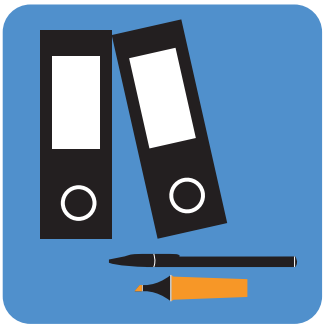
- English
- Mathematics
- Humanities
- Food Technology
- Health and PE
- VET studies
- Work Related Skills

VCE Access (Studying a VCE subject in Year 10)

All students currently in 9A are strongly encouraged to complete a VCE Unit sequence as one of their elective choices. Students in mainstream classes may study VET Hospitality, VET Sport and Recreation and VET Hairdressing upon successful recommendation from Years 9 & 10 Assistant Principal and Year Level Leaders.

LEARNING OPTIONS AVAILABLE TO YEAR 10 STUDENTS

	Core Subjects	Sessions Per Week	Electives-Full Year (2) (That may be offered)	Sessions Per Week
YEAR 10	English	5	Literature - Creative Writing and Literature	5
	Maths	5	Mathematics - Advancing Through Mathematics *(semester 1)*	5
	Science	5	Mathematics - Advancing Through Mathematics *(semester 2)*	5
	Humanities	5	Science - General Science Enrichment	5
			Science - Psychology - *The labyrinth of the mind*	5
			Humanities - *Greatest Unsolved Mysteries*	
			Humanities - *Show Me the Money*	5
			Humanities - *Utopia or Dystopia. Societies in History*	5
			Humanities - *The Legal Maze*	5
			Health & Physical Education - *Biomechanics and Exercise Nutrition*	5
			Health & Physical Education - *Healthy Lifestyles*	5
			Health & Physical Education - *Exercise Physiology*	5
			Food Studies	5
			The Arts - 2D Art	5
			The Arts - 3D Art	5
			The Arts - Visual Communication Design	5
			The Arts - Multimedia and Digital Photography	5
			The Arts - Multimedia Digital Video	5
			The Arts - Music	5
			The Arts - Drama	5
			Computing Informatics - *21st Century Robots*	5
			Computing Informatics - *Application Development*	5
	Total sessions for core subjects	**20**	**Total sessions for elective subjects**	**10**
	TOTAL of 30 sessions per week			



YEAR 10

English

The Year 10 English curriculum is built around the three connected strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.
Texts at The Grange include various types of media texts, including newspapers, film and digital texts, fiction, nonfiction, poetry, dramatic performances and multimodal texts. Students develop critical understanding of the contemporary media, and the differences between media texts.

What will I Learn?

»» Students evaluate how text structures can be used in innovative ways by different authors

»» Students explain how the choice of language features, images and vocabulary contributes to the development of individual style

»» They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them

»» Students make presentations and contribute actively to class and group discussions

»» Students explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments

»» Students develop their own writing style by experimenting with language features, stylistic devices, text structures and images

»» Students create a wide range of texts to articulate complex ideas

»» Students build on others' ideas, justifying opinions and developing and expanding on issues and texts

What types of things will I do?

»» Reading

»» Writing

»» Speaking and Listening

»» Analysing texts

»» Group Discussions

»» Oral Presentations

»» Extended writing tasks

Where can this lead me?

Career Outcomes

»» Journalism

»» Media

»» Publishing

»» Editing

»» Creative Writing

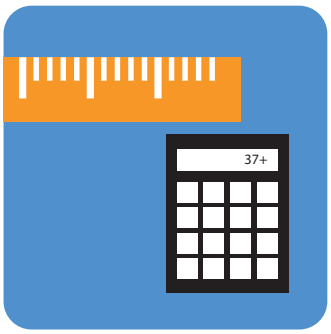
»» Advertising and Marketing

Course Pathways

VCE Unit 1-4: English

EAL

Literature



YEAR 10

Mathematics

Year 10 Mathematics presents materials for students to have a pathway towards VCE Foundation Mathematics, General Mathematics and Mathematics Methods CAS.

The Year 10 Mathematics Core Curriculum is built around the tree interconnected strands of Measurement and Geometry, Number and Algebra, and Statistics and Probability.

The curriculum is focussed around the four Proficiency Scales of Understanding, Fluency, Problem Solving and Reasoning, to develop and promote interest, enjoyment, skills and applied knowledge in Mathematics.

What will I Learn?

Students study patterns, skill applications and concepts within the three Key Strands:

»» Number and Algebra

»» Measurement and Geometry

»» Statistics and Probability

What types of things will I do?

»» Number skill development

»» Measurement and Geometry focussed on applications of skills in practical situations

»» Statistics development and focus on 'real world' issues

»» Algebra skills adapting to providing solutions

»» Probability understanding and utilisation of interpretation of events and data

Where can this lead me?

Career outcomes

»» Nursing

»» Physiotherapy

»» Medicine

»» Teaching

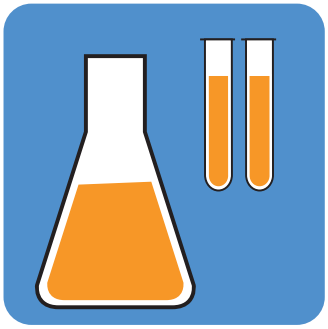
»» Engineering

»» Health

Course Pathways

This pathway provides a solid preparation for VCE Foundation and General Mathematics

CORE



YEAR 10

Science

Science is the study of how things work in the physical and natural world. In this year 10 course, we learn: how to harness chemical reactions, the fundamentals of genetics and the evolution of organisms, how forces and energy interact in moving objects, how advancements in technology are changing what we know about the Universe and how the world around us is part of a delicate ecosystem. We also learn how to conduct scientific experiments and perform in depth analyses and evaluations of scientific claims. All topics have a focus on real-world applications.

This subject prepares students with the scientific literacy to be able to make informed decisions as a global citizen as well as the scientific fundamentals to be able to progress to VCE science subjects.

What will I Learn?

- Why elements and chemicals have different properties
- How to use different types of chemical reactions for our own, and society's benefit
- What genetics is and how it influences our characteristics and health
- Using problem-solving techniques to evaluate information and propose solutions
- How energy can be transferred and transformed
- How and why objects move
- How the natural world around us has evolved and is continuing to evolve
- How everything on Earth exists as part of a delicate cycle, and how we influence these cycles
- The latest research on Space exploration and theories supporting the origins of the Universe
- Applying scientific reasoning to assess information and scientific claims

What types of things will I do?

- Participating and designing experiments
- Making models and representations of scientific systems
- Opportunities to participate in relevant scientific excursions
- Opportunities to participate in national science competitions

Where can this lead me?

Career Outcomes

- Scientist
- Engineer
- Medicine
- Health
- Builder
- Veterinary Science
- Animal Studies
- Sports Science
- Education

Course Pathways

VCE Unit 1-4:	Biology
	Physics
	Chemistry
	Psychology
VET	Automotive

YEAR 10

Humanities

All students in Year 10 undertake a Humanities Sampler. This is a compulsory year-long subject in which students investigate units from a selection of History, Geography, Economics and Careers Education. Knowledge is power and in this unit students come to understand the complex world in which they live from a variety of perspectives.

What will I Learn?

»» History – World War Two, Global Conflict and Rights and Freedom movements in the USA and Australia

»» Geography – Development, inequality, poverty and the International Community

»» Reading comprehension

»» Key discipline specific skills such as analysis of sources, working with media sources and preparing for VCE exam success

»» Economics – Globalisation: The global community?

»» Research skills (collection of data and field work)

What types of things will I do?

»» Big Day In – hear from experts from different industries to help make career choices that are best for you

»» Come face to face with our inspirational veterans at our annual Conflict Incursion about war and global conflict and its impact on people like you

»» Participate in the great annual Grange Globalisation Challenge

»» Holocaust Museum Melbourne (Excursion cost approximately $25-$30 in Term 1)

»» 'A Soldiers Experience' - hear from War Veterans about what it is like to be a soldier

Where can this lead me?

Career Outcomes

»» Education
»» Law
»» Social work
»» History
»» Accounting
»» Business
»» Geography
»» Journalism

Course Pathways

VCE Unit 1-4:

Legal Studies
History
Business Management
Accounting
Global Politics

YEAR 10
LITERATURE

Creative Writing & Literature

- SINGLE SEMESTER ELECTIVE -

Do you love to read? Is fiction more real to you than reality? What about creative writing – wandered through wattpad lately? If you answered yes to any of these questions then this elective is for you!

Be challenged by classic literature and cutting edge teen fiction. Let your soul succumb to the beauty of poetry. Transform your existing writing skills to new levels of creative composition in a journey of love, death and poetry.

What will I Learn?

- »» Text Analysis
- »» Online publishing
- »» Poetry
- »» Creative Writing
- »» Poetic Forms
- »» Text Response

What types of things will I do?

- »» Creating and responding to fiction texts
- »» Written and verbal text responses
- »» Editing
- »» Analysing a variety of texts
- »» Group discussions
- »» Publicity
- »» Mini-performances

Where can this lead me?

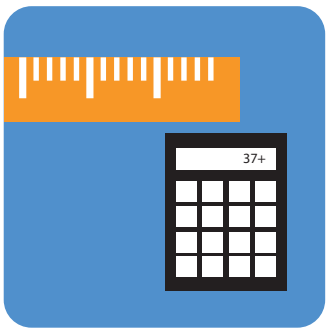
Career Outcomes

- »» Liberal Arts
- »» Education
- »» Journalism
- »» Publishing
- »» Professional Writing and Editing
- »» Media Studies

Course Pathways

VCE Unit 1-4:

- English
- EAL
- Literature



YEAR 10
MATHEMATICS

Advancing Through Mathematics

- SINGLE SEMESTER ELECTIVE -

The Mathematics Advanced Skills course is recommended for students who want to extend their knowledge of mathematics beyond the normal school curriculum. Advanced Skills explores more complex skills in mathematics, such as advanced algebra and graphing. Please remember this course is beyond the scope of standard Year 10 mathematics teaching; therefore, there will be an increase in the workload, and conceptual complexity. Nonetheless, it is an excellent course for students considering a higher-level mathematics course in VCE, such as VCE Mathematical Methods, and VCE General Specialist Mathematics. Students with aspirations for Methods/Specialist are strongly recommended to complete this course. There will be a test to confirm entry to this elective.

What will I Learn?

- Advanced algebra and graphing
- Applied problem solving
- Conceptualizing practical problems
- Interpretation and comparison of data sets

What types of things will I do?

- Mathematical games and puzzles
- Digital Learning
- Practical applications of concepts
- Analysis of mathematical problems

Where can this lead me?

Career outcomes

- Nursing
- Physiotherapy
- Medicine
- Teaching
- Engineering
- Health

Course Pathways

- Direct Pathway to VCE Mathematical Methods and Specialist Mathematics

YEAR 10
SCIENCE

General Science Enrichment Program

- SINGLE SEMESTER ELECTIVE -

This subject is designed to springboard you into all VCE Science subjects. It focuses on developing the written and experimental skills required to succeed in VCE Science.

Each term of the semester-long subject will focus on two major projects completed in VCE Science; a Research Report and an Experimental Design Report. Students will focus on an area of science that interests them most, whether it be density of black holes, power of mitochondria, stem cell therapy, synthesis of biodiesel, industrial microbiology, bio-nanotechnology, or production and observation of gravity waves.

Students will perform a range of scientific experiments and focus on the analysis of data and how best to discuss and represent their results. Students will also develop written and study skills relevant and useful to scientific studies, while focusing on an area of Science they feel most passionate about.

What will I Learn?

»» The structure of VCE Science courses and how best to succeed

»» Written and communication skills used in scientific reports and assessment

»» Mathematical and analytical skills used in VCE science experiments and activities

»» Study and revision techniques for VCE

»» Broad range of science-based investigative and analytical skills applicable to a wide field of study

What types of things will I do?

»» Complete a variety of scientific experiments from a range of disciplines

»» Complete reports and discussions similar to those in VCE science

»» Design, complete and report on an experiment in an area of your choosing

»» Complete a research-based report in an area of your choosing

»» Build a range of skills to prepare for VCE science

Where can this lead me?

Career Outcomes

»» Data scientist

»» Medical or scientific research

»» Medicine or health sciences

»» Veterinary and animal science

»» Education

»» Building and design

»» Aeronautics

»» Pharmacy

»» Engineering

»» Architecture

Course Pathways

VCE Unit 1-4:

Biology

Physics

Chemistry

Psychology

YEAR 10
SCIENCE

Psychology
The Labyrinth of the Mind

- SINGLE SEMESTER ELECTIVE -

It is said that "a man can alter his life by altering his thinking" (William James). Psychology takes students deep inside the mysteries of the human mind to discover how mental processes shape every one of us. Students examine exciting areas of study such as: human neuropsychology examining the Brain, mental health in the community and ideas about normality and abnormality through a study of criminal behaviour. Students also learn relevant research methodologies and conduct real life studies to explore the age old question: What makes humans tick?

What will I Learn?

»» Students will learn about the study of psychology

- What it takes to become a psychologist
- The different specialist areas of psychology
- Designing, evaluating and conducting research including formulating hypotheses, adhering to ethical principles and determining variables

»» Students will learn about mental illness and mental health

- Psychotic and non-psychotic disorders
- Contributing factors, diagnoses, symptoms and treatments
- Historical and modern approaches

»» Students will learn about the brain and nervous system

- The different areas of the brain
- Brain damage and plasticity
- Peripheral nervous system function
- The anatomy of neurons and the communication the occurs between them

»» Students will learn about forensic psychology

- Psychology and the legal system
- Criminal profiling and crime scene analysis
- Organised and disorganised criminals

What types of things will I do?

»» Students will be able to analyse the psychology experiments of the past and eventually deign and conduct their own. Students will construct brain models and analyse case studies to investigate the functions of the different cortical lobes. They will explore the varied career options available in the field of psychology, in particular forensic psychology. During this unit, students will have the opportunity to study the practice of criminal profiling by researching criminal cases of the past. Students will gain an awareness of mental health statistics, contributing factors, symptoms and treatments available in Australia, and will create case studies outlining the development, progression and resolution of mental illnesses such as depression, anxiety, eating disorders, bipolar disorder and schizophrenia

Where can this lead me?

Career Outcomes

»» Psychiatrist

»» Counsellor

»» Teacher

»» Medicine

»» Psychologist
(clinical, sport, neuroscientist, forensic, educational, academic, social)

»» Social worker

»» Research assistant

»» Nurse

»» Criminologist

Course Pathways

VCE Unit 1-4: Psychology

YEAR 10
HUMANITIES

Greatest Unsolved Mysteries

- SINGLE SEMESTER ELECTIVE -

Have you ever wondered about unsolved mysteries that have happened throughout human history such as the Voynich manuscript, the Bermuda Triangle or the Westall UFO encounter? Have you ever wanted to do your own research and come up with your own informed opinion on one of these or many other unsolved mysteries? The subject Mysteries allows you to let your curiosity run wild as you delve into the depths of history's unsolved mysteries. You also get to apply your knowledge of mysteries to create your own fictional mystery at The Grange which you can explore through the medium of documentary making.

What will I Learn?

»» How to deal with different interpretations and perspectives

»» How to note take and summarise to save time and work smarter not harder when studying.

»» How to conduct research about a topic and generate hypotheses.

What types of things will I do?

»» Create detective files which aim to answer the world's greatest unsolved mysteries.

»» Take virtual tour using Google Maps of the Bermuda Triangle.

»» Challenge theories of 'experts' to devise own conclusions about famous mysteries ancient and modern!

»» Write your own mystery story or create your own film clip.

Where can this lead me?

Career Outcomes

»» Researcher

»» Historian

»» Journalist

»» Teacher

»» Museum worker

»» Curator

»» Foreign correspondent

»» Librarian

Course Pathways

VCE Unit 1-4:

Legal Studies

History

Literature

English

EAL

Global Politics

YEAR 10
HUMANITIES

Show me the Money!

- SINGLE SEMESTER ELECTIVE -

Are you a budding entrepreneur? Want to avoid some common financial traps which get people into trouble and apply strategies which build wealth? Curious about what superannuation, tax and loans are all about as you prepare for your first job? Students will learn about basic financial literacy and their rights and responsibilities as consumers. They will learn about risks associated which different investments and ways to get out of financial trouble if they can't pay their bills.

What will I Learn?

»» Understanding basic financial literacy

»» Learn about different types of credit and what to do if you are having trouble pay your bills/ loans

»» How to plan and conduct your own business

»» How to prepare a budget

»» How to manage your income in a successful way

»» Learn the advantages and disadvantages of different types of investments to make you money grow!

»» How to avoid common financial traps and scams when you start earning an income

What types of things will I do?

»» Participate in the $20 Boss Challenge whereby you will be given $20 start-up capital to create your own business.

»» Participate in the ASX stock market game

»» Speak with a financial counsellor who will be able to provide tips on what to do to get out of financial hardship.

»» Create the 'Finance Channel' where students will be able to create their own informative TV shows about finance.

»» Prepare a budget

Where can this lead me?

Career Outcomes

»» Entrepreneur

»» Financial manager

»» Administrations

»» Accountant

»» Manager

»» Financial Councillor

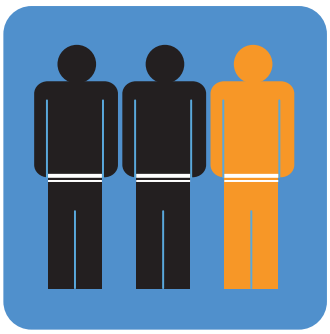
»» Stock Broker

»» Financial Planner

Course Pathways

VCE Unit 1-4: Business Management

Accounting



YEAR 10
HUMANITIES

Utopia or Dystopia - Societies in History -

- SINGLE SEMESTER ELECTIVE -

You will learn that fact is stranger than fiction as you investigate different societies throughout history, especially, the societies of Shogun Japan, early Melbourne, Revolutionary France and Iran to unpack a question which has been debated for centuries by mankind: "What makes a perfect society?" You will explore how people in these societies lived, what they dreamed of and what they feared. What makes a perfect society? Get ready to find out.

What will I Learn?

- Life in Shogun Japan and what it was like to be a Samurai
- Causes of revolutions
- Similarities and differences between different societies around the world over time?
- The question of, what makes a perfect society and can there ever be such a thing
- Locate sources to answer big historical questions
- Learn about key historical skills which will help you with VCE English such as inference, reading texts for meaning and source analysis

What types of things will I do?

- Virtual tours online of key places related to the areas of study
- Create your own perfect society! How would you rule?
- Melbourne Museum excursion
  Examine the society of early Melbourne
  (Excursion cost approximately $30)

Where can this lead me?

Career Outcomes

- Journalist
- Researcher
- University student
- Historian
- Government service
- Editor
- Educator
- Politician
- Lawyer
- Museum worker
- Curator
- Foreign correspondent

Course Pathways

VCE Unit 1-4:

- History
- Global Politics
- Business Management

YEAR 10
HUMANITIES

The Legal Maze

- SINGLE SEMESTER ELECTIVE -

Aspiring to be a lawyer or to work within our justice system as a police officer or a social worker? Then Humanities Legal Maze is for you! You will learn all about the Australian criminal and civil legal systems and cover topics such as: how do the courts work, what responsibilities are there when you sign a contract, what processes happen when someone commits a crime, when can people sue one another and what are your rights with the police? You will also explore different legal systems around the world and be prepared with key vocabulary and knowledge for VCE Legal Studies!

What will I Learn?

»» Learn all about the criminal system – how do courts operate and what kind of crimes does society face

»» Learn all about the civil system – learn about scams, torts and contract law

»» Learn about international law – who controls what countries can and cannot do

»» Use evidence from real cases to answer legal questions

»» Describe components of criminal and civil law and get a handle of key vocabulary for Years 11 and 12

»» Understand your rights and responsibilities under the Australian legal system to prepare you for when you are 18 and for now

What types of things will I do?

»» Police/lawyer visit where you get to speak to a police officer/lawyer and ask questions

»» Act as a lawyer and write your own defence to a case study!

»» Law courts of Melbourne (see real trial) and the Old Melbourne Gaol excursion
(Excursion cost approximately $30- $40)

Where can this lead me?

Career Outcomes

»» Government service
»» Education
»» Politics
»» Law
»» Judge
»» Barrister
»» Paralegal
»» Solicitor
»» Media
»» Corrective services
»» Community worker

Course Pathways

VCE Unit 1-4:
Legal Studies
Business Management
Accounting
History
Global Politics

YEAR 10

HEALTH & PHYSICAL EDUCATION

Biomechanics & Exercise Nutrition

- SINGLE SEMESTER ELECTIVE -

In this unit students will examine a variety of topics related to the human body from both physical and health related aspects. These include coaching, injury prevention and classifications and nutrition. There is also a practical component in which students will engage in activities that extend on sports covered in years 7-9. This subject is an appropriate introduction to some of the units studied in both VCE Physical Education and VCE Health and Human Development.

What will I Learn?

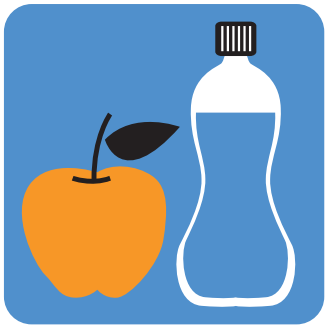
- Styles of coaching
- How to write a coaching session
- Factors that influence health
- Musculoskeletal injuries
- Macro and micro nutrients
- Food sources of nutrients
- Eating for health
- Treatment and prevention of injuries and illnesses

What types of things will I do?

- Peer coaching
- Practical lessons
- Research programs that offer health services to young people
- Class debates
- Work in groups to present health information

Where can this lead me?

Career Outcomes	Course Pathways	
Coaching	VCE Unit 1-4:	VET Sport and Recreation
Personal Training		Physical Education
Dietitian		Health & Human Development
Sports Management		
Sports Psychology		
Education		



YEAR 10

HEALTH & PHYSICAL EDUCATION

Healthy Lifestyles

- SINGLE SEMESTER ELECTIVE -

In this unit students will study the various influences on health and human development, across the life-span. Topics that are covered include the dimensions and factors of health, human development, health measures and strategies, and the major health issues that affect Australians. This is an appropriate introduction to VCE Health and Human Development. Please note there is no practical component to this elective.

What will I Learn?

- »» Dimensions of health and health status
- »» Factors affecting health
- »» Area of individual human development
- »» Health issues effecting Australians
- »» Nutrition
- »» Infancy
- »» Youth
- »» Adulthood

The human life-span

- »» Australian healthcare system
- »» Aboriginal and Torres Straight Islander health and wellbeing

What types of things will I do?

- »» Class debates
- »» Analyse data about Australia's health
- »» Research and analyse health inequalities
- »» Designing healthy meals
- »» Analyse case studies based on real life scenarios
- »» Discuss rights and responsibilities to access healthcare

Where can this lead me?

Career Outcomes

- »» Nutritionist
- »» Education
- »» Nursing
- »» Paediatric care
- »» Aged care
- »» Child care
- »» Youth Work
- »» Social Work
- »» Medicine
- »» Health

Course Pathways

VCE Unit 1-4: Health and Human Development

YEAR 10

HEALTH & PHYSICAL EDUCATION

Exercise Physiology

- SINGLE SEMESTER ELECTIVE -

In this unit students will gain a thorough understanding of the body and how it can be trained to improve sporting performance. Students will study the effects that different exercises have on the body and how to design a program that is tailored to particular sports. There is also a practical component in which students will engage in activities that practice and reinforce the knowledge gained in the theory lessons. This unit directly assists in gaining fundamental knowledge and understanding in Units 1 and 2 Physical Education.

What will I Learn?

- Fitness components
- Training methods
- Training principles
- Cardiovascular system
- Skeletal system
- Muscular system
- Develop a training program
- Respiratory system

What types of things will I do?

- Practical lessons
- Group fitness
- Attend local gym classes
- Use of ICT

Where can this lead me?

Career Outcomes

- Personal Training
- Gym Instructor
- Coaching
- Education
- Sports Science
- Physiotherapist
- Massage Therapist
- Professional Athlete
- Sport Psychologist

Course Pathways

VCE Unit 1-4:

- VET Sport and Recreation
- Physical Education

YEAR 10

Food Studies

- SINGLE SEMESTER ELECTIVE -

****Please note that there will be additional charges for this subject.**
Please refer to specific practical subject charges provided as additional information to this booklet.

In this unit students will investigate ways foods change at a molecular level to create the dishes we like to eat. They will use the design process to create sustainable dishes based on a range of different cooking techniques while maintaining ethical standards. Students will investigate ways in which the food industry produces food and the food wastage that abounds in our everyday consumer lifestyles.

What will I Learn?

»» Food science

»» How and why food changes when cooked

»» To design food using a science based approach

»» Sustainability in the food industry

»» How food affects your health

What types of things will I do?

»» Prepare food products in a safe and hygienic manner

»» Cook a wide variety of food products

»» Undertake design briefs to plan and prepare food products

»» Look at ethics in food production

»» Investigate ways to reduce food waste

Where can this lead me?

Career Outcomes	Course Pathways	
»» Chef	VCE Unit 1-4:	Food Technology
»» Nutritionist		VET Hospitality
»» Health		
»» Hospitality		
»» Education		

YEAR 10
THE ARTS

2D Art

- SINGLE SEMESTER ELECTIVE -

Students will have the opportunity to explore the visual arts practices and styles of Australian and International artists as inspiration to develop a personal style, explore and express ideas, concepts and themes in art works.

The students will explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works and use these techniques to develop their own artworks.

Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

What will I Learn?

- Materials and techniques
- Rendering techniques
- Observational drawing
- Australian and International Artists
- Printmaking, painting and drawing

What types of things will I do?

- Use a variety of materials and techniques
- Study Australian and International Artists
- Multi-colour lino printing
- Observational drawing

Where can this lead me?

Career Outcomes

- Artist/ Printmaker
- Illustration
- Industrial Design
- Game Design
- Advertising
- Animation
- Designer
- Architecture
- Photography
- Fashion Design
- Education

Course Pathways

VCE Unit 1-4:

- Studio Art
- Media
- Visual Communication Design

YEAR 10
THE ARTS

3D Art

- SINGLE SEMESTER ELECTIVE -

Students will have the opportunity to explore the visual arts practices and styles of Australian and International artists as inspiration to develop a personal style, explore and express ideas, concepts and themes in art works.

The students will explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works and use these techniques to develop their own artworks.

Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

What will I Learn?

»» Ceramics and Sculpture

»» 3D construction techniques

»» Australian and International Artists

What types of things will I do?

»» Use a variety of materials and techniques

»» Study Australian and International Artists

»» Sculpture

»» 3D construction techniques

»» Clay hand building techniques

Where can this lead me?

Career Outcomes

»» Artist/ Printmaker

»» Illustration

»» Industrial Design

»» Game Design

»» Advertising

»» Animation

»» Designer

»» Architecture

»» Photography

»» Fashion Design

»» Education

Course Pathways

VCE Unit 1-4: Studio Art

Media

Visual Communication Design

YEAR 10
THE ARTS

Visual Communication Design

- SINGLE SEMESTER ELECTIVE -

In this unit students will have the opportunity to learn about communication design. Students will use the design process to research, generate ideas, develop and refine concepts for a stated purpose. Students will apply typography and images to various graphic designs such as magazine covers, music posters, packaging designs and logo design. The students will learn various printmaking and drawing techniques and then use the computer to manipulate ideas for final concepts.

What will I Learn?

- Learn about Typography
- Learn various drawing techniques
- Learn the Elements and Principles of Design
- How to use Methods, Media and Materials during development and refinement
- Research
- Draw from Observation
- To use the design process to complete designs
- How to create designs for different Communication Design Fields

What types of things will I do?

- Use the anatomy of type to target an audience
- Create original designs for a range of purposes
- Create your own folio of work

Where can this lead me?

Career Outcomes

- Illustration
- Packaging Design
- Logo Design
- Architecture
- Fashion Design
- Animation
- Graphic Design
- Industrial Design
- Game Design
- Web Design
- App Design
- Education
- Interior Design

Course Pathways

VCE Unit 1-4:

- Visual Communication Design
- Studio Art
- Media

YEAR 10
THE ARTS

Darkroom Photography

- SINGLE SEMESTER ELECTIVE -

****Please note that there will be additional charges for this subject.**
Please refer to specific practical subject charges provided as additional information to this booklet.

In the Darkroom Photography course students learn analogue Camera Skills, as well as Darkroom processing techniques using black and white film. They have the unique opportunity to be in full control of their photographic process from start to finish, giving them a better understanding of photography and its range of applications in a contemporary practice.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual arts practices. They refine their personal aesthetic through working and responding perceptively as an artist, craftsperson or audience. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.

As they make and respond to visual artworks, students use conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, visual images and practices from selected artists and use them to inform their own personal aesthetic when making artworks and presenting them to an audience.
As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They reflect on the development of different traditional and contemporary styles of art works.
Students extend their understanding of safe photographic practices and choose to use sustainable materials, techniques and technologies.

What will I Learn?

- »» Learn the Elements & Principles of Design
- »» Learn the Design Process
- »» How to draw from observation
- »» Research
- »» How to use a apply a range of drawing techniques
- »» How to create original designs for a range of purposes
- »» How to create a folio of work

What types of things will I do?

- »» Typography
- »» Film & Photography skills
- »» Observational drawing
- »» Create original designs for a range of purposes
- »» Editing
- »» Analysis skills
- »» Perspective drawing

Where can this lead me?

Career Outcomes

- »» Videographer
- »» Journalism
- »» Education
- »» Advertising
- »» Fashion Designer
- »» Photographer
- »» Artist
- »» Designer
- »» Interior Designer
- »» Game Designer
- »» Web Designer
- »» Illustration
- »» Marketing

Course Pathways

VCE Unit 1-4:

- Visual Communication Design
- Studio Art
- Media

YEAR 10
THE ARTS

Multimedia Digital Photography

- SINGLE SEMESTER ELECTIVE -

In this unit students will have the opportunity to learn a number of photographic skills and styles in a practical manner. Students will have the opportunity to explore and experiment using digital technologies and image capture software such as Adobe Photoshop. Students will learn to analyse and produce images to develop skills in visual literacy. The subject also encourages curiosity, creativity, imagination and problem solving skills.

What will I Learn?

PRE PRODUCTION:
»» History of photography

»» Basics of photography
- Camera equipment
- Lighting
- OHS
- Aperture/shutter speed/ISO/lens basics
- Depth of field/point of focus/rule of thirds
- Art elements and principles

»» Exploration proposal (Folio)

»» Photographic analysis

PRODUCTION
»» Portraiture photography

»» Landscape / nature photography

»» Still life photography

»»Architectural photography

POST PRODUCTION
»» Use of Adobe Photoshop to correct, manipulate and enhance images

What types of things will I do?

»» Develop a portfolio of photographic images

»» Produce a number of photographic artworks in a variety of styles

»» Street photography excursion to the city

Where can this lead me?

Career Outcomes

»» Artist

»» Graphic Designer

»» Advertising

»» Games Designer

»» Photographer

»» Animator

»» Cinematographer

Course Pathways

VCE Unit 1-4: Media

YEAR 10
THE ARTS

Multimedia Digital Video

- SINGLE SEMESTER ELECTIVE -

In this unit students will have the opportunity to learn a number of media production and analysis skills. Students will undertake significant practical skills in video production and digital editing. Students will also be viewing a number of Media texts (TV shows, documentaries, Music Videos and films) and learn about the codes and conventions used in their construction. The subject encourages teamwork, curiosity, creativity, imagination and problem solving skills.

What will I Learn?

- Non-linear editing and post-production
- Practical production of a short film
- Learn how to write a treatment / screenplay
- Film language (camera shots, camera angles and other key terms
- Cinematography timeline and basics
- Advertising and product placement in the media
- How to storyboard a sequence of shots.
- The understanding of different media forms and their construction

What types of things will I do?

- Develop skills in media production
- Develop skills in media analysis
- Scriptwriting, storyboarding, media construction, and media post-production.
- Excursion to ACMI - Australian Centre for the Moving Image

Where can this lead me?

Career Outcomes

- Filmmaker
- Journalist
- Story teller
- Games Designer
- Cinematographer
- Writer
- Graphic designer

Course Pathways

VCE Unit 1-4:

- Media
- Studio Art
- Visual Communication Design

YEAR 10
THE ARTS

Music

- SINGLE SEMESTER ELECTIVE -

In this course students will have the opportunity to experience playing as a member of an ensemble, learn basic improvisation skills and study the background of a musical genre and style. Students will integrate theory with music practice, that is chord construction and progression rhythms.

What will I Learn?

»» How to tune a guitar

»» Variety of chord progressions

»» Playing as part of an ensemble

»» Simple melodies and four chord progressions

»» 12 bar blues progression

»» Elementary guitar chords

»» How to recognise chords and chord families

What types of things will I do?

»» Constructing chords minor / major /diminished

»» Performing in front of an audience

»» Study of one style / genre
- as a powerpoint presentation covering background / innovations etc

»» Keyboard / guitar / drums / bass

»» Creation of an independent musical piece

Where can this lead me?

Career Outcomes	Course Pathways
»» Public performance	Further tertiary studies ie courses at RMIT / TAFE
»» Teaching	Music
»» Music composer	
»» Theatre technician	
»» Sound engineer and events manager	

YEAR 10
THE ARTS

Drama

- SINGLE SEMESTER ELECTIVE -

In this course students will experience the opportunity to develop in dramatic theory and practice, and use skills to shape their own ensemble and solo performance projects. Students develop a stronger understanding in non-naturalistic theatre. Students use dramatic language to design, analyse, create performances and further develop characterisation.

What will I Learn?

Drama Practice:
»» Acting workshops
»» Theatre sports
»» Watching theatre for inspiration
»» Script analysing/writing

Acting and stagecraft in Performance:
»» Evaluation of stagecraft in performance
»» Transformation of objects

Form and style:
»» Dramatic elements
»» Theatrical conventions
»» Play scripts

Play-building:
»» Performance
»» Improvisation

What types of things will I do?

»» Method acting

»» Improvisation

»» Dialogue

»» Ensemble piece

»» Script writing

»» Evaluate stagecraft

»» Performance styles

»» Monologue

»» Theatrical brief

»» Solo piece

»» Performing in front of an audience

Where can this lead me?

Career Outcomes

»» Entrepreneur

»» Humanitarian

»» Educator

»» Actor

»» Designer - set/dress/ makeup

»» Critical thinker

»» Entertainer

»» Teaching

»» Hospitality

»» Writer

Course Pathways

VCE Unit 1-4:

English

EAL

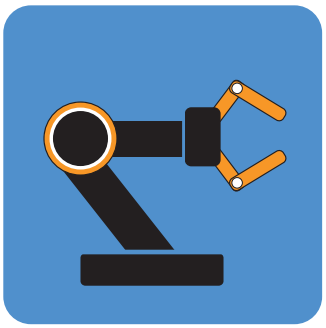
Literature

Visual Communication Design

VET Make up

VET Hairdressing

Media



YEAR 10

INFORMATION TECHNOLOGY

21st-Century Robots

- SINGLE SEMESTER ELECTIVE -

Students will have the opportunity to analyze, design, create and evaluate many aspects of Robots in our modern society. They will be empowered to use their creativity through science, engineering, technology and mathematics to ensure they are able to design, build and program a series of robots. Students will be able to make a robot that moves, pick up objects, hear, see and touch. They will be challenged to explore and solve real life problems that affect our society using the STEM design methodology.

What will I Learn?

»» What a robot is and their benefits to society

»» How through science, engineering, technology and mathematics can be combined to solve problems.

»» Introduction to Robotic Programming Languages

»» How to design and build a robot

»» How to use your robot to analysis, design, create and evaluate robot based real life challenges

»» Present your findings to a local, national and international audience.

What types of things will I do?

»» Design and make a robot

»» Project based real life assessments incorporating year 10 science, engineering, technology and mathematics

»» Explore and solve real life issues relating to our society using The STEM Design methodology

Where can this lead me?

Career Outcomes	Course Pathways	
»» ICT Careers	VCE Unit 1-4:	Computing & Informatics
»» Game designer		
»» Computer programmer		
»» Engineering		
»» Electro-technology		

YEAR 10

INFORMATION TECHNOLOGY

Application Development

- SINGLE SEMESTER ELECTIVE -

Students will have the opportunity to analyze, design, create and evaluate their own applications.
They will be empowered to use their creativity through science, engineering, technology and mathematics to ensure they are able to design, build rigorous industry quality applications on a series of platforms. They will be challenged to explore and solve real life problems that affect our society using the STEM design methodology.

What will I Learn?

»» What an application? What makes a good application?

»» How through science, engineering, technology and mathematics can be combined to solve problems.

»» How to analyse, design, create and evaluate an application that will address real life challenges.

»» How to design and build an application.

»» Introduction to Application Development.

»» Present your findings to a local, national and international audience.

What types of things will I do?

»» Design and make an application

»» Project based real life assessments incorporating Year 10 science, engineering, technology and mathematics

»» Explore and solve real life issues relating to our society using The STEM Design methodology

Where can this lead me?

Career Outcomes	Course Pathways	
»» ICT Careers	VCE Unit 1-4:	Computing & Informatics
»» Game designer		
»» Computer programmer		
»» Engineering		
»» Electro-technology		

YEAR 11 & 12

CAREER DEVELOPMENT

Before making decisions about VCE, VCAL and VET programs/subjects. Year 9 and 10 students have participated in and investigated the various career paths through both Year 9 Careers Day and Year 10 Careers Day. After this event students are directed to completing their Career Action Plan. This plan is reflected on annually and updated after relevant career immersion days Year 9- Year 12.

Careers Resource Centre located within the Library complex

The Grange P-12 College is focused on providing students with advice and direction regarding their career pathways. The College commitment to engaging young people in these critical decisions are reflected in commitment to a full time specialist staff member who is highly accessible to students throughout the schooling day.

Students are provided with extensive counselling from within the college, including speciality career expo's, visits to universities and access to TAFE tours and 'tasters'.

The Grange P-12 College supports students wishing to explore the world of work through our work experience program. The College has forged links with local businesses committed to providing students with the necessary skills to succeed in the workforce. (Please see the Careers teacher in the Careers Office for further information).

Selecting a Course and Choosing Subjects

Students should keep in mind the following in selecting a course (VCE or VCAL) and appropriate subjects, including VET subjects:

- »» Careers and tertiary courses that interest them
- »» Subjects they are good at, enjoy and likely to do well in
- »» Subjects that interest them

Students also need to have an awareness of:

- »» Year 11 and 12 pre-requisite subjects that they must have successfully completed in order to be accepted into University courses.
  - There are subjects you need to complete in order to gain admittance into a specific course, without these subjects and a study score universities cannot offer you a place.

Students should also be mindful of whether:

- »» They want to attend university: 3 or more years
- »» They want to attend TAFE: 6 months onwards

Students should also consider tuition fees for various courses. Whether they are Australian Citizens will impact the cost of the course.

LEARNING OPTIONS AVAILABLE TO SENIOR STUDENTS

The diagram below indicates the broad certificate choices available at The Grange P–12 College and how these options interconnect. Your Senior School program may be developed by combining a range of the available options in a wide variety of ways.

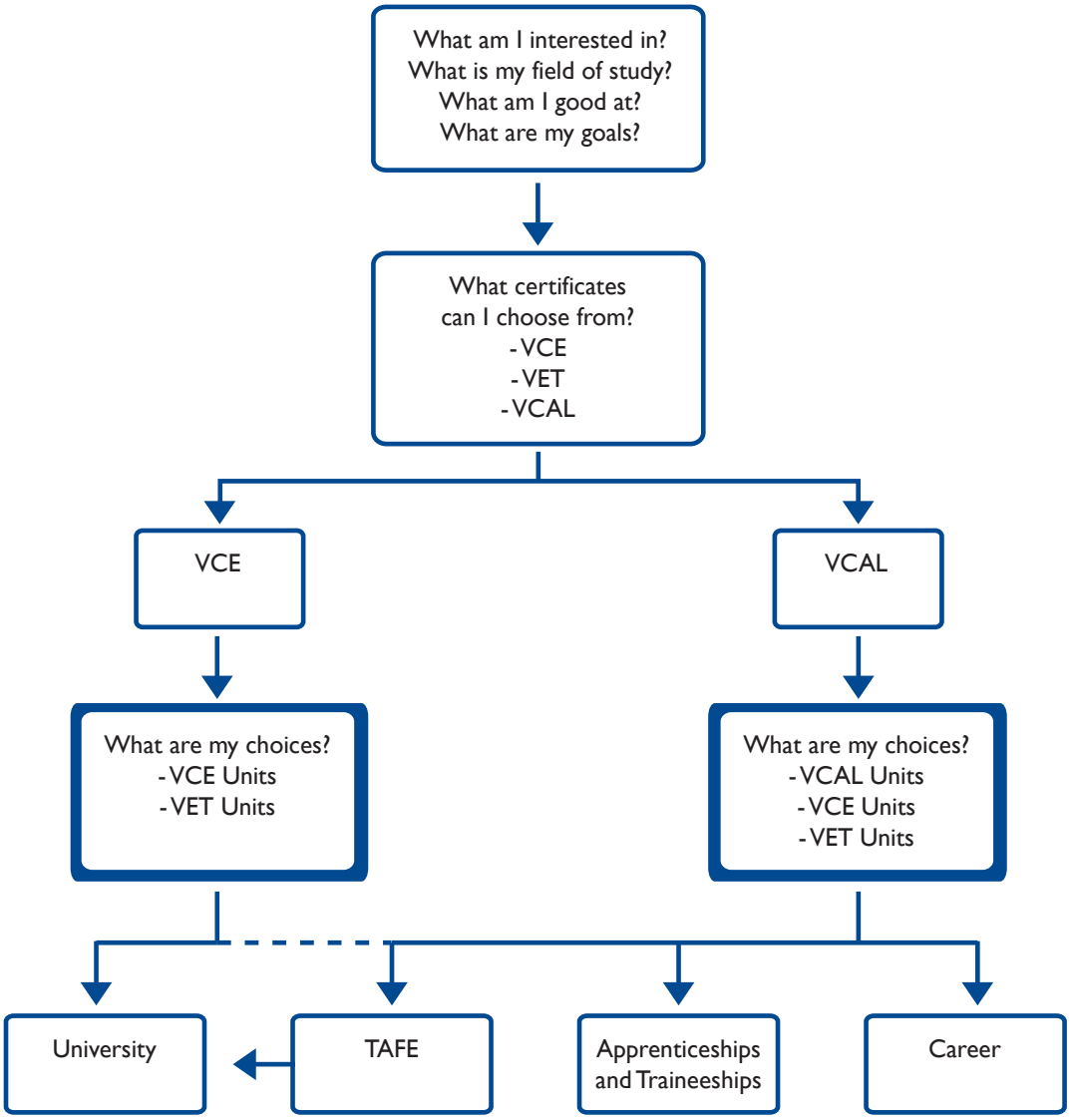


Table: Summary of the range of learning programs offered during Years 11 and 12

Options	VCE Program	VCAL Program	VET Studies
Homework Demands	Demanding (1-4 hours homework per night)	Moderately demanding with 1 hour per night	Ranges from moderate to very demanding depending individual units
Teaching and Learning Styles	Based predominantly on theoretical & analytical learning of key knowledge	Applied & active learning applicable to workplace	Combination of applied and active learning based on achieving a level of competency
Pathways	University entrance TAFE, Apprenticeship or employment	TAFE / trainee / apprenticeship or employment	University, TAFE / Trainee / Apprenticeship or employment
Student Attributes	Highly motivated towards chosen tertiary studies	Students who are self motivated towards specific vocation	Student enjoys combining active and theoretical learning styles
Enrolment and Student Materials Fees	Student material fees are applicable	Student materials fees are applicable	Enrolment fees are applicable for each unit for each year of study

English	Mathematics	Science	Humanities
VCE English (Core for all students) Units 1- 4	VCE Mathematics Units 1 & 2	VCE Biology Units 1-4	VCE Business Management Units 1-4
VCE Literature Units 1-4	VCE Foundation Mathematics Units 1 & 2	VCE Chemistry Units 1-4	VCE Legal Studies Units 1-4
VCE EAL English Units 1-4	VCE General Mathematics Units 1 & 2	VCE Physics Units 1-4	VCE History Units 1-4
VCAL English Year 11	VCE Maths Methods CAS Units 1-4	VCE Psychology Units 1-4	
VCAL English Year 12	VCE Specialist Mathematics Units 3 & 4		
	VCE Further Mathematics Units 3 & 4		
	VCAL Numeracy Year 11		
	VCAL Numeracy Year 12		

Health and Physical Education	The Arts	Specific VET Programs	Specific VCAL Programs
VCE Health and Human Development Units 1-4	VCE Studio Arts Units 1-4	VET Cert III in Interactive Digital Media Units 1-4	VCAL Personal Development
VCE Physical Education Units 1-4	VCE Visual Communication Design Units 1-4	VET Hairdressing Units 1 & 2	VCAL Work Related Skills
VET Sport and Recreation Units 1-4	VCE Media Units 1-4	VET Retail Cosmetics Units 1 & 2	VCE History Units 1-4
VCE Food Studies Units 1-4		VET Automotive Units 1-4	
VET Hospitality Units 1-4		VET Building and Constructions Units 1-4	
Information Technology			
VCE Computing Informatics Units 1-4			

VICTORIAN CERTIFICATE OF EDUCATION

VCE

Studies and Units

• Most studies have four units. Each unit lasts one semester, or half-year.

• Units 1 & 2 are usually taken in Year 11.

• Units 3 & 4 are usually taken in Year 12.

• Students may take Units 1 & 2 as single units – that is, just the Unit 1 or just the Unit 2 – Students must take Units 3 & 4 as a sequence (that is Unit 4 follows Unit 3).

• The VCE program is the complete list of VCE units done over two years (Year 11 & 12). It is recommended that students consider as broad a VCE as possible to provide flexible pathways.

• Usually this list will consist of 20 to 24 units (or five to six studies, each of four units).

• The minimum to satisfy successful completion of VCE is 16 units across Year 11 & 12.

• Regardless of how many units students do altogether, you must receive satisfactory completion of:
  »» At least three units of English and the sequence of English Units 3 & 4, plus a sequence of Units 3 & 4 in three studies apart from English.

Assessment and Reporting

• Judgements about satisfactory completion are based on learning outcomes.

• Each VCE unit of study has between two and four outcomes.

• For all studies, the school decides whether you have satisfactorily completed a unit by achieving the learning outcomes.

Level of Performance

• For Units 1 & 2, there are specific tasks called School Assessed Course (SAC's) that are set by subject teachers, which will measure your level of performance.

• For Units 3 & 4, there are additional types of assessment, for which you get grades as well as an 'S' or an 'N'. These graded assessments are either school assessed or examinations. Each VCE study has two or three graded assessments over Units 3 & 4, a combination of school assessments and examinations.

School Assessment

There are two kinds of school assessment. The first is called School Assessed Coursework (SACs). This assesses how you have performed the Learning Outcomes specified in the Study Design. The second is called a School-Assessed Task (SAT). This kind of task will follow the specifications set by the Victorian Curriculum Assessment Authority. (Generally in subjects requiring a practical component e.g. The Arts & Technology studies.)

VCE English: Units 1 & 2, 2018

ATAR Improvement Strategy

Units 1 and 2 English 2018 : Change to program.

Students enrolled in VCE English Units 1 and 2 will have the advantage of extra instructional time in 2018 in order to maximize their score. English is the only compulsory subject in the two year Certificate course – and as such, the score will automatically constitute part of the final ATAR. It is vital, therefore, that all students are working to their full potential and accessing appropriate support in this subject in particular.

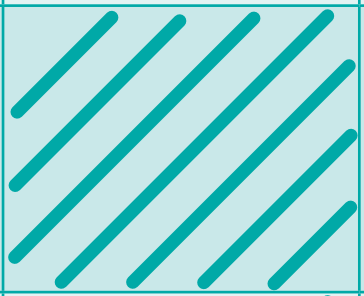
VCE English at Units 1 and 2 will now be undertaken over 6 periods per week instead of 5, which includes one designated period of Technical English. This component of the English course will comprise of a skills-based extension program with the aim of boosting students' study score in this subject. Many universities require a minimum study score of 25 in English for admission to courses, so the program will be designed to equip students with the necessary literacy and critical thinking skills for further study in a range of contexts.

PLANNING MY VCE PROGRAM

Use this chart to plan the VCE program you would like to do

Things to consider:

- Whether you want to complete your VCE in two years or three years
- That you must include an approved combination for the compulsory units from the English group
- The wide range of VCE studies and VCE/ VET programs available
- The advice from your parents, teachers and careers counsellor that may help you identify the program that is best for you

	Year 10	Year 11	Year 12
Unit 1			
Unit 2			
Unit 3			
Unit 4			

VICTORIAN CERTIFICATE OF APPLIED LEARNING

VCAL

The Victorian Certificate of Applied Learning (VCAL) is an alternative qualification to the VCE, designed to provide additional pathways for Years 11 and 12 students interested in vocationally orientated career options or moving straight into employment.

VCAL builds on existing programs that many schools have developed in response to a recognised need for additional learning options in the Senior Years. It sits alongside the VCE and VET to provide students with a wider range of education and training pathways.

Students studying VCAL are required to undertake a combination of accredited modules and units selected from the following four compulsory strands:

- Literacy Skills
- Numeracy Skills
- Work Related Skills
- Personal Development Skills

In addition, Year 11 & 12 students undertake VCE Units 1 & 2 study, usually Business Management or Heath and Human Development.

Industry Specific Skills (VET)

- Hospitality
- Hairdressing
- Retail Cosmetics
- Building and Construction
- Automotive
- Sport and Recreation
- Digital Media

Work Placement is a key component of The Grange P-12 College VCAL program at both Year 11 & 12. Students are encouraged to actively be involved in planning and arranging this work placement.

PLANNING MY VCAL PROGRAM

Use this chart to plan the VCAL program you would like to do

Things to consider:

- The VCAL level (Foundation, Intermediate, Senior). The school will assist you with deciding on the best VCAL level for you
- What you would like to do when you finish school/ training
- Which VET programs you might like to include in your VCAL program
- Which VCE studies you might want to include in your VCAL program
- Whether you have a part-time job and want to receive formal recognition for your on-the-job work
- Your interest in combining work and training (in a school-based apprenticeship) or structured workplace learning

	Literacy and Numeracy Skills Strand	Work Related Skills Strand	Industry Specific Skills Stand	Personal Development Skills Strand
VCAL Units				
VCE Units				
VCE/ VET Programs				
VET/ Further Education Programs				
Credits (for use by school or provider only)				

VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS

VET

What is VET?

Vocational Education and Training refers to enhanced senior school studies, that enables a secondary student to combine their VCE or VCAL studies with vocational training.

VET is usually a two year program combining general VCE / VCAL studies with accredited Vocational Education and Training.

It enables students to complete a nationally recognised Vocational Qualification (e.g. Certificate III in Community Services) and VCE/VCAL at the same time.

It provides the opportunity to trial a career and helps students explore possible areas of interest which promote further study and work choices.

VET allows students to go directly into employment or receive credit towards further TAFE study.

Contribution to the ATAR

Selected VET's contribute towards the ATAR, and also gain credit towards VCAL Certificate.

Dress Code

Students are required to wear their School uniform when attending VET programs. Students required to attend University or TAFE must comply fully with University / TAFE requirements. When students are completing a practical subject, students must bring their required safety or work clothes to the class and change once they have entered the venue. Students are not required to wear school uniform on Structured Workplace Learning.

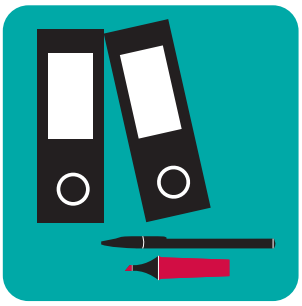
Attendance

Students should be aware attendance is an important element at any VET program.

In certain VET subjects students will be encouraged to purchase the kit.

GLOSSARY OF EDUCATIONAL TERMS

ATAR	Australian Tertiary Admissions Rank. A score is generated from the students.
GAT	A general knowledge examination undertaken by all students who are undertaking units 3 or 4. The GAT is used by VCAA as means of verifying grades or deriving a score.
Learning Outcomes	Learning Outcomes are the basis of satisfactory completion of VCE units. There are approximately 2-4 Learning Outcomes per unit of study. Student must be able to demonstrate their achievement of each learning outcome.
Prerequisite subject	These are units that must be satisfactorily complete (or to stated standard) before a student is eligible for selection into a specific Tertiary course.
SAC	School Assessed Coursework are assessment tasks that are specified in the Study Design set by VCAA. Teachers set SACs that students must complete satisfactorily.
SAT	School Assessed Tasks are completed in subjects that produce a product or model. The unit 3 & 4 work receives a score based on the quality of the work.
Study Score	A score out of 0-50, which sums up the students total achievement in all work set in each unit of work. It is based on internal assessment and external examinations. Only applies to units 3 & 4.
Study Design	A 'study' is broken up into four units. Each VCE study unit is numbered 1, 2, 3 or 4. Student programs may include some Units 1 and 2 in the second or final year and/or some Units 3 and 4 in the first year. Study Designs, assessment advice and other teacher support materials relating to that study.
Trade Training Centre	Specialist facility established to provide training in current industry practices in designated high demand skill areas.
Unit	A self contained study of approximately one semester or commonly referred to as a subject.
VCAA	Victorian Curriculum Assessment Authority – body responsible for the administration of VCE/VCAL/VET in Schools.
VCAL	Victorian Certificate of Applied Learning. A senior school certificate across three levels: Foundation, Intermediate, and Senior based on applied learning.
VCE	Victorian Certificate of Education. A senior school certificate based mainly on theoretical learning.
VET	Vocational Education and Training Studies. Industry endorsed certificates and comprised of units of competency enable students to achieve joint VCE and TAFE qualifications.
VTAC	The Victorian Tertiary Admissions Centre. The Centre processes student applications to the majority of tertiary institutions.



UNITS 1 - 4

ENGLISH

VCE English

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

Structure

The study is made up of four units:

Unit 1	Area of Study 1 - Reading and Creating Texts Area of Study 2 - Analysing and Presenting Argument
Unit 2	Area of Study 1 - Reading and Comparing Texts Area of Study 2 - Analysing and Presenting Argument
Unit 3	Area of Study 1 - Reading and Creating Texts Area of Study 2 - Analysing Argument
Unit 4	Area of Study 1 - Reading and Comparing Texts Area of Study 2 - Presenting Argument

Unit Outlines

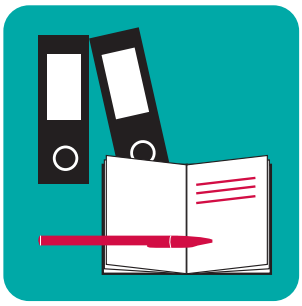
Unit 1	The focus of this unit is the reading of a range of texts, with comprehension, enjoyment and discrimination, development of competence and confidence in writing, and the use of and response to oral language in different contexts.
Unit 2	The focus of this unit is on a variety of forms of response to texts, experimentation with different written forms, and use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.
Unit 3	In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language.
Unit 4	In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Levels of Achievement

»» Unit 3 School Assessed Coursework
»» Unit 4 School Assessed Coursework
»» End of Year Examination

Career pathways include:

»» Journalism, media
»» Professional writing and editing
»» Publishing
»» Advertising & Marketing
»» Government & public service
»» Creative Writing



UNITS 1 - 4

ENGLISH

VCE EAL

English as an Additional Language

English as an Additional Language (EAL) focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Students will read and respond to texts to develop their analytical and creative skills. They will learn to analyse and create their own persuasive texts. This course equips students with English language skills to help them to participate in the wider community and become global citizens.

In Units 3 and 4, EAL students need to meet certain criteria for enrolment in VCE EAL. Enrolment in this course is available to qualifying students only.

Structure

The study is made up of four units:

Unit 1	Area of Study 1 - Reading and Creating Texts Area of Study 2 - Analysing and Presenting Argument
Unit 2	Area of Study 1 - Reading and Comparing Texts Area of Study 2 - Analysing and Presenting Argument
Unit 3	Area of Study 1 - Reading and Creating Texts Area of Study 2 - Analysing Argument Area of Study 3 - Listening to Texts
Unit 4	Area of Study 1 - Reading and Comparing Texts Area of Study 2 - Presenting Argument

Unit Outlines

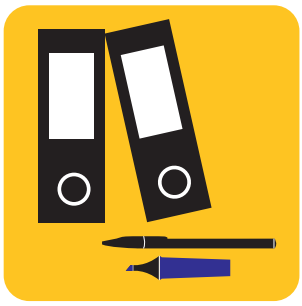
Unit 1	In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.
Unit 2	In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students consolidate their skills in creating written, spoken and multimodal texts.
Unit 3	The focus of this unit is to read and respond to texts (both print and non-print) analytically and creatively. Students will analyse arguments and the use of persuasive language in texts. They will also refine listening skills and demonstrate an understanding of how spoken texts construct meaning.
Unit 4	In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Levels of Achievement

- »» Unit 3 School Assessed Coursework
- »» Unit 4 School Assessed Coursework
- »» End of Year Examination

Career pathways include:

- »» Journalism, media
- »» Interpreter, translator
- »» Community Service
- »» Publishing
- »» Customer Service



YEAR 11
ENGLISH

VCAL Literacy

The purpose of the course is to enable learners to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level, once they have identified the audience and purpose of the text, learners use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness. At the end of the Literacy Unit, learners will be able to read, comprehend and write a range of texts within a variety of contexts.

The oral communication units provide students with knowledge, understanding and skills in spoken English for different social purposes. The aim of the unit is to teach students that language varies depending on the social context and purpose of the interaction. The course is aimed at developing participants' oral communication skills on areas such as knowledge, practical purposes, problem solving and exploring issues.

What will I Learn?

- Different aspects of written material
- Purpose of texts
- Writing for purpose
- Language in social context
- Oral communication skills
- Skills in spoken English for different purposes

What types of things will I do?

- Reading a range of texts
- Explore issues
- Problem solving
- Produce written texts
- Group discussions
- Oral presentations

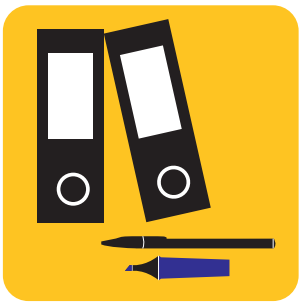
Where can this lead me?

Career Outcomes

- Building
- Mechanic
- Hairdressing
- Retail Services
- Children's Services
- Electrician
- Chef

Course Pathways

- Short Courses
- Certificate III and IV
- Bachelor of Arts
- Employment
- Apprenticeship



YEAR 12
ENGLISH
VCAL Literacy

The purpose of this unit is to enable students to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the student identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text. In oral communication students use and respond to spoken language for self-expression, to impart knowledge of a particular issue, to explore issues and engage in problem solving, and to communicate for practical purposes.

At the end of the unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts. Students will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

What will I Learn?

- To read a variety of texts
- To write a variety of texts
- Understand technical and abstract details
- Understand the purpose of written and spoken texts
- Respond to spoken language
- Oral communication skills
- Exploration of issues

What types of things will I do?

- Problem solving
- Oral presentations
- Group discussions
- Short answer questions
- Explore issues
- Production of texts

Where can this lead me?

Career Outcomes

- Building
- Mechanic
- Hairdressing
- Retail Services
- Children's Services
- Electrician
- Chef

Course Pathways

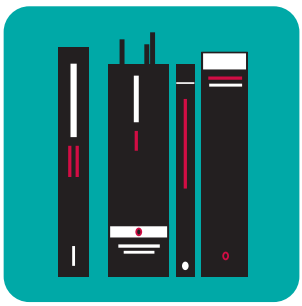
Short Courses

Certificate III and IV

Bachelor of Arts

Employment

Apprenticeship



UNITS 1 - 4

ENGLISH

VCE Literature

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. Texts selected for study are drawn from the past through to the present and vary in form and social and cultural contexts.

Structure

The study is made up of four units:

Unit 1	Approaches to Literature
Unit 2	Context and Connections
Unit 3	Form and Transformation
Unit 4	Interpreting Texts

Unit Outlines

Unit 1	In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience.
Unit 2	In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students analyse the similarities and differences across texts and establish connections between them.
Unit 3	In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed.
Unit 4	In this unit students develop critical and analytical responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts.

Levels of Achievement

»» Unit 3 School Assessed Coursework
»» Unit 4 School Assessed Coursework
»» End of Year Examination

Career pathways include:

»» Journalism, media
»» Professional writing and editing
»» Politics
»» Publishing
»» Humanities
»» Creative Writing

VCE MATHEMATICS OVERVIEW YEAR 11 AND 12

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling and problem solving.

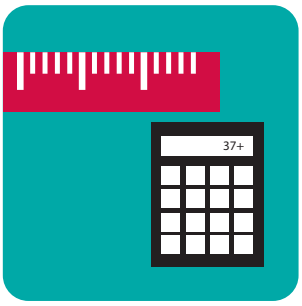
This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote student's awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

General Guide for Unit Selection

There are a number of different combinations of units or (pathways). These are described below. Discuss what would best suit you with your Maths Teacher, Careers Development Leader, Parents and others before making your selection.

Please note that in the calculation of students' ATARs no more than two subjects of Year 12 Mathematics can contribute to the ATAR primary four.

Package	Career Pathways include:	No. Of units	Year level
Foundation Maths 1&2	Maths for VET, VCAL and apprenticeships	2	11
General Maths Units 1&2	Apprenticeships, Nursing, Art, Music	2	11
General Maths 1&2 Further Maths 3&4	Course for Commerce, Biology, Sciences, Nursing, Teaching and some other tertiary courses	4	11 12
General Maths 1&2 Maths Methods CAS 1&2 Further Maths 3&4	Courses for Commerce, Biological Sciences, Nursing, Teaching and some other tertiary courses	6	11 11 12
Maths Methods CAS 1&2 Maths Methods CAS 3&4 Specialist Maths 3&4	Provide widest choice and strongest background. Medicine, Engineering, Health Sciences and Computing Mathematics	6	11 12 12



UNITS 1 & 2
MATHEMATICS

VCE Mathematics

FOUNDATION MATHEMATICS

Foundation Mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies and who do not intend to undertake Unit 3 & 4 studies in VCE Mathematics in the following year.

Foundation Mathematics Units 1 & 2 do NOT provide a pathway to study Mathematics at Unit 3 & 4 levels.

Areas of Study

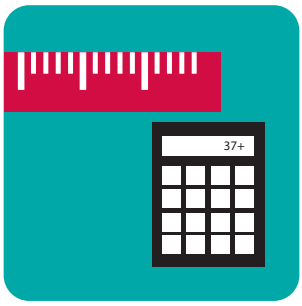
- Space, shape and design
- Patterns and number
- Data
- Measurement

GENERAL MATHEMATICS

General Mathematics is designed both to extend students' mathematical knowledge and skills beyond Year 10 level and to provide an appropriate foundation for students who wish to undertake Further Mathematics in Year 12. Topics covered are almost entirely areas of Mathematics with significant applications in a wide range of careers.

Areas of Study

- Algebra and structure
- Geometry, measurement and trigonometry
- Arithmetic and numbers
- Graphs of linear and non-linear relations
- Discrete mathematics
- Statistics



UNITS 1 & 2

MATHEMATICS

VCE Mathematics

MATHEMATICAL METHODS CAS

Mathematical Methods CAS is a demanding course which significantly extends students' knowledge in key areas of Algebra, Functions, Graphs and also introduces them to the fundamental ideas of Transformational Geometry (including Matrix Methods) and Calculus, Extensive use will be made of the TI-nspire CAS calculator. Any student undertaking Mathematical Methods CAS should have a strong background, particularly in Algebra, and should have achieved at least **above average results for Semester 1 and 2 examinations in Year 10.**

Areas of Study

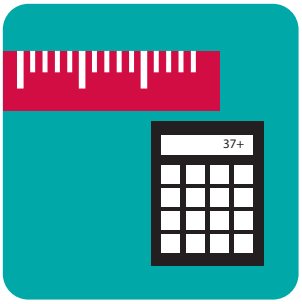
- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

SPECIALIST MATHEMATICS

Mathematical Methods CAS is a demanding course which significantly extends students' knowledge in key areas of Algebra, Specialist Mathematics is an advanced course focussing on the introduction of applications of processes involving rational, real and complex arithmetic, geometric constructions, graphs and calculus. Students wishing to undertake Specialist Mathematics should have an extensive background in Algebra and have **above average results for Semester 1 and 2 examinations in Year 10.**

Areas of Study

- Algebra and Structure
- Arithmetic and Number
- Discrete Mathematics
- Graphs of Linear and Non-Linear relations
- Geometry, Measurement and Trigonometry Statistics



UNITS 3 & 4

MATHEMATICS

VCE Further Mathematics

Further Mathematics covers a range of mathematical topics and techniques which are used in many day-to-day applications in a wide variety of careers.

Areas of Study

	The study is made up of two units:
Unit 3 *(Core)*	Data analysis
	Recursion and Financial Modelling
Unit 4	Matrices
(The College chooses 2 out of 4 modules)	Networks and decision mathematics
	Geometry and Measurement
	Graphs and Relations

Unit Outlines

Unit 3 & 4

The Further Mathematics Units 3 & 4 are designed to be widely accessible, comprising a combination of non-calculus based content from the core, and a selection of two from the four possible modules of application contexts.

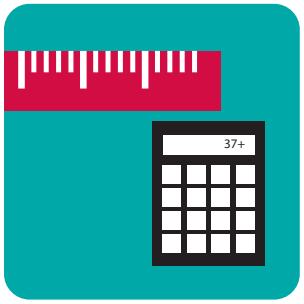
Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs.

Levels of Achievement

»» Unit 3 school assessed Coursework
»» Unit 4 school assessed Coursework
»» End of Year Examination
Examination 1 - Multiple choice
Examination 2 - Written responses

Career pathways include:

»» Accounting
»» Architect
»» Health Professional
»» Teacher
»» Computer analysis/programming
»» Engineering
»» Nursing
»» Designer



UNITS 3 & 4

MATHEMATICS

VCE Mathematical Methods CAS

Mathematical Methods CAS Units 3 & 4 can be a demanding course which significantly extends students' knowledge in key areas of Algebra, Functions, Graphs and also introduces them to the fundamental ideas of Transformational Geometry and Calculus. Extensive use will be made of the TI-nspired CAS calculator.

Students electing to take Mathematical Methods CAS should have a strong knowledge in algebra and have achieved above average results in Mathematical Methods CAS Units 1 & 2 examinations.

Areas of Study

	The study is made up of two units:
Unit 3 & 4	Functions and Graphs
	Calculus
	Algebra
	Probability and Statistics

Unit Outlines

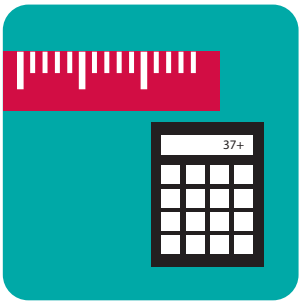
Unit 3 & 4	Units 3 & 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics and their applications in both practical and theoretical contexts

Levels of Achievement

»» Unit 3 school assessed Coursework
»» Unit 4 school assessed Coursework
»» End of Year Examination
Examination 1 - Short answer and extended response
Examination 2 - Multiple choice and extended response

Career pathways include:

»» Medicine
»» Pilot
»» Surveyor
»» VET
»» Architect
»» Engineering
»» Statistician
»» Scientist



UNITS 3 & 4

MATHEMATICS

VCE Specialist Mathematics

Specialist Mathematics is an advanced and demanding course. The course content focuses on applying techniques to routines and processes involving rational, real and complex arithmetic, geometric constructions, graphs and calculus.

All of this material must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the units.

This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, and computer algebra systems. In particular, students are encouraged to use graphics calculators and other both in the learning of new material and the application of this material in a variety of different contexts.

Concurrent enrolment in, or previous completion of, Mathematical Methods Units 3 & 4 is essential.

Areas of Study

	The study is made up of two units:
Unit 3	Functions and Graphs
	Algebra
	Calculus and Vectors
Unit 4	Algebra
	Calculus and Vectors
	Mechanics, Probability and Statistics

Unit Outlines

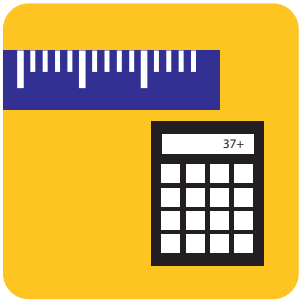
Unit 3	Unit 3 will typically include content from Functions and Graphs and a selection of material from Algebra, and Calculus and Vectors
Unit 4	Unit 4 will typically include the remaining content from Algebra, Calculus and Vectors, in addition to Mechanics, and Probability and Statistics

Levels of Achievement

»» Unit 3 school assessed Coursework
»» Unit 4 school assessed Coursework
»» End of Year Examination
Examination 1 - Short answer and extended response
Examination 2 - Multiple choice and extended response

Career pathways include:

»» Commerce
»» Aeronautics
»» Science
»» Medicine
»» Engineering
»» Teaching
»» Architecture
»» Health



YEAR 11
MATHEMATICS

VCAL Numeracy

The purpose of this unit is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. The maths involved includes measurement, shape, numbers, and graphs applied to tasks which are part of the learners' normal routine but also extending to applications outside their immediate personal environment such as the workplace and the community, whether first hand or portrayed by the media. At the end of the unit learners would be able to attempt a series of operations or tasks with some confidence, be able to select the appropriate method or approach required, and would be able to communicate their ideas both verbally and in written form. They would be at ease with straightforward calculations either manually and/or using a calculator.

What will I Learn?

- Development of numeracy skills
- Graphing and measurement
- Mathematical calculations and applications
- Number facts
- Real life numeracy skills
- Mathematics for employment

What types of things will I do?

- Short answer problems
- Use of ICT
- Written tasks
- Mathematical calculations
- Manual calculations
- Life and everyday workplace maths
- Graphs and surveys
- Problem Solving

Where can this lead me?

Career Outcomes

- Building
- Children's Services
- Mechanic
- Retail Services
- Electrician
- Chef
- Hairdressing
- Fitness Instructor

Course Pathways

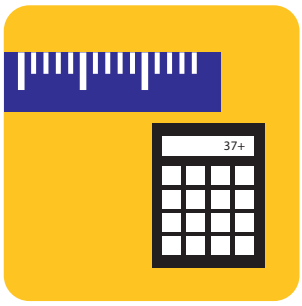
Short Courses

Certificate III and IV TAFE

Bachelor of Arts

Apprenticeship

Employment



YEAR 12
MATHEMATICS
VCAL Numeracy

This course will focus on the application of Numeracy for practical purposes such as in the design, construction and measurement of objects within the physical world. Personal organisation such as the management of time, money and locating destinations and directions will also be covered. Numeracy for interpreting society whereby statistical data will be collected, organised, analysed and interpreted will also be a key feature of the course. The development of mathematical skills for dealing with relationships between variables in real life contexts in order to solve problems using simple linear algebra will also be covered. Assessment will take place through a series of Outcomes and Assessment Tasks.

What will I Learn?

- Development of numeracy skills
- Measurement of objects
- Management of time
- Money management
- Analysing data
- Destination location
- Real life numeracy skills

What types of things will I do?

- Short answer problems
- Use of ICT
- Written tasks
- Mathematical calculations
- Manual calculations
- Life and everyday workplace maths
- Graphs and surveys
- Problem Solving

Where can this lead me?

Career Outcomes

- Building
- Children's Services
- Mechanic
- Retail Services
- Electrician
- Chef
- Hairdressing
- Fitness Instructor

Short Courses

Certificate III and IV TAFE

Bachelor of Arts

Apprenticeship

Employment

UNITS 1 - 4

SCIENCE

VCE Biology

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity. All units involve designing and performing experiments.

Structure

	The study is made up of four units:
Unit 1	How do living things stay alive?
Unit 2	How is continuity of life maintained?
Unit 3	How do cells maintain life?
Unit 4	How does life change and respond to challenges over time?

Unit Outlines

Unit 1 In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat.

Unit 2 In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. They examine the process of DNA replication cell division. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Unit 3 In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane, the importance of molecular interactions based on the complementary nature of specific molecules, the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes and the nature of biochemical pathways.

Unit 4 In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution.

Levels of Achievement

- »» Unit 3 School Assessed Coursework
- »» Unit 4 School Assessed Coursework
- »» End of Year Examination

Career pathways include:

- »» Pharmaceutical researcher and developer
- »» Medical Laboratory Assistant
- »» Pharmaceutical salesperson
- »» Education
- »» Government agency researcher or administrator
- »» Biotechnologist
- »» Biomedical Engineer
- »» Medical Doctor
- »» Forensic Scientist
- »» Veterinarian

UNITS 1 - 4

SCIENCE

VCE Chemistry

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues. All units involve designing and performing experiments.

Structure

The study is made up of four units:

Unit 1	How can the diversity of materials be explained?
Unit 2	What makes water such a unique chemical?
Unit 3	How can chemical processes be designed to optimise efficiency?
Unit 4	How are organic compounds categorised, analysed and used?

Unit Outlines

Unit 1	In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure, students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.
Unit 2	In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. They explore the relationship between these bonding forces and the physical and chemical properties of water.
Unit 3	In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.
Unit 4	In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Levels of Achievement

»» Unit 3 School Assessed Coursework
»» Unit 4 School Assessed Coursework
»» End of Year Examination

Career pathways include:

»» Biochemist
»» Chemical Engineer
»» Pharmaceuticals
»» Environmental chemistry
»» Metallurgy
»» Forensic Science
»» Petroleum industry

UNITS 1 - 4

SCIENCE

VCE Physics

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Structure

The study is made up of four units:

Unit 1	What ideas explain the physical world?
Unit 2	What do experiments reveal about the physical world?
Unit 3	How do fields explain motion and electricity?
Unit 4	How can two contradictory models explain both light and matter?

Unit Outlines

Unit 1	In this unit students explore how physics explains phenomena including thermal concepts (such as heat generation and transfer), electricity and the origins and formation of matter, including nuclear radiation, the Big Bang and the quark model of matter.
Unit 2	In this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. This is then applied to the study of aerodynamics as students look at the science of making heavy objects fly.
Unit 3	In this unit students explore gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellite. They also explore how electricity is produced and delivered to homes. They explore the relationships between force, energy and mass using Newton's laws of motion.
Unit 4	In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour.

Levels of Achievement

»» Unit 3 School Assessed Coursework
»» Unit 4 School Assessed Coursework
»» End of Year Examination

Career pathways include:

»» Engineering
»» Games design
»» Medicine and medical imaging
»» Nuclear scientist
»» Meteorology
»» Systems development
»» Medical research
»» Governmental policy
»» Metallurgy
»» Trades: Electricians, fitting and turning
»» Geophysics / seismology

UNITS 1 - 4

SCIENCE

VCE Psychology

Psychology is a broad discipline which incorporates the scientific study of the mind and of human behaviour. Students will examine 'what makes humans tick' through the behavioural, biological and social perspectives and apply this knowledge to practical activities (experiments), theories and circumstances of everyday life. Students explore how people think, feel and behave and gain valuable insights into human behaviour and a range of psychological health issues which face Australian society.

Structure

The study is made up of four units:

Unit 1	How are behaviour and mental processes shaped?
Unit 2	How do external factors influence behaviour and mental processes?
Unit 3 & 4	How do external factors influence behaviour and mental processes, and how does experience affect behaviour and mental processes?

Unit Outlines

Unit 1	Students investigate how the brain functions and examine the relationship between the mind, brain and human behaviour. Students also examine psychological development and consider the complex interplay between nature and nurture which leads us to become the person that we are. Students examine 'atypical' psychological development through a study of psychotic disorders and explore ideas about 'normality.' Students complete a self-directed research investigation.
Unit 2	Students examine how a person's thoughts, feelings and behaviours are influenced by a variety of factors: psychological and social. Students explore how perception of stimuli can be distorted and explore a range of factors which influence behaviour in social groups. Students undertake a practical investigation and draw conclusions from data.
Unit 3 & 4	Students investigate the manner in which experiences can affect behaviour and mental processes. Students also explore theories of memory, different levels of consciousness and sleep. Students explore the concept of a mental health continuum, investigate how mental health disorders are diagnosed and consider factors which contribute to mental wellbeing. Students complete a practical investigation.

Levels of Achievement

- »» Unit 3 School Assessed Coursework
- »» Unit 4 School Assessed Coursework
- »» End of Year Examination

Career pathways include:

- »» Psychologist
- »» Counselling
- »» Criminology
- »» Public Relations
- »» Social work
- »» Medical
- »» Youth work
- »» Education
- »» Law

UNITS 1 - 2
SCIENCE

VCE Environmental Science

VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment presents for the future by considering how Earth's atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks.

In VCE Environmental Science students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary issues related to environmental science, and communicate their views from an informed position.

Structure

The study is made up of two units:

Unit 1	How's are Earth's systems connected?
Unit 2	How can pollution be managed?

Unit Outlines

Unit 1

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured.

Unit 2

In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making.

Career pathways include:

- Park Ranger
- Soil scientist/Laboratory worker
- Mining Engineer
- Marine Biologist
- Ecologist
- Environmental Officer
- Urban Planner
- Zoologist
- Arborist

UNITS 1 - 4

HUMANITIES

VCE Business Management

Thinking of a career in the corporate sector or starting your own business? Want to undertake further study in management, marketing, commerce or finance at university or TAFE? Be prepared with VCE Business Management! Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. These units examine the theory and practice of managing different business types and sizes, through exposure to real business scenarios.

Structure

The study is made up of four units:

Unit 1	Planning a Business
Unit 2	Establishing a business
Unit 3	Managing a Business
Unit 4	Transforming a Business

Unit Outlines

Unit 1 In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2 This unit focuses on the establishment phase of a business's life. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

Unit 3 In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Unit 4 In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.

Levels of Achievement

- »» Unit 3 School Assessed Coursework
- »» Unit 4 School Assessed Coursework
- »» End of Year Examination

Career pathways include:

- »» Owner /Manager small business
- »» Innovation and entrepreneurship
- »» Advertising, publicity and marketing
- »» Tourism/hospitality management
- »» Business Management, advisor/consultant

UNITS 1 - 4

HUMANITIES

VCE Legal Studies

VCE Legal Studies examines the institutions and principle which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of actual and hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice.

Structure

	The study is made up of four units:
Unit 1	Guilt and liability
Unit 2	Sanctions, remedies and rights
Unit 3	Rights and justice
Unit 4	The people and the law

Unit Outlines

Unit 1	In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law.
Unit 2	Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice.
Unit 3	In this unit, students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.
Unit 4	In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.

Levels of Achievement

- »» Unit 3 School Assessed Coursework
- »» Unit 4 School Assessed Coursework
- »» End of Year Examination

Career pathways include:

- »» Para legal
- »» Law enforcement
- »» Social Worker
- »» Correctional services
- »» Lawyer (solicitor/barrister)
- »» Government

UNITS 1 - 4

HUMANITIES

VCE History

The great writer, George Orwell, once remarked: "He who controls the past controls the future." Historical studies involve fascinating explorations of human action in the past and make a critical contribution to our understanding of the present. Students immerse themselves in the study of past societies so as to understand themselves, others and to broaden their social, political, economic and cultural understanding of the world. In Units 3-4 students explore the problematic nature of working with historical sources and learn that in the past (just as in the present) things are never as simple as they might at first seem. Students explore different interpretations and heated academic debates while undertaking a whirl wind tour which takes them from the edges of the Siberian wilderness in Stalin's Russia, to the early days of Port Phillip District (now Melbourne) and decolonisation in the Congo and Vietnam.

Structure

	The study is made up of four units:
Unit 1	Twentieth Century History 1918-1939
Unit 2	Twentieth Century History 1945-2000
Unit 3	Transformations: Colonial society to nation
Unit 4	Transformations: Old certainties and new visions

Unit Outlines

Unit 1	Students explore the way in which the world was transformed by political, ideological, social and cultural changes during the interwar period. Students examine new ideologies which emerged out of the ashes of the 'Great War' such as socialism in the USSR, imperialism and the setting up of colonies world-wide, fascism in Germany and Italy, isolationism in the USA and militarism in Japan. Students examine the first efforts to achieve world peace with the formation (and tragic failure) of the League of Nations and explore the complex causes and tragic events of the Second World War.
Unit 2	Students explore the nature and impact of the Cold War; a decades long confrontation between the ideologies of communism/socialism and capitalism/democracy. Entering a world of intrigue, spies and global conflict students will understand this period from a variety of viewpoints. Independence movements in former colonies in Africa, the Middle East and Asia-Pacific provide a backdrop to the study of continuity and change in the modern world.
Unit 3	Students explore transformative events and processes that changed the nature of Australian society and which created modern Australia. In Unit 3, students explore the world of the 1830's; a period in which Port Phillip District was inhabited by Indigenous Australians and a small number of colonists. Students will then trace the development of Melbourne from a pastoral economy to a grand city during the Gold Rush era, and later including who was excluded from visions of nationhood in the 1900's and during World War 1.
Unit 4	Students continue to trace the development of the Australian nation in the early part of the 20th Century. Students consider how World War Two or the Great Depression gave rise to renewed thinking about Australians about how to achieve the society envisaged at the time of Federation. Students subsequently explore social, economic and political changes which overturned (and put into question) much of Australia's earlier carefully constructed social and economic fabric; a debate which continues into the present. Students examine two changes for example Australia's involvement in the Vietnam War.

Levels of Achievement	Career pathways include:		
.»» Unit 3 School Assessed Coursework	»» Journalism	»» Government	»» Academia
»» Unit 4 School Assessed Coursework	»» Politics	»» Social worker	»» Non Government Agencies
»» End of Year Examination	»» Historian	»» Aged Care	

YEAR 11 & 12
HUMANITIES

VCAL Work Related Skills

The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.

What will I Learn?

- Work as a team member
- Plan and organise activities
- Find and complete structured workplace learning
- Communication skills
- Problem solving
- Time management
- Self management
- Pathway planning

What types of things will I do?

- Hazard analysis
- Team work
- Time management
- Industry investigation
- Careers research
- Complete role plays
- Problem solving activities
- Structured work placement
- Plan, organise and manage

Where can this lead me?

Career Outcomes

- Building
- Children's Services
- Mechanic
- Retail Services
- Electrician
- Chef
- Hairdressing
- Fitness Instructor

Course Pathways

Short Courses

Certificate III and IV TAFE

Bachelor of Arts

Apprenticeship

Employment

YEAR 11 & 12
HUMANITIES

VCAL Personal Development

The purpose of this aspect of VCAL is to develop skills, knowledge and behaviours that enable improved self-confidence, increased self-esteem and skills for civil and civic participation.

What will I Learn?

Transferrable skills including:

- Planning and organising
- Communication strategies
- Time management
- Problem solving
- Working in teams
- Conflict resolution
- Effective use of technology
- Task management

What types of things will I do?

- Group discussion
- Project work
- Presentations
- Short answer questions
- ICT application
- Written tasks

Where can this lead me?

Career Outcomes

- Building
- Childrens Services
- Mechanic
- Retail Services
- Electrician
- Chef
- Hairdressing
- Fitness Instructor

Course Pathways

Short Courses

Certificate III and IV TAFE

Bachelor of Arts

Apprenticeship

Employment

UNITS 1 - 4

HEALTH & PHYSICAL EDUCATION

VCE Health and Human Development

The central focus of the Health and Human Development study is to examine the factors that promote wellbeing in individuals, families and communities. This study aims to develop an understanding of the relationship between Health and Human Development.

Structure

	The study is made up of four units:
Unit 1	Understanding health and wellbeing
Unit 2	Managing health and development
Unit 3	Australia's Health
Unit 4	Global Health and Human Development

Unit Outlines

Unit 1 In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2 This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression fro youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3 Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. This unit focuses on the health status of Australians and the way it is measured. Regardless of how health is measured, health is not shared equally by all Australians. Different levels of health are experienced by different groups, which can be attributed to biological, behavioural and social determinants of health. Different approaches to health issues are examined including government responsibilities.

Unit 4 This unit takes a global perspective on achieving sustainable improvements in health and human development. There is a significant focus on the Sustainable Development Goals, which are made to combat poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women. Students study facts that influence differences between developed and developing countries including Government and Non-Government Organisations.

Levels of Achievement

- »» Unit 3 School Assessed Coursework
- »» Unit 4 School Assessed Coursework
- »» End of Year Examination

Career pathways include:

- »» Childhood Development
- »» Community Services/Youth Studies
- »» Family Studies
- »» Nutrition/Dietetics
- »» Health Promotion
- »» Food Science
- »» Nursing
- »» Aged Care
- »» Health Education

UNITS 1 - 4

HEALTH & PHYSICAL EDUCATION

VCE Physical Education

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study, which is approached through both the study of, and participation in, physical activity. *Please be aware that this course is based heavily on theory and minimal practical activity time.*

Structure

The study is made up of four units:

Unit 1	The Human Body in Motion
Unit 2	Physical Activity, Sport and Society
Unit 3	Movement skills and energy for physical activity
Unit 4	Training to improve performance

Unit Outlines

Unit 1 In this unit, Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement and how the systems adapt and adjust to the demands of activity. Students also evaluate the social, cultural and environmental influences on movement. They will consider the implications of the use of legal and illegal practices that enhance the musculoskeletal and cardiorespiratory systems, and study strategies to minimise the risk of illness or injury to each system.

Unit 2 Students are introduced to types of physical activity and the role that physical activity and sedentary behaviour plays in their own health as well as in different population groups. They explore a ranges of factors that influence and facilitate participation in regular physical activity and investigate individual and population-based consequences of physical inactivity and sedentary behaviour. Students also study methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse data in relation to physical activity and sedentary behaviour guidelines.

Unit 3 This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to anaylse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Unit 4 Students analyse movement skills form a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider to physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Levels of Achievement

- »» Unit 3 School Assessed Coursework
- »» Unit 4 School Assessed Coursework
- »» End of Year Examination

Career pathways include:

- »» Human Movement
- »» Sport and Recreation Management
- »» Personal Training
- »» Sports Marketing
- »» Event Managing
- »» Exercise Science
- »» Sport Psychology
- »» Sports Medicine
- »» Myotherapy
- »» Professional Coaching
- »» Sports Administration
- »» Physical Education

YEAR 11 & 12

HEALTH & PHYSICAL EDUCATION

VET Sport and Recreation

****Please note that there will be additional charges for this subject. Please refer to specific practical subject charges provided as additional information to this booklet.**

This subject is a unique opportunity for students to explore all aspects of a future career in the Sport and Recreation industry. The Certifcate III in Sport and Recreation (VCAA Program 3) is the most popular VET in schools course, delivered over two-years this course offers students a vocational qualification as well as VCE units 1 to 4.

Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry.
This program is an examinable subject and students complete a VCAA exam at the end of the units 3&4 sequence.
On successful completion of the course, students will obtain Certificate III in Sport and Recreation, four VCE units and an ATAR contribution. Upon completion of the Certificate all students are guaranteed a place in any one of the following courses.

- Diploma of Fitness
- Diploma of Sport Development
- Diploma of Early Childhood Education and Care
- Diploma of Leadership and Management
- Diploma of Remedial Massage
- Advanced Diploma of Myotherapy

As part of the program students are strongly recommended to complete 80 hours of Work Placement in the Sport and Recreation industry.

Unit Outlines

Unit 1 & 2	Students will gain an understanding of the policies, procedures, skills and knowledge needed to work and excel in the Sport and Recreation industry. This will include topics such as how to provide customer service and organise a sport and recreation workplace, how to be a creative thinker and how to utilise social media in the industry. They will also take an in-depth look at what it takes to be a successful coach. As well as completing a unit on workplace health and safety students will receive external training in responding to emergency situations and applying basic first aid.
Unit 3 & 4	With an overall focus of working in the sport and recreation industry students will complete a fitness unit where they will acquire the skills and knowledge needed to develop and apply a resistance training program. They will learn how to promote sport and recreation programs, how to plan and conducting sport and recreation sessions and how to develop warm up and cool down programs. Students will also discover how to work effectively with groups of people, manage conflict and undertake a risk analysis.

Levels of Achievement

»» Unit 1 & 2 School Assessed Coursework and VETis competency completion.
»» Unit 3 & 4 School Assessed Coursework and VETis competency completion.
»» Units 3 & 4 Written Examination

Career pathways include:

»» Exercise science
»» Sports psychology
»» Swim teacher
»» After school sports programs
»» Sport and recreation attendant
»» Sports event manager
»» Coaching
»» Pool lifeguard
»» Sports retail
»» Sports trainer
»» Leisure services officer
»» Sports administration
»» Personal training

UNITS 1 - 4

HEALTH & PHYSICAL EDUCATION

VCE Food Studies

****Please note that there will be additional charges for this subject.**
Please refer to specific practical subject charges provided as additional information to this booklet.

This study examines the background to the abundance of food in Australia and explores reasons for our food choices. Practical work includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Structure

	The study is made up of four units:
Unit 1	Food Origins
Unit 2	Food Makers
Unit 3	Food in Daily Life
Unit 4	Food Issues, Challenges and Futures

Unit Outlines

Unit 1 This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Unit 2 In this unit student investigate food systems in contemporary Australia. Students consider commercial food production industries and food production in small-scale domestic settings. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

Unit 3 This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students consider influences on our food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. They also investigate the functional properties of food and the changes that occur during food preparation and cooking.

Unit 4 In this unit students examine global and Australian food systems, issues about the environment, ecology, ethics, farming practices, the development and application of technologies, challenges of food security, food safety, food wastage, and the use of water and land. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Levels of Achievement

»» Unit 3 School Assessed Coursework
»» Unit 4 School Assessed Coursework
»» End of Year Examination

Career pathways include:

»» Hospitality and Tourism Industry
»» Food manufacturing and Food Science
»» Dietician
»» Health courses

YEAR 11 & 12

HEALTH & PHYSICAL EDUCATION

VET Certificate II in Hospitality

****Please note that there will be additional charges for this subject. Please refer to specific practical subject charges provided as additional information to this booklet.**

This subject is a unique opportunity for students to specialise in Hospitality. The subject is delivered in partnership with industry specialists and the Grange College.

Students completing this VET program will receive Certificate II in Hospitality- Kitchen operation. This qualification is delivered over 2 years. VCE students are required to sit the Hospitality exam, units 1, 2, mid year unit 3 and final exam. This contributes towards the ATAR in the final year of study. It is recommended that VCAL students sit the exam to further support their TAFE or apprenticeship applications. The VET Hospitality program will contribute at the foundation, Intermediate and senior levels of VCAL.

Students wishing to pursue a career in Hospitality are reminded that 80 hours of Structured Workplace Learning is recommended to support student learning.

Unit Outlines

Unit 1 & 2	This unit focuses on foundational skills in cookery, whereby students will prepare simple dishes such as gnocchi, Caesar salad, tarts, soufflés and dumplings. Students will work with colleagues and customers in a social diverse environment, follow occupational health and safety procedures, develop industry knowledge, organise and prepare food, receive and store kitchen stock and learn methods of cookery. Students will visit Vic Markets to explore the vast array of foods and ingredients available, and investigate the origins of food, from paddock to plate.
Unit 3 & 4	These units focus upon building skills acquired in units 1 & 2 and acquiring additional skills. Students will prepare, cook and serve food for service. They will focus upon preparation of appetizers, salads, sauces, stock, soups, poultry and desserts. In this unit students will have the opportunity to visit the Langham Hotel as they critique the world of fine cuisine.

Levels of Achievement

»» Unit 1 & 2 School Assessed Coursework and VETis competency completion.
»» Unit 3 & 4 School Assessed Coursework and VETis competency completion.
»» End of Year Examination

Career pathways include:

»» Chef
»» Catering
»» Events
»» Patisserie
»» Hotel management
»» Tourism

UNITS 1 - 4

THE ARTS

VCE Studio Arts

****Please note that there will be additional charges for this subject.**
Please refer to specific practical subject charges provided as additional information to this booklet.

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. It enables students to specialise in a particular form of studio production. Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed an examination of artists' working methods and a study of professional practices and art industry issues.

Structure

The study is made up of four units:

Unit 1	Studio inspiration and techniques
Unit 2	Studio exploration and concepts
Unit 3	Practices and processes
Unit 4	Studio practice and industry contexts

Unit Outlines

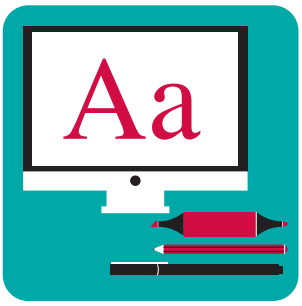
Unit 1	The focus of this unit is the investigation of sources of inspiration, which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.
Unit 2	The focus of this unit is to establish an effective design methodology for the production of art works and develop skills in the analysis of art works.
Unit 3	The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.
Unit 4	The focus of this unit is to produce a cohesive folio of finished art works which resolves the aims and intentions set out in the work brief formulated in Unit 3. Students also examine different components of the arts industry and issues relating to the public display, promotion and critique of art works.

Levels of Achievement

»» Unit 3 School Assessed Coursework
»» Unit 3 School Assess Task (Folio)
»» Unit 4 School Assessed Coursework
»» Unit 4 School Assess Task (2 min Finished Artworks)
»» End of Year Examination

Career pathways include:

»» Painter
»» Photographer
»» Illustrator
»» Education
»» Print maker
»» Scenic artist
»» Art Gallery assistant
»» Designer
»» Curator



UNITS 1 - 4

THE ARTS

VCE Visual Communication Design

****Please note that there will be additional charges for this subject.**
Please refer to specific practical subject charges provided as additional information to this booklet.

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Visual communication design relies on drawing and use computers as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

ructure

The study is made up of four units:

Unit 1	Introduction to visual communication design
Unit 2	Applications of visual communication within design fields
Unit 3	Visual communication design practices
Unit 4	Visual communication design development, evaluation and presentation

it Outlines

Unit 1 This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills (using ICT) to create messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Unit 2 This unit focuses on the application of visual communication design knowledge, design thinking skills, drawing and computer methods to create visual communications to meet specific purposes in designated design fields.

Unit 3 In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual/digital (computer based) methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Unit 4 The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.
Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two-and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles create different communication messages with their target audience.

Levels of Achievement

- »» Unit 3 Folio development
- »» Unit 4 Final Presentations
- »» School-Assessed Tasks
- »» End of Year Examinations

Career pathways include:

- »» Illustration & animation
- »» Game design
- »» Digital design
- »» Web design
- »» Interior design
- »» Packaging Design
- »» Graphic Design
- »» Architecture
- »» Fashion Design
- »» Education

UNITS 1 - 4

THE ARTS

VCE Media

****Please note that there will be additional charges for this subject. Please refer to specific practical subject charges provided as additional information to this booklet.**

The media have a significant impact on people's lives. The media entertain, educate, inform and provide channels of communication. The media not only comment on culture, they reflect the society which creates them. The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production, and popular culture.

Structure

The study is made up of four units:

Unit 1	Representation and technologies of representation
Unit 2	Media production and the media industry
Unit 3	Narrative and media production design
Unit 4	Media process, social values and media influence

Unit Outlines

Unit 1	Students develop an understanding of the relationship between the media, technology and the representations present in media forms. Students also develop practical and analytical skills in a study of the production of media products and explore the creative and cultural implications of new media technologies.
Unit 2	Students develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills and analyse issues concerning the media production process. Students also develop an understanding of media industry issues and developments.
Unit 3	Students develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. Students also develop practical skills through undertaking exercises related to aspects of the design and production process.
Unit 4	Students further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. Students also develop an awareness of the role of social values in the construction of media texts and critically analyse issues raised about the role and influence of the media.

Levels of Achievement

»» Unit 3 and 4 School Assessed Coursework
»» Unit 3 and 4 School Assessed Task
»» End of Year Examination

Career pathways include:

»» Illustration & animation
»» Media production
»» Digital & interactive media
»» Film
»» Gaming

YEAR 11 & 12

VET Certificate III in Creative & Digital Media

****Please note that there will be additional charges for this subject. Please refer to specific practical subject charges provided as additional information to this booklet.**

This subject is a unique opportunity for students to specialise in multimedia and game design. The subject is delivered in partnership with industry specialist the Academy of Interactive Entertainment over 2 years. Students successfully completing this VET program will gain entry into Higher Education Diploma or Certificate courses at A.I.E.

Students will sit an exam units 1-3, and a final exam at the end of the second year, which contributes to the ATAR. It is recommended that students complete 80 hours of work placement in this industry.

Students will have the opportunity to visit the A.I.E premises in the city, and work out of their state of the facilities to complete course work in the certificate.

Unit Outlines

Unit 1	The focus of this unit is the study of how individuals use, and can be affected by, information and communication technology in their daily lives. Students acquire and apply a range of knowledge and skills to create solutions for various communication purposes. They use web authoring / multimedia authoring and image editing and database management software to create solution and information products to solve information problems
Unit 2	The focus of this unit is how individuals and a variety of organisations use ICT. Students examine how networked information systems are used within organisations. They develop and apply knowledge and skills using programming or scripting language, web authoring / multimedia authoring and image editing software. Additionally students work collaboratively in teams to solve information problems.
Unit 3	The unit focuses on how individuals or organisation use ICT to solve information problems and to participate actively in a society where the use of ICT is commonplace. During this unit, students use database management software to solve information problems and web authoring software to create prototypes or websites.
Unit 4	This unit focuses on how ICT is used by a variety of organisations to manage the storage, communication and disposal of data and information in order to minimise threats to integrity of data and security of information, and to optimise efficient information handling. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheets and web authoring or multimedia authoring software.

Levels of Achievement

- »» Unit 3 School Assessed Coursework
- »» Unit 4 School Assessed Coursework
- »» End of Year Examination

Career pathways include:

- »» ICT Support/ helpdesk ICT Technician
- »» Computer Programmers and Game Developer
- »» Network Engineer and Network Administration
- »» Web Developer and Web Designer
- »» Hardware support and Own Business in Computer Sales

UNITS 1 - 4

INFORMATION TECHNOLOGY

VCE Computing & Informatics

This study is designed to foster student confidence in becoming capable, responsible and ethical users of ICT and adapters of technology. The critical evaluation of the role of ICT in society and the use of selected hardware and software to solve information problems, aims to empower students to initiate or respond effectively to technological change in society and their future workplace.

Structure

	The study is made up of four units:
Unit 1	Computing
Unit 2	Computing
Unit 3	Informatics
Unit 4	Informatics

Unit Outlines

Unit 1 In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. Students examine wireless and mobile networks and design a network solution that meets an identified need or opportunity. Students also acquire and apply their knowledge with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2 In this unit students focus on data, design and systems thinking skills support the creation of solutions that automate the processing of data and programming skills. Students develop a sound understanding of data and how a range of software tools can be used to extract data and reduce the complexity of data. Students also apply all stages of the problem-solving methodology. to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Unit 3 Students examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students develop an understanding of the power and risks of using complex data as a basis for decision making. Students frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. Students draw on the analysis and conclusion of their hypothesis.

Unit 4 Students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Levels of Achievement

- »» Unit 3 School Assessed Coursework/Task
- »» Unit 4 School Assessed Coursework/Task
- »» End of Year Examination

Career pathways include:

- »» Robotics Engineer,
- »» ICT/Helpdesk Technician
- »» Computer Programmers,
- »» Network Engineer
- »» Web Developer
- »» Mobile Application Developer
- »» Network Administrator
- »» Game Developer
- »» Graphic Designer
- »» Hardware Support and Own Business in Computer Sales

YEAR 11 & 12

VET Hairdressing Certificate II Salon Assistant

****Please note that there will be additional charges for this subject. Please refer to specific practical subject charges provided as additional information to this booklet.**

Students completing this VET program will receive Certificate II in Hairdressing and two units in VCE units 1 & 2. Students completing this certificate will have the opportunity to continue their studies via a Hairdressing apprenticeship.

It is recommended that students of the course complete 2 weeks of work experience in a hair salon.

Completion of the Certificate takes 6 months off the Apprenticeship.

Unit Outlines

Unit 1 & 2

Certificate II in Hairdressing provides students with an understanding and overview of the Hairdressing industry. Students will experience what it is like to be employed in a salon environment and how to interact with customers professionally. Students will learn how to follow health and workplace safety procedures. As well as how to dry hair correctly, how to perform hair styling and braiding techniques and how to correctly perform head and shoulder massages.

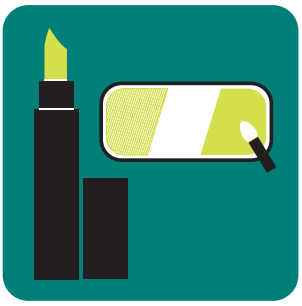
The Grange P-12 College is excited to announce that for the first time students will have the opportunity to learn about hair design and cutting in this certificate. Students will use the hairdressing mannequins to perfect their cutting technique, essential for anyone seriously thinking about Hairdressing as a career. This is a new elective chosen from the certificate III in Hairdressing.

Levels of Achievement

»» Units 1 & 2 VET competency completion
»» This course credits VCE students with unit 1 & 2
»» This course credits VCAL students with units 1-4.

Career pathways include:

»» Hairdresser
»» Salon manager
»» Product specialist
»» Special effects hair and beauty stylist
»» Beauty Therapist
»» Trainer/Educator
»» Hair and beauty retailer/representative
»» Salon receptionist/assistant



YEAR 11 & 12

VET Certificate II in Retail Cosmetics

****Please note that there will be additional charges for this subject. Please refer to specific practical subject charges provided as additional information to this booklet.**

Students completing this VET program will receive a Certificate II in Retail Make-Up and Units 1 & 2 credits for VCE.

On completion of this certificate students can continue cosmetics with the Certificate III in Beauty Services. If students wish to further their studies after this, the Diploma of Beauty Therapy or Specialist Make up is available.

Unit Outlines

Unit 1 & 2	Students will gain Beauty and Cosmetics industry knowledge including, recommending hair, beauty and cosmetics products and services, and conducting demonstrations of retail skin care products. Students will learn how to apply make up professionally for special events, including weddings and evening functions, as well as exploring the genre of special effects make up and trialling these themes for the Hair and Beauty Shows. Students will also organise and maintain work areas, health and safety procedures, and how to conduct financial transactions to enhance managing a Beauty salon.

Levels of Achievement

- Unit 1 & 2 credits towards the VCE certificate
- Units 1-4 credits towards the VCAL Certificate

Career pathways include:

- Make up consultant
- Make-up artist
- Retail skin care and cosmetics consultant
- Costume make up artist
- Beauty Therapist
- Special Effects Make Up artist
- Salon manager
- Make Up and Beauty sales representative

YEAR 11 & 12

VET Certificate II in Automotive Studies

Only available to VCAL and Connections students

****Please note that there will be additional charges for this subject.**
Please refer to specific practical subject charges provided as additional information to this booklet.

This subject is a unique opportunity for students to specialise in Automotive here at the College. The Certificate II in Automotive Studies (pre-apprenticeship) is delivered in partnership with The Gordon TAFE, where Gordon lecturers come to The Grange and deliver the program in the purpose built premises at the back of the school.

Graduates may have an enhanced opportunity of gaining an apprenticeship as a motor mechanic and they may be able to complete their apprenticeship in 3 years compared to the traditional 4 years, with graduates starting on second year apprentice wages.

Unit Outlines

Unit 1 & 2	All students will commence with thorough Occupational and Safety training, in order to safely move around the workshop and use tools correctly. Students will also use and maintain workplace tools and equipment, dismantle and assemble an engine, perform fuel and clutch assembly. Students are to remove and replace suspension and operate electrical testing equipment.
Unit 3 & 4	These units focus upon building skills acquired in units 1 & 2. Students will remove and replace an engine cylinder head, monitor and assess the steering assembly for wheel alignment, and maintain and service wheels and tyres. Students will dismantle and assemble a carburettor and manual transmission.

Levels of Achievement	Career pathways include:
»» Unit 1 - 4 VET competency completion	»» Mechanic
»» This course credits VCAL students with Units 1-4	»» Auto parts interpreter
	»» Auto sales person
	»» Automotive trainer
	»» Auto Industry representative

YEAR 11 & 12

VET Certificate II in Building & Construction

Only available to VCAL and Connections students

****Please note that there will be additional charges for this subject.**
Please refer to specific practical subject charges provided as additional information to this booklet.

This course is a unique opportunity for students to specialise in Building and Construction with a Carpentry focus. The subject is delivered in partnership with the Gordon TAFE, operating from the Trade Training Centre at Thomas Carr College.
Students are required to travel to Thomas Carr (a VET bus will be available) to attend the course on Fridays.

The Certificate II in Building and Construction (pre-apprenticeship) provides students with introductory knowledge to pursue an apprenticeship in the trades areas from Construction to Furniture Making. Students completing this course can gain credit towards the Certificate III in Carpentry or Joinery.

Unit Outlines

Unit 1 & 2	Students will undertake training in the workplace and industry safety. Students will be competent in the use of hand tools, frame work for concreting, levelling and calculations used in the building industry. Students will be introduced to the safe use of plant and power tools. As a course requirement students will obtain their White card (Construction Induction Card) as well their First Aid certificate,
Unit 3 & 4	Students will build on knowledge acquired in first year, as well as undertaking training in scaffolding, sub floor training, roof and window framing, external cladding, interior fixing and an introduction into demolition. Students will operate power tools and further study career paths in the building and construction industry.

Levels of Achievement

»» VET competency completion which credits VCAL students with units 1-4

Career pathways include:

»» Carpentry
»» Joinery
»» Hardware assistant
»» Shopfitting
»» Furniture making
»» Hardware representative
»» Plastering
»» Furniture making
»» Demolition
»» Estimator