

# LYNDHURST SECONDARY COLLEGE



## **2024 Year 11 Subject Handbook**

*Empowering students for  
learning and life*

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# Principal's Message

The purpose of this handbook is to support students entering into year 11 with important subject and pathway choices.

At Lyndhurst Secondary College, we focus on empowering students to have an active voice in their subject choices and pathways. This helps to ensure that they are engaged in their learning, and can be studying areas of interest for them. We recognise that not all learners may enjoy the same subjects or have the same pathways they are working towards, so we work with students to develop the kinds of subjects that they want to study. These are the subjects you will find offered in this handbook.

Year 11 is an exciting year where students get to choose their pathway with either VCE, VCE Vocational Major and VET. With this opportunity, comes the responsibility that all learners have to make informed choices. This includes making sure they have read the subject information in this handbook, as well as spoken with key contacts and their current teachers to help guide their choices.

We look forward to meeting with students as part of the Course Counselling process where subject preferences are entered into our systems for the following year.

We thank students for their preparation in this process, as well as staff, parents and carers for the support of our Lyndhurst learners.



Ms Eloise Haynes

College Principal

# Learning at Lyndhurst Secondary College

At Lyndhurst Secondary College, we empower students for learning and life.

Our curriculum across Years 7 to 12 is designed to meet the following core principles:

- Meet the academic and social needs of all learners
- Empower learners to have voice and agency in their learning
- Build successful, lifelong learners
- Create work-ready, employable people

We have a vision of a successful Lyndhurst Learner looks like further in our Graduate Profile. This identifies the skills and dispositions of a successful graduate of Lyndhurst.

## Successful Lyndhurst Graduates are...



To enable all learners the best opportunities to succeed, we understand that learning opportunities need to develop alongside our young people. Therefore, our curriculum structure gradually releases responsibility over the years, moving from a structure of core curriculum with minimal choice, to a fully customised, individual pathway. This enables students to take more control and responsibility for their learning as they progress through the stages, all with the guidance of support of their parents/carers and our staff.

Our college structure and associated curriculum is based on three distinct sub school stages, each with their own identity and focus. By moving successfully through these three stages, we aim for all learners to be able to move into the fourth phase where they attain and enter their desired pathways. These four phases together form our school-wide philosophy for learning over the years:

- Launch (Years 7 and 8)
- Explore (Years 9 and 10)
- Achieve (Years 11 and 12)
- Pathways (post-secondary schooling)



# Achieve (Year 11) Overview

## **Define: achieve (verb) –**

To successfully bring about or reach (a desired objective or result) by effort, skill, or courage.

The focus for the Achieve stage (which encompasses Years 11 and 12) is on providing students with the opportunities to narrow their focus of subjects to their chosen electives. Students will study the subjects of their choice which will assist them in their pathway post year 12. VCE Vocational Major students will study Literacy, Numeracy, PDS, WRS and a VCE elective of their choice. They will also study VET one day per week and complete SWL (Structured Workplace Learning) another day of the week. VCE students will study English and 4 other VCE subjects of their choice. Students may choose to study a VET subject as part of one of their VCE subjects.

As mentioned above, students have two pathway choices for year 11. Students can complete either a 2 year VCE certificate or a 2 year VCE Vocational Major certificate.

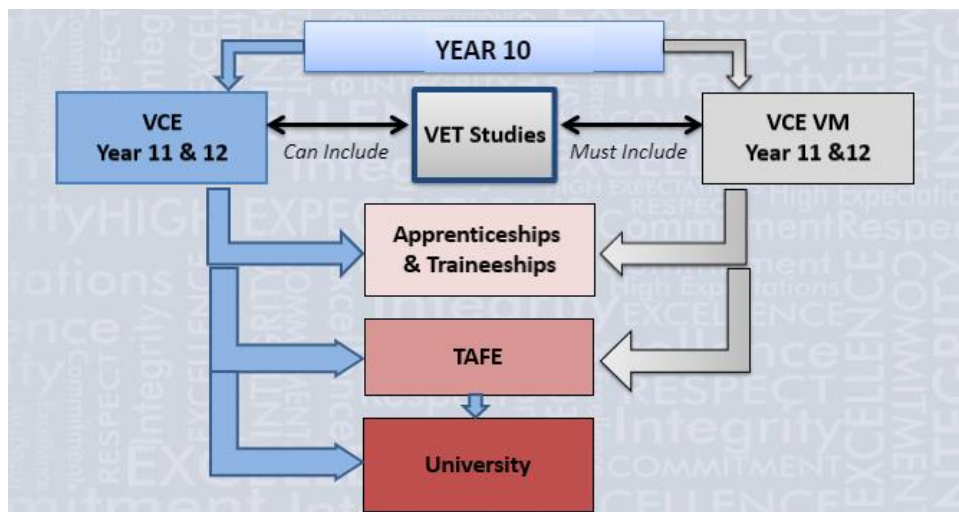
The VCE certificate provides students with a pathway to University studies. It is a scored course where students complete outcomes based upon their school assessed coursework (SACs) and curriculum course work. At the completion of the 2 year course students receive an ATAR result which may provide them entry into University courses, depending on their success. To successfully complete the VCE, students must achieve a minimum of 16 units across the 2 years with 4 unit 3 and 4 sequences coming in year 12. Subjects are broken into 4 semester long units across the 2 years.

The VCE VM certificate is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non – ATAR pathways) or directly into the workforce.

Vocational and Applied Learning incorporates the teaching of skills and knowledge in the context of ‘real life’ experiences.

It allows students to discover how to apply what they have learned by doing, experiencing and relating acquired skills to the real-world.

Below is a diagram depicting the alternate pathway options on offer at Lyndhurst Secondary College.



The standard ACHIEVE program at Years 11 and 12 sets the foundations for preparing students for success post-secondary schooling.

Within the achieve program students will explore the three pillars of the college mentoring program; learning to learn, wellbeing and careers / pathways.

Learning to learn utilises the Elevate Education Program and focusses on core educational skills such as study techniques, time management skills and memory mnemonics skills which are hoped to assist students in their learning throughout the VCE.

Wellbeing sessions will be incorporated into the achieve program, including utilising the Resilience Project and looking at key topics of gratitude, empathy, mindfulness, stress management, maintaining a healthy lifestyle and looking after mental health.

Within the careers section of the program students are exposed to lessons that will focus on the role of money in our lives and give them an understanding of the changing nature of work and how their intended career pathway may change significantly over the next period of time.

It is hoped that by engaging in the year 11 achieve program students will enter their year 12 VCE with the necessary skills and understandings to achieve successful results and give them the foundations and knowledge for their year 12 subjects.

# Achieve (Year 11) VCE Curriculum Structure

In 2024, a typical learning program for learners in VCE (Year 11) is structured as follows:

Subject	Semester 1	Semester 2
Achieve		1 period
English/EAL		4 periods
Free Choice		4 periods
Free Choice		4 periods
Free Choice		4 periods
Free Choice		4 periods
SAC/Study Block		4 periods

	Core curriculum		Guided choice		Free choice
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# Achieve (Year 11) VCE Vocational Major Curriculum Structure

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

## Completing the VCE Vocational Major

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition. Most students will undertake between 16-20 units over the two years.

## What is Structured Workplace Learning and how do I go about seeking out an appropriate placement?

Structured Workplace Learning is an opportunity for VCE – Vocational Major students. It allows them to gain practical experience in a workplace associated with their VET course. It is the student's responsibility to seek out an appropriate SWL placement. Students can develop their communication and networking skills and grow in confidence by independently arranging their SWL. Beginning with contacts such as family and friends is a great place to start. By doing this you are more likely to enjoy a more meaningful placement that will be more satisfying and rewarding. Students are strongly advised to check with their training provider to ensure that the placement they are considering satisfies the requirements of their VET course. Students should begin investigating potential

workplace locations late in 2023 in preparation for the following year. Placement days will be Wednesday or Friday, alternate to your VET Day and will run throughout the year. Students can see the Careers team for further support in arranging SWL.

*There are numerous legal issues concerning SWL. Students must make sure the relevant legal forms are completed before commencing a placement. Students must also consider travel arrangements when organising their placement. These forms will be distributed at school and must be submitted to the Careers room.*

### **Is VCE – Vocational Major for you?**

If you are seriously considering this as an option, it is vital you read through the following points. You need to be able to confidently tick each point. If you have any questions or uncertainties, please make sure you speak to the Senior Sub School or Careers staff.

- VCE – Vocational Major is not a course for students intending going on to university or needing an ATAR score.
- It is a course suited for young people who wish to gain an apprenticeship or traineeship.
- If intending going onto TAFE at the end of Year 12, students should carefully check that they are able to qualify for their TAFE course.
- A VET/TAFE course must be studied as part of the VCE – Vocational Specialisation certificate.
- VET/TAFE attendance may require students to be able to make their own way to the location the course is being taught at. This will be at the students own expense.
- Work placement will need to be linked to the VET/TAFE course you are enrolled in.
- Attendance at school, TAFE and work placement is vital if you are to complete your VCE certificate.
- Although students will be completing more practical subjects, there is still a writing/theory and assessment components to all classes including VET/TAFE. This includes the completion of the General Achievement Test (GAT).

As this is a VCE certificate, please ensure you also take the time to carefully read all expectations of the VCE as this certificate is bound by the same requirements.

If you are unsure about any of the following points, or how this could affect you please ensure you speak to the Senior Sub School or Careers Team.

# VET for 2024

Vocational Education and training (VET) is learning where you develop targeted and practical skills. The skills you learn relate to a career pathway, so you can apply them at work or in further educational training. You can add a VET course or certificate to your studies while you are in Year 11 or 12. VET can compliment your senior school program at years 10, 11 and 12 and is a requirement for all Year 11 and 12 VCE VM students.

- Students who will be commencing Year 11 and Year 12 can access VET on Wednesdays and Fridays
- VET is **not compulsory** for VCE students, however we do believe there are significant benefits for many students
- **VET and Structured workplace learning are compulsory requirements for satisfactory completion** of VCE VM Certificate
- Some VET courses require additional enrolment requirements such as compulsory attendance at an information session **and a Literacy and Numeracy quiz to ascertain suitability**. Unless stated otherwise, VET is course if it doesn't run at school
- A VET course is for the whole year and most VET courses run for 2 years
- You may need to travel on a bus or train unsupervised to get to and from your course if it doesn't run at school

Students completing a VCE program should ensure they understand how their VET course contributes to their VCE and ATAR. If you are uncertain, please seek advice from the careers team at school.

The following VET programs are offered to Lyndhurst SC students for study in 2024. The delivery of these programs will be subject to viable student numbers and all enrolment requirements being met:

- VET AUTOMOTIVE (Certificate II in Automotive Studies) and
- VET Active Volunteering (Certificate II in Active Volunteering) are run onsite at Lyndhurst Secondary College

For all other VET courses please follow this link:

<https://www.lyndhurst.vic.edu.au/student-life/senior-school-handbook/vet/>

# Subject Choices

Learning Area	Subjects
<b>Arts</b>	Art – Making & Exhibiting
	Media Arts
	Theatre Studies
<b>EAL / Languages</b>	Hindi
<b>Health and Physical Education (PE)</b>	Health & Human Development
	Outdoor & Environmental Studies
	Physical Education
<b>Humanities</b>	Business Management
	History
	Legal Studies
<b>Mathematics</b>	Foundation Mathematics
	General Mathematics
	Mathematical Methods
	Specialist Mathematics
<b>Science</b>	Biology
	Chemistry
	Physics
	Psychology
<b>STEM</b>	Applied Computing
	Food Studies
	Product Design (Wood)
	Systems Engineering
<b>Vocational and Applied Learning</b>	Literacy
	Numeracy
	Personal Development Skills
	Work Related Skills

# Arts

## Art Making & Exhibiting

<b>Unit 1</b>	<p><b>Explore, expand and investigate</b></p> <p>In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.</p> <p>Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.</p>					
<b>Unit 2</b>	<p><b>Understand, develop and resolve</b></p> <p>Students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.</p> <p>Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.</p> <p>Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.</p>					
<b>Teacher Contact</b>	Ms Georgina Gaitanis					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
	Visual Art		Visual Art	Visual Art	VCE Art Making & Exhibiting	VCE Art Making & Exhibiting

# Arts

## Media Arts

<b>Unit 1</b>	<b>Representation and Technologies of Representation</b>					
	<p>Students develop an understanding of the relationship between the media, technology and the representations present in media forms. Students study the relationships between media technologies, audiences and society.</p> <p>Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.</p>					
<b>Unit 2</b>	<b>Media Production and The Media Industry</b>					
	<p>Students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production.</p> <p>Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
		Media	Multimedia	Media	VCE Media Arts	VCE Media Arts
<b>Teacher Contact</b>	Ms Georgina Gaitanis					

# Arts

## Theatre Studies

<b>Unit 1</b>	<b>Pre-modern Theatre</b> This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era.  Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.					
<b>Unit 2</b>	<b>Modern Theatre styles and conventions</b> This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920's to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles.  They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performances to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
	Drama		Drama	Drama	VCE Theatre Studies	VCE Theatre Studies
<b>Teacher Contact</b>	Ms Veronica Thay					

# EAL / Languages

## EAL

<b>Unit 1</b>	<p>In this unit, students engage in reading and viewing texts with a focus on personal connections with the story. They contemplate the ways a text can present and reflect human experiences, and how stories or aspects of stories resonate with their own memories and lives. Students are encouraged to share their experience and understanding of the world, and make connections with key ideas, concerns and tensions presented in a text</p> <p>Students also engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts.</p>
<b>Unit 2</b>	<p>In this unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values.</p> <p>Students also consider the way arguments are developed and delivered in many forms of media. They closely examine the language and the visuals employed by the author, and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.</p>
<b>Advice for Students</b>	For students who have less than 7 years of schooling in English.
<b>Teacher Contact</b>	Ms Rachel Morante



# EAL / Languages

## Hindi

<b>Units 1 – 4 Common Themes</b>	<p>The language to be studied and assessed is modern standard Hindi. This is the form of Hindi which has been approved by the Central Hindi Directorate (Government of India), New Delhi.</p> <p>The standard grammatical description produced by the Government of India is <i>A Basic Grammar of Modern Hindi</i> by Dr Aryendra Sharma.</p> <p>This study is designed to enable students to:</p> <ul style="list-style-type: none"><li>• use Hindi to communicate with others.</li><li>• understand and appreciate the cultural contexts in which Hindi is used.</li><li>• understand their own culture(s) through the study of other cultures.</li><li>• understand language as a system.</li><li>• make connections between Hindi and English, and/or other languages.</li><li>• apply Hindi to work, further study, training or leisure.</li></ul> <p>The areas of study for Hindi comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.</p> <p>The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.</p> <p>There are three prescribed themes:</p> <ul style="list-style-type: none"><li>• the individual</li><li>• the Hindi-speaking community</li><li>• the changing world</li></ul>
<b>Teacher Contact</b>	Ms Shally Khanna

# English

<b>Unit 1</b>	<p><b>Reading and Exploring Texts</b></p> <p>In this area of study students engage in reading or viewing a text with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by the author, develop their own thinking, and draw on personal experience and understanding in developing writing about the text.</p> <p><b>Crafting Texts</b></p> <p>In this area of study, students work with mentor texts to explore and engage with the craft of writing. They use the stages of the writing process, along with peer and teacher feedback to develop their own effective and cohesive texts, and articulate this process in a commentary.</p>
<b>Unit 2</b>	<p><b>Reading and Exploring Texts</b></p> <p>In this area of study, students continue to strengthen their reading and viewing skills, and in developing their analytical writing. They discuss ideas, apply appropriate metalanguage integrate evidence from a text to support key points, and explore the use of structure in formal essay writing.</p> <p><b>Exploring Argument</b></p> <p>In this area of study, students consider the way arguments are and delivered in many forms of media. They explore the structure of these texts, including, contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and visuals employed by the author and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view for oral presentation.</p>
<b>Teacher Contact</b>	Ms Melissa Freis

# Health and Physical Education

## Health & Human Development

<b>Unit 1</b>	<p><b>Understanding Health and Wellbeing</b></p> <p>This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions.</p> <p>It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization’s (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.</p> <p>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.</p> <p>Area of study 1 – Health perspectives and influences            Area of Study 2 – Health and nutrition            Area of Study 3 – Youth health and wellbeing</p>					
<b>Unit 2</b>	<p><b>Managing Health and Development</b></p> <p>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 from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.</p> <p>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.</p> <p>Area of Study 1 – Developmental transitions            Area of Study 2 – Health care in Australia</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
	Core HPE	Core HPE	Core HPE	Intro to VCE HHD	VCE HHD	VCE HHD
<b>Teacher Contact</b>	Ms Georgia Punton					

# Health and Physical Education

## Outdoor Education and Environmental Studies

Outdoor Education and Environmental Studies have now amalgamated to become a new subject known as Outdoor and Environmental Studies.

<b>Unit 1</b>	<p><b>Exploring Outdoor Experiences</b></p> <p>This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived.</p> <p>Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.</p> <p>Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.</p> <p>Area of Study 1 – Motivations for outdoor experiences Area of Study 2 – Influences on outdoor experiences</p>
<b>Unit 2</b>	<p><b>Discovering Outdoor Environments</b></p> <p>This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments.</p> <p>In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.</p> <p>Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.</p> <p>Area of Study 1 – Investigating outdoor environments Area of Study 2 – Impacts on outdoor environments</p> <p><b>Possible Assessment Tasks</b></p> <ul style="list-style-type: none"><li>● Practical Participation</li><li>● Short Response</li><li>● Journal</li><li>● Data Analysis</li><li>● Written Responses</li><li>● Extension Responses</li></ul> <p><b>Possible Practical Activities</b></p>

	<ul style="list-style-type: none"> <li>• Fishing</li> <li>• Team Building</li> <li>• Aquatic Safety</li> <li>• Surfing (Camp)</li> <li>• Mountain Biking</li> <li>• Bushwalking</li> <li>• Orienteering</li> <li>• Environmental Studies</li> <li>• Snow Activities</li> <li>• High Ropes Challenge</li> <li>• Rock Climbing</li> </ul>					
<b>Advice for students</b>	All outdoor experiences that are not directly related to the Victorian curriculum will incur a financial fee that will be split between participants to cover the costs of the activity.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Sport & Recreation	Outdoor Education	VCE Outdoor & Environmental Studies	VCE Outdoor & Environmental Studies
<b>Teacher Contact</b>	Ms Georgia Punton					

# Health and Physical Education

## Physical Education

<b>Unit 1</b>	<p><b>The Human Body In Motion</b></p> <p>In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.</p> <p>Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.</p> <p>Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.</p> <p>Area of Study 1 – How does the musculoskeletal system work to produce movement?</p> <p>Area of Study 2 – How does the cardiorespiratory system function at rest and during physical activity?</p> <p>Students will undertake between 12-15hrs of practical activity directly related to the theory component of this subject. They will be required to complete a variety of assessment tasks to demonstrate their knowledge and understanding of how to apply concepts to actual sporting situations.</p>
<b>Unit 2</b>	<p>This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.</p> <p>Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity.</p>

	<p>They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.</p> <p>Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.</p> <p>Area of Study 1 – What are the relationships between physical activity, sport, health and society?  Area of Study 2 – What are the contemporary issues associated with physical activity and sport?</p>					
	<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	Core HPE	Core HPE	Core HPE Personal Fitness	Intro to VCE PE	VCE PE	VCE PE
<b>Teacher Contact</b>	Ms Georgia Punton					

# Humanities

## Business Management

<b>Unit 1</b>	<b>Planning a business</b> Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.					
<b>Unit 2</b>	<b>Establishing a business</b> This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business.  They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Running a Business	Business Management	VCE Business Management	VCE Business Management
<b>Teacher Contact</b>	Ms Sugantha Samuel, Mr Bishoy Aziz, Ms Nada Bitar					



# Humanities

## History

<p><b>Unit 1</b></p>	<p><b>Twentieth Century History (1918-1939)</b></p> <p>In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.</p> <p>World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was to a large degree, reshaped with new borders, movements, ideologies and power structures.</p> <p>These changes affected developments in Europe the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. The period after World War One, in the contrasting decades of the 1920s and 1930s, was characterised by significant social, political, economic, cultural and technological change. In 1920 the League of Nations was established, but despite its ideals about future peace, subsequent events and competing ideologies would contribute to the world being overtaken by war in 1939.</p>					
<p><b>Unit 2</b></p>	<p><b>Twentieth Century History (1945-2000)</b></p> <p>In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.</p> <p>The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.</p> <p>The period also saw challenges and changes to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and tradition such as civil rights movement, feminism and environmental movements.</p>					
<p><b>Possible Pathways</b></p>	<p><b>Year 7</b></p>	<p><b>Year 8</b></p>	<p><b>Year 9</b></p>	<p><b>Year 10</b></p>	<p><b>Year 11</b></p>	<p><b>Year 12</b></p>
			<p>Australia at War</p>	<p>History</p>	<p>VCE History</p>	<p>VCE History</p>
<p><b>Teacher Contact</b></p>	<p>Mr Darren Tuite</p>					

# Humanities

## Legal Studies

<b>Unit 1</b>	<p><b>The Presumption of Innocence</b></p> <p>Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.</p> <p>In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.</p> <p>In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.</p>					
<b>Unit 2</b>	<p><b>Wrongs and Rights</b></p> <p>Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies.</p> <p>They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Making & Breaking the Law	Legal Studies	VCE Legal Studies	VCE Legal Studies
<b>Teacher Contact</b>	Mr Bishoy Aziz, Ms Nada Bitar					

# Mathematics

Many students and parents are concerned about completing Mathematics during the VCE, and about which specific Mathematics subjects they should complete. Hopefully, this information will make this decision simpler.

Firstly, the best advice that can be given to prospective Senior School students is to complete the highest level of Mathematics you are capable of. There is simply no question that by completing Mathematics at VCE many career options open for students, ranging from some pre-apprenticeship TAFE courses through to Medicine and Law qualifications. Specific courses do have pre-requisite Mathematics subjects required and students should ensure that they inform themselves of what will be required for their intended future courses by consulting the relevant VICTER Guide.

Secondly, students do not have to complete VCE Mathematics. It is certainly in their best interests to finish at least a Unit 1 & 2 in a Mathematics of the students' choice, but it is not mandatory.

Finally, students intending to study Mathematic subjects at Year 12 will need to select the appropriate prerequisite Mathematics Units in Year 11 to allow them to enter their selections the following year. Hopefully, the following descriptions, in order of difficulty, will make these required selections clearer.

## Foundation Mathematics

<b>Units 1 &amp; 2</b>	Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.					
	The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.					
<b>Possible Pathways</b>	In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algorithms, measures, equations and graphs, with and without the use of technology.					
	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Core Maths	General Maths Prep	VCE Foundation Maths	VCE Foundation Maths
<b>Teacher Contact</b>	Ms Hiba Vodhera					

# Mathematics

## General Mathematics

<b>Units 1 &amp; 2</b>	<p>General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units.</p> <p>The areas of study for Unit 1 of General Mathematics are ‘Data analysis, probability and statistics’, ‘Algebra, number and structure’, ‘Functions, relations and graphs’ and ‘Discrete mathematics’.</p> <p>In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.</p> <p>The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Core Maths	General Maths Prep	VCE General Maths	VCE General Maths
<b>Teacher Contact</b>	Ms Hiba Vodhera					

# Mathematics

## Mathematical Methods

<b>Units 1 &amp; 2</b>	<p>Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4.</p> <p>In undertaking this unit, 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, graphs and differentiation with and without the use of technology.</p> <p>They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable. Students should be familiar with quadratic and exponential functions, algebra and graphs and basic concepts of probability.</p> <p>Area of study 1: Functions and graphs            Area of study 2: Algebra            Area of study 3: Calculus            Area of study 4: Probability and statistics</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Core Maths	Maths Methods Prep	VCE Maths Methods VCE Specialist Maths	VCE Maths Methods VCE Specialist Maths
<b>Teacher Contact</b>	Ms Hiba Vodhera					

# Mathematics

## Specialist Mathematics

Students who opt for this would be required to do this subject through VSV (Virtual School of Victoria).

<b>Units 1 &amp; 2</b>	<p>Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.</p> <p>This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.</p> <p>Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.</p> <p>Area of study 1: Arithmetic and number            Area of study 2: Discrete mathematics            Area of study 3: Geometry, measurement and trigonometry            Area of study 4: Statistics</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Core Maths	Maths Methods Prep	VCE Specialist Maths VCE Maths Methods	VCE Specialist Maths VCE Maths Methods
<b>Teacher Contact</b>	Ms Hiba Vodhera					

# Science

## Biology

<b>Unit 1</b>	<p><b>How do organisms regulate their functions?</b></p> <p>In this unit students examine the cell, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.</p>					
<b>Unit 2</b>	<p><b>How does inheritance impact on diversity?</b></p> <p>In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.</p> <p>Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival and interdependence of species. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.</p>					
<b>Advice to Students</b>	<p>Assessment is school-based for units 1 and 2</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Forensic Science Medical Science Science 2	Pre-VCE Biology	VCE Biology	VCE Biology
<b>Teacher Contact</b>	<p>Ms Nimalini Maheswaran</p>					

# Science

## Chemistry

<b>Unit 1</b>	<p><b>How can the diversity of materials be explained?</b></p> <p>The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.</p> <p>Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.</p> <p>Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.</p> <p>A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment. The investigation draws on key knowledge and key science skills from three areas of study:</p> <p>Area of Study 1: How do the chemical structures of materials explain their properties and reactions? Area of Study 2: How are materials quantified and classified? Area of Study 3: How can chemical principles be applied to create a more sustainable future?</p>
<b>Unit 2</b>	<p><b>How do chemical reactions shape the natural world?</b></p> <p>Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.</p>



	<p>Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.</p> <p>Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.</p> <p>A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water. It draws on the key science skills and key knowledge from Unit 2 Area of Study 1 and/or Area of Study 2.</p> <p>Area of Study 1: How do chemicals interact with water?  Area of Study 2: How are chemicals measured and analysed?  Area of Study 3: How do quantitative scientific investigations develop our understanding of chemical reactions?</p>						
	<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
				Science 2 Medical Science	Pre-VCE Chemistry	VCE Chemistry	VCE Chemistry
<b>Teacher Contact</b>	Ms Nimalini Maheswaran						

# Science

## Physics

<b>Unit 1</b>	<p><b>How is energy useful to society?</b></p> <p>In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.</p> <p>Area of Study 1: How are light and heat explained?          Area of Study 2: How is energy from the nucleus utilised?          Area of Study 3: How can electricity be used to transfer energy?</p>					
<b>Unit 2</b>	<p><b>How does physics help us to understand the world?</b></p> <p>In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.</p> <p>In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.</p> <p>A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.</p> <p>Area of Study 1: How is motion understood?          Area of Study 2: Options- How does physics inform contemporary issues and applications in society?          Area of Study 3: How do physicists investigate questions?</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
<b>Teacher Contact</b>	Ms Nimalini Maheswaran					
			Space Science	Pre-VCE Physics	VCE Physics	VCE Physics

# Science

## Psychology

<b>Unit 1</b>	<p><b>How are behaviour and mental processes shaped?</b></p> <p>In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.</p> <p>A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.</p> <p>Area of Study 1: What influences psychological development? Area of Study 2: How are mental processes and behaviour influenced by the brain? Area of Study 3: How does contemporary psychology conduct and validate psychological research?</p>
<b>Unit 2</b>	<p><b>How do internal and external factors influence behaviour and mental processes?</b></p> <p>In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.</p> <p>Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.</p> <p>A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data</p>

	<p>and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.</p> <p>Area of Study 1: How are people influenced to behave in particular ways?  Area of Study 2: What influences a person's perception of the world?  Area of Study 3: How do scientific investigations develop understanding of influences on perception and behaviour?</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Science 2	Pre-VCE Psychology	VCE Psychology	VCE Psychology
<b>Teacher Contact</b>	Ms Nimalini Maheswaran					

# STEM

## Applied Computing

<b>Unit 1</b>	<p><b>Applied Computing</b></p> <p>In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.</p> <p>In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.</p>					
<b>Unit 2</b>	<p><b>Applied Computing</b></p> <p>In this unit students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.</p> <p>In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Digi Tech	Digi Tech (Computing)	VCE Applied Computing	VCE Applied Computing
<b>Teacher Contact</b>	Ms Nimalini Maheswaran					

# STEM

## Food Studies

<b>Unit 1</b>	<p><b>Food Origins</b></p> <p>Students investigate the origins and roles of food through time and across the world.</p> <p>In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.</p> <p>In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.</p> <p>They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete practical tasks to enhance, demonstrate and share their learning with others.</p>					
<b>Unit 2</b>	<p><b>Food Makers</b></p> <p>In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.</p> <p>Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life.</p> <p>In demonstrating their practical skills, students design new food products and adapt recipes to suit needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
<b>Teacher Contact</b>	Ms Hayley Muxworthy					

# STEM

## Product Design (Wood)

<b>Unit 1</b>	<p><b>Sustainable Product Re-development</b></p> <p>This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.</p> <p>It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.</p> <p>Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.</p> <p>In Area of Study 1 students consider the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer. Working drawings (also known as flats, trade sketches, assembly or technical drawings) are used to present the preferred design option.</p> <p>In Area of Study 2, students produce a redeveloped product using tools, equipment, machines and materials, taking into account safety considerations. They compare their product with the original design and evaluate it against the needs and requirements outlined in their design brief.</p>
<b>Unit 2</b>	<p><b>Collaborative design</b></p> <p>In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.</p> <p>Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.</p> <p>In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.</p>

	In Area of Study 1, students work both individually and as members of a small design team to address a problem, need or opportunity and consider user-centred design factors. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen design style or movement. In Area of Study 2 the finished product is evaluated.					
<b>Advice to Students</b>	Students wishing to study Woodwork in Year 11 or 12 must have the specialised skills and knowledge needed in this area to ensure success. Skills and knowledge gained by successfully completing Year 9 and 10 are essential. Alternatively, a good character and strong motivation to succeed in these subjects would be acceptable. These subjects will continue to introduce skills relevant to industry and have elements that prepare students for employment in the local area.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
	Product Design (Wood)		Product Design (Wood)	Pre-VCE Product Design VET Building and Construction	VCE Product Design VET Building and Construction	VCE Product Design VET Building and Construction
<b>Teacher Contact</b>	Mr Gavin Ellis					



# STEM

## Systems Engineering

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. Integral to VCE Systems Engineering is the identification and quantification of systems goals, the generation of system designs, trial and error, justified design trade-offs, selection and implementation of the most appropriate design. Students test and verify that the system is well-built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome.

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems. The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications. VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process.

It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

<b>Unit 1</b>	<b>Mechanical Systems</b> This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components. All systems require some form of energy to function.  Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.
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<b>Unit 2</b>	<p><b>Electrotechnological Systems</b></p> <p>In this unit students study fundamental electrotechnological engineering principles. The term ‘electrotechnological’ encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes. Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices.</p> <p>In this unit students explore some of these emerging technologies. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits. This unit offers opportunities for students to develop, apply and refine their knowledge in the creation of an operational system.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Systems Engineering	Pre-VCE Systems Engineering	VCE Systems Engineering  VET Electrotechnology	VCE Systems Engineering  VET Electrotechnology
<b>Teacher Contact</b>	Mr Joseph Varga					

# VCE VM

## Literacy

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Texts are drawn from a wide range of contexts and are focused on participating in the workplace and community. Further to this, texts are drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

This study enables students to:

- develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations.
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes.
- discuss and debate the ways in which values of workplace, community and person are represented in different texts.
- present ideas in a thoughtful and reasoned manner.

<b>Unit 1</b>	<b>Literacy for personal use &amp; Digital Literacy</b> Area of Study 1 focuses on the structures and features of texts and the personal reasons readers may have for engaging with these texts. Students engage with a variety of texts with a focus on First Nations peoples' perspectives. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.  Area of Study 2 allows students to build on and work to consolidate their digital literacy skills. Students critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. As a part of their studies, students will discuss the reliability and effectiveness of digital media in connecting with audiences and delivering factual messages and information.
<b>Unit 2</b>	<b>Issues, voices and opinions</b>

	<p>Area of Study 1 allows students to engage in issues that are characterised by disagreement or discussion. Students consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings.</p> <p>Area of Study 2 allows students to practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
<b>Teacher Contact</b>	Ms Le-Le Dang					
			English	Essential English	VCE VM Literacy	VCE VM Literacy

# VCE VM

## Numeracy

<p><b>Unit 1</b></p>	<p>In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.</p> <p>These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.</p> <p>There are four areas of study for Unit 1:            Area of Study 1: Number            Area of Study 2: Shape            Area of Study 3: Quantity and measures            Area of Study 4: Relationships.</p> <p>The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.</p>					
<p><b>Unit 2</b></p>	<p>In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.</p> <p>These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.</p> <p>There are four areas of study for Unit 2:            Area of Study 5: Dimension and direction            Area of Study 6: Data            Area of Study 7: Uncertainty            Area of Study 8: Systematics</p> <p>The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.</p>					
<p><b>Possible Pathways</b></p>	<p><b>Year 7</b></p>	<p><b>Year 8</b></p>	<p><b>Year 9</b></p>	<p><b>Year 10</b></p>	<p><b>Year 11</b></p>	<p><b>Year 12</b></p>
<p><b>Teacher Contact</b></p>	<p>Ms Le-Le Dang</p>					
				<p>Essential Mathematics</p>	<p>VCE Numeracy</p>	<p>VCE Numeracy</p>

# VCE VM

## Personal Development Skills

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

<b>Unit 1</b>	<p><b>Healthy Individuals</b></p> <p>This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.</p> <p>Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing. This unit highlights the importance of critical and creative thinking and clear communication as individuals explore personal identity and the role of community. Students will examine relationships between technologies and health and wellbeing, and develop tools for analysing the reliability, validity and accuracy of information and the efficacy of health messages.</p> <p>This certificate provides students with the ability to engage with their local school and wider community. The program enables learning to be provided in</p>
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	<p>an environment which reflects the working circumstances of volunteers in our community under direct supervision.</p> <p>This program is perfect for students that are looking to incorporate their existing community partnerships and further strengthen student links to the community. Students will explore the varied dimensions of volunteering, basic emergency life support-skills, communication, and organisational skills to effectively equip themselves moving into the workforce post-secondary schooling.</p>					
<b>Unit 2</b>	<p><b>Connecting with Community</b></p> <p>This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.</p> <p>In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
				Explore in PDS Certificate II in Active Volunteering	VCE Personal Development Skills Certificate III in Community Services	VCE Personal Development Skills Certificate III in Community Services
<b>Teacher Contact</b>	Ms Le-Le Dang					

# VCE VM

## Work Related Skills

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and education goals. Students develop a broad understanding of workplace environments and the future of work and education, to engage in theory, practical planning, and decision-making to successfully transition to their desired pathway.

Students will be able to apply the knowledge and skills gained from WRS in the classroom and their Structured Workplace Learning (SWL).

Through the presentation of research investigation, self-reflection, practical application relating to the promotion of individual skills and capabilities, effective leadership, collaboration, and implementation of community projects; students are empowered to become active and engaged citizens and future members of the workplace who communicate effectively, advocate for themselves and are adaptable to change.

<b>Unit 3</b>	<b>Industrial relations, workplace environment and practice</b>					
	<p>This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:</p> <ul style="list-style-type: none"> <li>• wellbeing, culture and the employee-employer relationship</li> <li>• workplace relations, and</li> <li>• communication and collaboration.</li> </ul> <p>Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution.</p> <p>Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
				VCE VM WRS – Unit 2	VCE VM WRS	VCE VM WRS
<b>Teacher Contact</b>	Ms Le-Le Dang, Ms Bree Watson					



# General Advice – Choosing Subjects

Choosing subjects is an important decision. The choices that students make now can help set up a strong and supportive pathway to a successful future.

Some general advice and reminders when thinking about subjects to choose includes:

- Make sure you have read the Subject Handbook thoroughly
- Don't choose subjects because your friends are choosing them – your subject choices might mean you are in the same subject, but not the same class!
- Don't choose subjects based on the teachers listed as contacts – they may/may not be the teacher of the subject next year!
- Read the Possible Pathways sections to determine if the subject leads to the VCE/VET subjects you are interested in
- Encourage your parents/carers to read the booklet so you can have conversations about pathways and subject choices
- Speak with your Maths teacher to determine the most suitable Maths choice.
- Speak with your Team Leaders to answer any questions or get feedback about your draft subject choices BEFORE your Course Counselling appointment