

HEATHERTON CHRISTIAN COLLEGE



2020

YEAR 9 - 10 CURRICULUM GUIDE & ELECTIVES SUBJECT HANDBOOK

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WELCOME TO YEAR 9 AND YEAR 10 AT HEATHERTON CHRISTIAN COLLEGE

OUR COLLEGE VISION

“Growing in Christ, Striving for Excellence, Influencing the World.”

Heatherton Christian College is a high quality, contemporary Christian school where we seek to honour God in all we do.

It is our aim for all of the students entrusted to us to come to follow Jesus Christ and be secure in Him, to develop academic and life skills needed for a fruitful and meaningful life, and to grow in their capacity to show leadership and care for others, for themselves and for God’s creation and, in doing so, to live as a Godly influence in the world around them.

Through our strategic programs and learning opportunities, we want our students to grow in line with our "Five foundations of a healthy, Heatherton child". That is, for them to grow spiritually, emotionally, academically, physically and socially. This will be enhanced as they identify, develop and use their God given passions and talents for the benefit of others.

Our **Year 9 and 10** curriculum program, which is in line with the Victorian Curriculum Framework and Standards, consists of both core (compulsory) subjects, as well as the opportunity for students to complete 2 elective units of study each semester. Depending on their choice, they may elect to study a range of single semester subjects, or year long subjects. Subjects may be a Year 9 or a Year 10 only class, a combined Year 9 and 10 class, or a combined Year 10 and 11 VCE class. Please check the Elective subjects listed on the next page, as well as the Elective selection form, to see the options available.

This **‘2020 Year 9 and 10 Curriculum Guide and Electives Subject Handbook’** contains information on each of the elective subjects and is designed for students to use when making their elective subject selections. There is a separate Elective Selection Form for Year 9 and Year 10 students, which is to be completed and submitted to indicate their subjects of choice for 2020.

When making elective choices, each student should consider the following:

- Their interest in exploring particular areas of learning and skill development
- The relevance of the subject as a pathway to a possible VCE program (as shown in the HCC Curriculum Pathways Map on pages 4 - 5)
- Their areas of strength and previous levels of academic achievement

As well as using this Guide, we encourage students to discuss their possible choices with you, their parents, and to consult with their teachers and Heads of School for more specific information. We especially encourage students to prayerfully consider how these subjects may fit into their path ahead, as they look to move through their VCE years and into their intended post-secondary destinations.

We wish our students well as they enter this important stage of Secondary school.

Phil Eastman
Head of Campus

David Holloway
Head of Curriculum

CORE AND ELECTIVE SUBJECTS STUDIED AT YEAR 9 AND YEAR 10

Students in Year 9 and Year 10 will complete studies in the following core subjects (number of periods per fortnight are shown in brackets):

	Year 9	Year 10
English	(9)	(8)
Maths	(9)	(9)
Science	(7)	(6)
Humanities	(6)	(7)
Christian Life	(2)	(2)
Physical Education & Sport	(5)	(5)
Careers	(2)	(3)
Healthy Choices		(2)
Chapel	(2)	(2)
Year of Challenge	(4)	
Electives - Block A & B	(14)	(16)

Year 9 only	Year 9 & 10	Year 10 only	Flexible Learning Options (FLO) Year 10 only
Art/Visual Communication	Digital Technology A/B/C	French	VET in Schools (VETiS)
Body In Action	Music Technology	VCE Unit 1 & 2 Legal Studies	Distance Education (DECV)
French	Pre VCE Music A	VCE Unit 1 & 2 Studio Arts	Emerging Sciences Victoria (ESV)
Pre-Hospitality	Visual Communication Design	VCE Unit 1 & 2 Physical Education	Extended Investigation
	Business and Entrepreneurial Studies	VCE/VET Hospitality/Kitchen Operations	
	Studio Art (2021)	VCE Business Management Unit 1 & 2 (2021)	
	Law and Parliament (2021)	VCE Visual Communication Design Unit 1 & 2 (2021)	

**HEATHERTON CHRISTIAN COLLEGE SECONDARY SCHOOL
2020 CURRICULUM PATHWAYS AND CURRICULUM MAP**

Curriculum Pathway	Year 7 & 8 Subject	Year 9 & 10 Subject	VCE/VCE VET Subject
Languages	-English -French	-English -French	-English -French
Humanities & Business / Legal	-Humanities <i>Business & Entrepreneurial studies</i>	-Humanities (History/Geography) <i>-Law & Parliament (2021)</i> <i>-Business & Entrepreneurial studies(2020)</i>	-History -Legal studies -Business Management
Mathematics	-Mathematics	-Mathematics	-General / Further Maths -Maths Methods -Specialist Maths
Science	-Science <i>-STEAM elective</i> <i>-Sustainability</i>	-Science <i>-Emerging Sciences Victoria units #</i> <i>-Extended Investigation</i>	-Biology -Chemistry -Physics -Psychology
Technology & Engineering	-Digital Technologies <i>-Robotics</i> <i>-Product Design & Technology - Textiles</i>	-Digital Technologies	Applied Computing <i>(New subject in 2020)</i>
Visual & Performing Arts	-Art -Music <i>-Instrumental bands*</i> <i>-Performing Arts</i>	-Studio Arts (2021) <i>-Visual Communication Design (2020)</i> -Music <i>-College Band*</i>	-Studio Arts (2020 – Unit 1/2) -Visual Communication (2021 – Unit 1/2) -Music Performance

Curriculum Pathway	Year 7 & 8 Subject	Year 9 & 10 Subject	VCE/VCE VET Subject
Physical Health & Wellbeing	-Physical Education -Interscholar Sport -Healthy Choices <i>-Outdoor Education</i>	-Physical Education -Interscholar Sport <i>-Body in Action</i> -Healthy Choices	-Physical Education (2020 Unit 1/2) -Interscholar Sport*
Hospitality	<i>-Pre - Hospitality</i>	<i>-Pre - Hospitality</i>	-Hospitality - Kitchen Operations (VCE VET) - Front of House (VCE VET) - Patisserie (VET)
Vocational Studies		-Careers Education	
Faith & Service	-Christian Life -Student Chapel Year 7 & 8 Camp*	-Christian Life -Student Chapel -Year 9 Year of Challenge program Year 9 WASP camp* Year 10 Queensland Missions Trip*	-Gravitate (VET) -Student Chapel Year 11 City Missions Trip* Year 12 Thailand Missions Trip*

Please note: 1. *Italics* denotes that this is an elective subject

2. * denotes a co – curricular activity (non timetabled)

3. VCE Applied Computing is a new subject for 2020

4. VCE/VCE VET options may be increased through Distance Education and/or an offsite TAFE course

- Examples of subjects available through Distance Education include, **Accounting, English Literature, Geography, Health & Human Development**

5. # Emerging Sciences Victoria electives – these Science units are studied online through the John Monash Science School

ADDITIONAL FEATURES OF YEAR 9 AND YEAR 10

YEAR 9

Year of Challenge Program

Students in Year 9 can often benefit from different forms of engagement and challenge with their schooling as they develop their sense of self, therefore we provide them with a range of powerful learning experiences, both in and outside of the classroom, all aimed to help them remain positive and connected to God, others and the College community.

This happens through the '**Year of Challenge Program**' that consists of four major challenges (one per term) and requires them to be involved in several other activities throughout the year.

The major challenges are:

WASP Camp (Wilderness camp)	– Term 1
City Challenge – Inquiry based learning project	– Term 2
Community Service Challenge	– Term 3
Physical Challenge – 100km bike ride	– Term 4

As well as being challenged by new experiences within the College and as a part of the wider community, student participation and initiative, attitudes and effort are all taken into account as they accrue points towards their 'Nehemiah Leadership Award',

Careers/Vocational Studies

We have recognised the need for us to support students in considering and seeking to identify and clarify their future pathways of study, vocation, personal gifts, abilities and passions. Hence in 2018, students will have formal Careers classes for the first time to assist them to explore future study options through to VCE level and beyond. Students will be encouraged to consider possible options that may involve university and / or TAFE courses, mission/service options and future careers.

YEAR 10

Year 10 Missions Trip

A further highlight of Year 10 is the opportunity for students to participate in a 10-day **Missions Trip** to Queensland. This trip, which takes place at the end of Term 3, involves students receiving discipleship training with YWAM (Youth With A Mission) in Townsville before heading off in smaller teams to serve in an aboriginal community on either Palm Island or at Yarrabah. This trip is often a life changing one for the students as they experience short term mission work, live amongst Indigenous Australians, and see God at work through them and in the lives of the communities in which they serve.

Careers/Vocational Studies

Students in Year 10 will seek to identify and clarify their future pathways of study, vocation, gifts, abilities and passions. Formal Careers classes will enable them to explore future study options at VCE level as they identify and plan future university and TAFE courses or mission/service options.

VCE Study Options

Year 10 students who have shown sustained levels of success in their academic studies will have the opportunity to study a VCE subject at Unit 1 & 2 level (Year 11) which can then enable them to do this subject as a Unit 3 & 4 subject in Year 11.

Please note that students may only choose one VCE Unit 1 & 2 accelerated subject in total, and that students may not automatically be granted permission to study the VCE subjects as they will need to be averaging a 'B' grade or above in their 2018 Year 9 studies. (Students doing this can do an additional, 6th, VCE Unit 3 & 4 subject. This can give them a bonus 10% of the study score for that subject in their ATAR calculator.)

Whilst we offer the opportunity for students to take on the challenge of studying a VCE Unit 1 & 2 subject in Year 10, there is no disadvantage to students who do not start their VCE 'early' as the goal is for students to work hard and achieve their best results in whatever area of study they undertake as they build up to a successful outcome in Year 12.

Students can 'expand' their range of VCE subjects by taking a subject through Distance Education (please see below for further information).

VCE/VET Options

Students will also have the option of undertaking a VET subject at the College – this option still contributes to a student's ATAR score in Year 12 (refer to the VCE Handbook on the College website or to the VCAA website, www.vcaa.vic.edu.au or make a time to speak to the school for further information on how this works). The VCE/VET courses onsite at Heatherton Christian College are Hospitality (Front of House/Kitchen Operations/Patisserie).

Flexible Study Options

Students in Year 10 can also undertake one of several flexible study options that can expand their elective subject choices – these include VETiS, Distance Education and Emerging Science Victoria. **Further information on these options listed below can be located on Page 18** of this Handbook.

A. VETiS (VET in Schools)

These are offsite courses that are done through a TAFE. These courses cover a wide variety but are problematic for our students as they run for the whole day on a Wednesday meaning that a few classes will be missed and would need to be made up. There are also additional fees charged by the VETiS provider that, while varying depending on the course, can typically be between \$800 to \$2000 for the year. This cost is the responsibility of the parents.

B. Distance Education

Year 10 students may elect to study a VCE Unit 1 and 2 subject that is not offered at Heatherton Christian College. **This option will only suit independent, self motivated learners.** A full list of subject options is available at the Distance Education website <http://www.distance.vic.edu.au/>. Please note that a Distance Education subject costs an additional \$810, the cost being the responsibility of the parents.

C. Emerging Sciences Victoria

This is a semester long Science based, online, interactive course, run through John Monash Science School. There are 2 weekly live webinars on a specific subject. It is suitable for students with a keen interest in science and who are able to work independently. The cost is approximately \$300 for each unit undertaken and enrolments are made in consultation with the Head of Senior School. Refer to Page 19 for the link to the full range of units.

D. Extended Investigation

This is a semester length subject where students are able to investigate an issue or area of interest to a deeper level. They will develop skills in conducting research and presenting to an audience. There is no cost involved.

YEAR 9 ELECTIVE SUBJECTS

YEAR 9 ART/DESIGN

Rationale

This course will be broken into two units, one focussing on Art and the other on Design. The course is designed to give students a broad experience and knowledge of skills in a variety of art and design materials and techniques. Students will develop design thinking skills, which involves the application of creative, critical and reflective techniques, which is fundamental to learning in the Arts.

During the semester, students will be able to work towards developing a personal style, express ideas and explore themes in found in existing artworks. They will plan artworks and consider their presentation in terms of how their ideas can be conveyed to an audience. Within the Design unit students will develop aesthetic understandings about design solutions in the world around them. They will learn about design, and the role of the visual communication designer and their contribution to society.

Course Objectives

- To gain a knowledge of the nature of materials, techniques and working methods and document this knowledge
- To manipulate elements and principles to effectively realise students' ideas and produce visual communications
- To demonstrate a level of technical competence in the use of skills, techniques and processes, in both manual and digital methods
- To develop artworks which reflect personal art responses to specific tasks
- To develop understanding of the use of a design brief
- Follow the design process to develop a range of visual communications

Content

- Use of the Visual diary will be emphasised to collect ideas and develop concepts for artworks. These ideas will become the basis for artworks
- Students will explore drawing, printmaking and painting
- Themes of animal and plant life and the world around us may also be explored
- Freehand drawing and rendering
- To begin to understand technical drawing so as to develop and refine skills
- To create visual solutions to a range of problems based on meeting the needs of a brief

Assessment

- All class work – research and developmental work including a working visual diary and resolved artworks
- Written work based on investigating artworks from different cultures and historical contexts.
- Knowledge and understanding of concepts relating to the design process for producing visual communications
- Skill in the production of design pieces
- Skill in the analysis of their own and others' design work

VCE subjects this course leads to:

The course will prepare students for the study of VCE Studio Arts and VCE Visual Communication Design, by allowing them to develop a variety of necessary skills, techniques and knowledge.

Unit Cost (as covered in the Electives levy)

This course will have a cost of \$100.

YEAR 9 BODY IN ACTION

Rationale

This elective will involve students in the study of the muscular, circulatory, respiratory and energy systems of the body. Students will examine how the body responds to the effects of physical training including acute responses, chronic adaptations and fatigue and recovery. Students will plan and undertake a fitness training program and evaluate the effectiveness of this program. They will also explore the impact of performance enhancing methods, both legal and illegal.

Course Objectives

- Be able to identify and describe the muscles of the human body
- Identify and describe the structure and function of the circulatory, respiratory and energy systems of the body
- Identify legal and illegal performance enhancement methods used in sport
- Explain the impact of fatigue and recovery on performance
- Plan, undertake and evaluate the effectiveness of a fitness training program

Content

- Learning the function and structure of the muscular, circulatory, respiratory and energy systems of the body
- How the body responds to different forms of exercise and physical training
- Body responses including acute responses, chronic adaptations and fatigue and recovery
- Principles of fitness
- Methods of testing physical fitness
- Types of fitness training programs
- Legal and illegal performance enhancement methods used in sport

Assessment

- Content knowledge tests
- Design, participation in and evaluation of a fitness training program
- Research project on Performance Enhancement Methods used in sport

VCE subjects this course leads to:

The course will prepare students for the study of VCE Physical Education Unit 1 & 2 and 3 & 4 by allowing them to develop a strong background of knowledge and understanding of the working of the amazing human body and its responses to exercise.

Unit Cost (as covered in the Electives levy)

There is no additional unit cost.

Rationale

French is widely spoken internationally and is an official language for many organisations and at international events. The study of French enables students to:

- Learn the French language
- Communicate with others and facilitate travel in French speaking countries
- See the world from a different perspective
- Enhance vocational prospects
- Enjoy and enrich independent study habits
- Better understand their own language system
- Learn about French culture
- Begin lifelong learning for further study or leisure

Course Objective

Year 9 French leads to VCE language studies and possibly further to university studies. It is the foundation for personal language learning pursuits related to reading and speaking for pleasure, work or travel. Knowledge of a foreign language can be a valuable asset vocationally, especially in areas such as commerce, education, fashion and hospitality industries, law, media, politics, overseas aid and tourism.

Content

This course involves learning French language that relates to everyday life situation topics such as:

- Personal Information, Relationships, Sports and Hobbies
- House, Home and Family life
- School life and Daily routine
- Health and Fitness

Assessment

- Reading, writing, listening and speaking tests for each chapter
- Mid-year and end of year exams

VCE subjects this course leads to:

The course will prepare students for the study of VCE French. Depending on future class sizes, studies in French may be done as a class at HCC, or through either the Victorian School of Languages or Distance Education Centre of Victoria with a support teacher from HCC.

Unit Cost (as covered in the Electives levy)

This course will have a cost of \$50.

Rationale

This elective is designed to ignite a passion for catering and provide potential students with knowledge and skill to join a rapidly growing industry to fill national and international vacancies due to a lack of qualified skilled staff.

Course Objectives

- To provide students an opportunity to experience working in a commercial kitchen
- To equip students with Hospitality skills that would enable them to become self-sufficient in the commercial kitchen
- To provide students an opportunity to prepare ingredients, cook and present food to Hospitality standards
- To immerse students in an enjoyable cooking culture

Content

- Use food preparation equipment
- Clean kitchen premises and equipment
- Use hygiene practices for food safety
- Follow Occupational Health and Safety procedures
- Use basic methods of cookery
- Prepare and serve simple dishes (canteen duties)
- Work effectively with others

Assessment

- Food safety on-line test
- Observation
- Mini Research project – work place conflict management

VCE Subjects this course leads to:

This course will prepare students for the possible study of VCE VET Hospitality and VCE VET Kitchen Operations.

Unit Cost (as covered in the Electives levy)

This course will have a cost of \$150.

YEAR 9 AND YEAR 10 ELECTIVE SUBJECTS

YEAR 9 & YEAR 10 DIGITAL TECHNOLOGY - A

Rationale

As the world moves to a greater dependence on digital technologies, this course will introduce students to a range of design briefs that will equip them to navigate this environment. Students will develop an understanding of the role of hardware and software in the transmission of data across networked systems, manage collaborative tasks while considering function and non-functional requirements of stakeholders and apply algorithmic thinking to everyday real-world tasks. The course will prepare students for the study of VCE Applied Computing then VCE Software Development, by allowing them to develop a variety of skills and techniques.

Pre-requisites

None

Course Objectives

- Understand the role of hardware and software in networked digital systems
- Identify needs of stakeholders and consider functional and non-functional requirements
- Use and apply the Problem-Solving Methodology
- Design algorithms diagrammatically and in structured English
- Explore Ethical use of ICT

Content

- Logic gates and binary signals
- Networks, communication and security
- Digital collaborative tools
- Design digital solutions
- Word Processing and spreadsheets
- Introduction to programming and algorithms

Assessment

The course objectives and contents will be assessed through a variety of Inquiry based learning projects and structured exercises.

VCE subjects this course leads to:

The course will prepare students for the study of VCE Applied Computing Units 1 and 2 and VCE Software Development Units 3 and 4 by allowing them to develop a variety of necessary skills, techniques and knowledge.

Unit Cost (as covered in the Electives levy)

There is no additional unit cost.

Rationale

As the world moves to a greater dependence on digital technologies, this course will introduce students to a range of design briefs that will equip them to navigate this environment. Students will develop an understanding of the role of hardware and software in the transmission of data across networked systems, manage collaborative tasks while considering function and non-functional requirements of stakeholders and apply algorithmic thinking to everyday real-world tasks. The course will prepare students for the study of VCE Applied Computing then VCE Software Development, by allowing them to develop a variety of skills and techniques.

Pre-requisites:

Year 9 & Year 10 Digital Technology - A

Course Objectives

- Students learn to code through a series of familiar games to scaffold their ability to think logically, algorithmically and sequentially
- The coding complexity will increase between each consecutive game, requiring students to reflect on prior knowledge and apply this knowledge to a seemingly different, but familiar mechanics
- The course will culminate in students drafting and designing a final project, using inspiration from existing commercially produced programs and attempt to imitate the level of polish

Content

- Introduction to graphical user interface programming
- Programming: Rock, Paper, Scissors
- Programming: Guess the number
- Programming: Card Game – 21
- Design Project – Student Choice

Assessment

- The course objectives and contents will be assessed through structured projects.

VCE subjects this course leads to:

The course will prepare students for the study of VCE Applied Computing Units 1 and 2 and VCE Software Development Units 3 and 4 by allowing them to develop a variety of necessary skills, techniques and knowledge.

Unit Cost (as covered in the Electives levy)

There is no additional unit cost.

Rationale

As the world moves to a greater dependence on digital technologies, this course will introduce students to a range of design briefs that will equip them to navigate this environment. Students will develop an understanding of the role of hardware and software in the transmission of data across networked systems, manage collaborative tasks while considering function and non-functional requirements of stakeholders and apply algorithmic thinking to everyday real-world tasks. The course will prepare students for the study of VCE Applied Computing then VCE Software Development, by allowing them to develop a variety of skills and techniques.

Pre-requisites:

Year 9 & Year 10 Digital Technology - B

Course Objectives

- Students are given 5-6 weeks to design, plan, program, test and self-assess student selected projects
- Students will determine their learning objectives by identifying a final objective, then researching the required programming mechanics and imitating other projects as inspiration material
- Students will judge one another's contribution to the project through project management tools, such as a Responsibility Allocation Matrix, and assess the success of their project implementation by applying various data collection methods and detailed testing tables
- Students will exercise time management skills as they learn to prioritise a large project, by dissecting it into manageable discrete components

Content

- Students will decide their own learning objects and the content covered will vary between students
- Students may also complete this course a second time to develop more specialised skills for their programming objectives or expand on their existing skill set through exploring different programming applications

Assessment

- The course objectives and contents will be self and peer assessed through a series of student designed inquiry projects. Students will design their own assessment rubrics based on the knowledge developed in Year 9 & Year 10 Digital Technology – B and gain feedback through the classroom teacher and peers.

VCE subjects this course leads to:

The course will prepare students for the study of VCE Applied Computing Units 1 and 2 and VCE Software Development Units 3 and 4 by allowing them to develop a variety of necessary skills, techniques and knowledge.

Unit Cost (as covered in the Electives levy)

There is no additional unit cost.

Rationale

In Semester 1 Year 9 and 10 Music Technology offers a 'hands on' approach enabling students to participate from various musical backgrounds and experience. Students wishing to participate in Music Technology do not need to have advanced musical skills.

This subject focuses on the key area of Video Game Composition which explores the cultural, social and historical aspects of this popular genre, as well as aural and compositional techniques and analysis skills, students develop and extend their musicianship skills in an active learning environment. In this unit students are also given the opportunity to explore and develop ICT in music. This includes learning about sound technology and using mixing desks, as well as recording, production and studio techniques.

Content

Semester 1 – Music Technology

- Explore video game composition and creation from the 1970's to now. Looking at the cultural, social and historical aspects of the genre as well as aural and compositional techniques and analysis skills
- Foundational sound technology includes learning about equipment, setting up sound systems and mixing.
- Explore Studio Recording techniques.
- Learn to be a Music Producer, an Audio Engineer and a Film Composer
- Foundational theory skills including scales, key and time signatures
- Foundational aural skills in rhythmic and melodic dictation and recognition, as well as scale, interval and chord recognition

Assessment

- Theory, Aural and Analysis
- Topic 1: Video Game Music
- Topic 2: Sound Technology
- Topic 3: Working in the Music Industry

VCE subjects this course leads to:

The course will begin to prepare students for the study of VCE Music by allowing them to develop a variety of necessary skills, techniques and knowledge.

Unit Cost (as covered in the Electives levy)

This course will have a cost of \$60 per unit

Rationale

Year 9 & 10 Pre VCE Music offers a 'hands on' approach enabling students to participate from various musical backgrounds and experience.

Encompassing a range of music styles and tastes from contemporary to classical, this music elective is aimed at further developing performance and musicianship skills in an active learning environment in preparation for VCE Music Performance. Students will explore and develop rehearsal and performance techniques on their chosen instrument throughout the semester and will be given the opportunity to participate in various performances. Further developing music theory and aural training, as well as expanding their analysis and composition skills, gives students a good platform to move towards undertaking VCE Music.

This subject is for students who wish to further develop their musical skills in preparation for Music Performance in VCE. This subject requires students to participate in a weekly school ensemble as well as a number of after-hours concerts throughout the semester. Students are expected to be undertaking private instrumental lessons on their chosen instrument.

Content

Semester 2 – The Performer

- Pre-VCE Performance skills
- Develop individual instrumental skills and practice and performance techniques
- Exploration and analysis of various styles of music, researching historical, cultural and musical aspects of different forms of music
- Further developing theory skills including scales, key signatures, chord structures and intervals
- Develop aural skills in rhythmic and melodic recognition and dictation, as well as scales, interval and chord recognition

Assessment

- Theory and Aural
- Analysis Portfolio
- Research Task
- Composition
- Solo and Ensemble Performances
- Performance Assessment Exam

VCE subjects this course leads to:

The course will prepare students for the study of VCE Music by allowing them to develop a variety of necessary skills, techniques and knowledge.

Unit Cost (as covered in the Electives levy)

This course will have a cost of \$60 per unit

Rationale

Visual Communication Design conveys ideas and information to an audience through visual language. In Visual Communication Design students develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs. Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to learning in Visual Communication Design. Students learn about design, and the role of the visual communication designer and their contribution to society.

Visual Communication Design allows students to investigate the world through the practices of designers. Students explore the significance of visual communication design in different times, places and cultures. They build an understanding of the important role of visual communication design in contemporary society and apply this knowledge in their own visual communications.

In Visual Communication Design students use visual communication design knowledge, understanding and skills to communicate ideas and information with a specific purpose. They use visual communication practices and technologies to generate ideas and develop and refine visual communications. Students develop an appreciation of the means by which others visually communicate ideas and information.

Course Objectives

The Visual Communication Design curriculum aims to develop students':

- Confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices
- Creative and innovative ways to communicate ideas and information
- Aesthetic knowledge, including the application of design elements and principles, as they explore visual communications
- Visual communication design practices, processes and technologies
- Creative, critical and reflective thinking, using visual design thinking skills
- Respect for and acknowledgement of the diverse roles and practices of designers, and the cultural context of visual communication design

Content

- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience
- Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design
- Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief
- Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts
- Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts

Assessment

- Class work – research and developmental work including a working visual diary and resolved design solutions
- Written work based on investigating designs from different cultures and historical contexts.
- Knowledge and understanding of concepts relating to the design process for producing visual communications

- Skill in the production of design pieces
- Skill in the analysis of their own and others' design work

VCE subjects this course leads to:

The course will prepare students for the study of VCE Studio Arts and VCE Visual Communication Design, by allowing them to develop a variety of necessary skills, techniques and knowledge.

Unit Cost (as covered in the Electives levy)

This course will have a cost of \$100.

YEAR 9 & YEAR 10 BUSINESS AND ENTREPRENEURIAL STUDIES

Rationale

This course is designed to give students knowledge and experience to be an entrepreneur – to identify an ethical business idea, develop a business plan and then set up and run their own business using a seed fund. Students will also hear and hopefully learn from a range of entrepreneurs about their experiences and businesses.

Course Objectives

- To learn a process of identifying and developing an ethical business idea
- To develop and establish a business start-up, using a small seed fund
- To learn and apply business principles, learning from various sources including people with experience in this area
- To develop financial literacy skills and lifelong employability skills

Content

- Many social and ethical issues arise in the community and students will have opportunities to develop an understanding of the complex interactions of interest groups and an awareness of their differing needs
- Students will be able to use a small amount of money to fund a new business idea and follow through with running the business to learn a variety of financial and business skills
- Incursions, webinars and excursions with experienced entrepreneurs will add value to the students learning in the business arena
- Students will learn the basics of recording and reporting financial information in relation to small business operations

Assessment

- All class work – research and developmental work, including a working diary of the processes they have followed
- A business pitch for their business idea
- Reflection on the outcomes of their business

VCE subjects this course leads to:

The course will prepare students for the study of VCE Business Management.

Unit cost (as covered in the Electives levy):

This course will have a cost of \$60

YEAR 10 ONLY ELECTIVE SUBJECTS

YEAR 10 FRENCH

Rationale

French is widely spoken internationally and is an official language for many organisations at international events. The study of French enables students to:

- Learn the French language
- Communicate with others and facilitate travel in French speaking countries
- See the world from a different perspective
- Enhance vocational prospects
- Enjoy and enrich independent study habits
- Better understand their own language system
- Learn about French culture
- Begin lifelong learning for further study or leisure

Course Objective

The objective of Year 10 French is to learn a variety of topics that will provide the foundation for future personal language learning pursuits, leading to VCE language studies and possibly even further to French university studies.

Content

The course contains everyday life situation topics such as:

- Future plans, study and work
- Hometown/local environment, Public services, Transport
- Leisure activities
- Media
- Entertainment

Assessment

- Reading, writing, listening and speaking tests for each chapter.
- Mid-year and end of year exams

VCE subjects this course leads to:

The course will prepare students for the study of VCE French. Depending on future class sizes, studies in French will ideally be done as a class at HCC, or through either the Victorian School of Languages or Distance Education Centre of Victoria with a support teacher from HCC.

Unit Cost (as covered in the Electives levy)

This course will have a cost of \$50.

FLEXIBLE LEARNING OPTIONS – YEAR 10 ONLY

Students in Year 10 can also undertake one of several flexible learning options that can expand their elective subject choices from those offered as school based classes – these include VETiS, Distance Education and Emerging Sciences Victoria.

The advantage of these options is that they do expand the range and type of courses available for students, promote independence in student learning and can assist students with skills needed for their future pathways. Students can select one, or a combination of these as part of this option. The negative aspect is that the courses have an additional cost and, due to their nature, will not be a suitable option for all students.

Please note that enrolment in these flexible options is in consultation with the student, parents and Heads of Senior School.

A. VETiS (VET IN SCHOOLS) – FULL YEAR VET SUBJECT

These are offsite VET courses that are done through and at a TAFE provider. These courses cover a huge variety of areas and Heatherton students in the past have chosen courses in Fashion, Make Up, Computer Game design and Architectural Drawing, all whilst still enrolled at HCC.

A difficulty for our students is that many of these subjects run for the whole day on a Wednesday meaning that classes will be missed and would need to be made up. There are also additional fees charged by the VETiS provider that, while varying depending on the course, can typically be between \$800 to \$2000 for the year. This cost is the responsibility of the parents.

B. DISTANCE EDUCATION – FULL YEAR VCE SUBJECT

Year 10 students may elect to study a VCE Unit 1 and 2 subject that is not offered at Heatherton Christian College or was not offered as an accelerated VCE subject option.

This option is best suited to independent learners since work is undertaken through an online portal with Distance Education Victoria (DECV). There is an assigned teacher from DECV who maintains contact with the student, can respond to questions, assesses the submitted work and communicates with the student, parent and school. Assessments are done here at HCC and supervised by our staff before being submitted to DECV.

Heatherton students have, over the years, completed a number of subjects through DECV including English Literature, Economics, Philosophy and Specialist Maths. A full list of subject options is available at the Distance Education website <http://www.distance.vic.edu.au/>.

Distance Education subjects cost approximately \$850, the cost being the responsibility of the parents.

C. EXTENDED INVESTIGATION– SEMESTER LENGTH SUBJECT

Rationale

This course is designed to allow students an opportunity to investigate an issue or area of interest to a deeper level and, in the process, assist them in developing skills in question construction and design, clarifying a specific research question, designing and conducting a detailed investigation and communicating their findings to an audience. The skills gained in this subject will be very valuable across a range of future subjects in VCE, University or TAFE and life in general!

Course Objectives

To develop student skills in:

- Identifying and clarifying an issue or problem
- Designing and applying suitable methods of investigation
- Critical thinking
- Communication and public speaking

Content

- Identifying, designing and framing a research question
- Applying critical and creative thinking to the research problem, issue or area of study
- Learning methods of organising and analysing ideas and information
- The ways evidence is used to support ideas and points of view presented
- Methods of evaluating evidence
- Exploring a range of research methods
- Principles of research project management including setting milestones and personal time management
- Understanding research ethics
- Applying data analysis
- Developing presentation skills and techniques

Assessment

Students will be assessed on:

- The design and completion of an individual research question
- Designing appropriate methods of researching into their issue or chosen area of interest
- Documenting their progress in their Extended Investigation Journal
- Presenting their findings and their skills in communicating clearly to an audience

VCE subjects this course leads to:

The course will prepare students for the possible study of VCE Extended Investigation (Unit 3 & 4) and also allow them to develop a variety of necessary research and presentation skill relevant across a wide range of VCE and tertiary subjects.

D. EMERGING SCIENCES VICTORIA – SEMESTER LENGTH SUBJECT

This is a new addition to our subject range and is a semester long Science subject that is run online through the John Monash Science School. The format involves 2 weekly, live, “virtual classes”, led by highly qualified and engaging presenters, including Monash University professors, as well as the opportunity to engage in discussions with other enrolled students from other schools. Our Year 10 students undertaking this course in 2018 are currently studying, ‘Neuroscience’.

This option is suitable for students with a keen interest in science and who can work both independently and collaboratively. Further information is available through the ESV website - <https://emsci.vic.edu.au/>

The cost is approximately \$300 for each semester unit undertaken, this being taken from the Electives levy.

YEAR 10 THE LAW AND PARLIAMENT

Rationale

This course is designed to introduce students to the Australian legal system, which will be advantageous to students intending to study VCE Legal Studies in 2020.

Course Objectives

To gain knowledge and understanding of Australia's legal and political system; in particular, our parliaments, who make the law, and the courts, who administer the law, and legal personnel.

Content

- The functions of law and how laws differ from non-legal rules
- What makes a good law
- How laws are made and how they can be changed
- The role and responsibilities of the police and the courts
- The 3 levels of government, including the Commonwealth, State and Territory, and local government
- Australia's parliamentary system at a Commonwealth and State level
- The political system in Australia and how this impacts on parliament's law-making
- Sources of law; including parliament-made law and court-made law, and a consideration in the circumstances in which courts can make law
- The distinction between criminal and civil law, examples of each, and a consideration of the interaction between the two types of law

Assessment

- All class work demonstrating knowledge and understanding of the Australian legal system
- A report on the parliamentary system, following a tour of the Victorian parliament
- A report on the Magistrates Court, following a court tour

VCE subjects this course leads to:

The course will prepare students for the study of VCE Legal Studies.

Rationale

This course is designed to give students a broad experience and knowledge of skills in observational drawing, printmaking, sculpture, collage, assemblage and painting. During the semester, students will be able to interact, collaborate and share ideas with fellow classmates whilst at the same time independently explore their ideas through art.

Course Objectives

- To gain a knowledge of the nature of materials, techniques and working methods
- To manipulate arts elements and principles to effectively realise students' ideas
- To demonstrate a level of technical competence in the use of skills, techniques and processes
- To develop artworks which reflect personal art responses to specific tasks
- To document thinking and working practices

Content

- Still life and portrait drawing using grey lead, inks, charcoal, watercolour and printmaking techniques
- Clay sculpture based on a portrait of the students' selection
- The production of artworks using assemblage and collage
- A painting on canvas using acrylic paint, with a subject of the students' choice

Assessment

- All class work – research and developmental work including a working visual diary and resolved artworks
- Written work and assignments

VCE subjects this course leads to:

The course will prepare students for the study of VCE Studio Arts, by allowing them to develop a variety of necessary skills, techniques and knowledge.

Unit Cost (as covered in the Electives levy)

This course will have a cost of \$100.

WHOLE-YEAR VCE SUBJECTS - YEAR 10 ONLY

More details on VCE subjects can be found on the VCAA website (www.vcaa.vic.edu.au)

VCE BUSINESS MANAGEMENT

Rationale

In contemporary Australian society, there is a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

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

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: Planning a business (Year 1)

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.

Unit 2: Establishing a business (Year 1)

This unit focuses on the establishment phase of a business' 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.

Unit 3: Managing a business (Year 2)

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. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a business (Year 2)

Businesses are under constant pressure to adapt and change to meet their objectives. 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. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Business Management School-Assessed Coursework and an end-of-year examination will determine students' level of achievement.

Percentage contributions to the study score in VCE Business Management are as follows:

- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Rationale

In contemporary Australian society, there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

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

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: Guilt and liability (Year 1)

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.

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

Unit 2: Sanctions, remedies and rights (Year 1)

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Unit 3: Rights and justice (Year 2)

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students 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. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people and the law (Year 2)

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

Assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Levels of achievement

Please refer to the VCAA website and 2018 Legal Studies Study design at http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Legal Studies students' level of achievement will be determined by School-Assessed Coursework and an end-of-year examination.

Percentage contributions to the study score in VCE Legal Studies are as follows:

- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Rationale

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities.

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. VCE Studio Arts broadens students' understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

Structure

The study is made up of four units:

Unit 1: Studio inspiration and techniques (Year 1)

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration; research artistic influences develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2: Studio exploration and concepts (Year 1)

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art.

Unit 3: Studio practices and processes (Year 2)

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. For this study, the exploration proposal supports the student to identify a direction for their studio process. This process records trialing, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the

exploration proposal. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques.

Unit 4: Studio practice and art industry contexts (Year 2)

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.

Assessment outcomes

Outcomes define what students will know and be able to do as a result of undertaking the study. Units 1, 3 and 4 have three outcomes. Unit 2 has two outcomes. Each outcome will be assessed by a series of practical and written School Assessed Tasks (SATs).

Satisfactory completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of achievement

Units 1 and 2

Individual school decision on levels of achievement.

Units 3 and 4

In the study of Studio Arts students' level of achievement will be determined by School Assessed Coursework, the School Assessed Task and the end-of-year examination.

Percentage contributions to the study score in Studio Arts are as follows:

- Units 3 and 4 School Assessed Coursework: 10 per cent
- Units 3 and 4 School Assessed Task: 60 per cent
- End-of-year examination: 30 per cent.

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers

Aims

This study enables students to:

- Use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise.
- Develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan.
- Engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement.
- Critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters.

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

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Unit 1: The human body in motion (Year 1)

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. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2: Physical activity, sport and society (Year 1)

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. 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. 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. 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.

Unit 3: Movement skills and energy for physical activity (Year 2)

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. They investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance (Year 2)

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge

and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual and evaluate the chronic adaptations to training from a theoretical perspective.

Assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE Physical Education students' level of achievement will be determined by School-Assessed Coursework and an end-of-year examination.

Percentage contributions to the study score in VCE Physical Education are as follows:

- Unit 3 School-Assessed Coursework: 25 per cent
- Unit 4 School-Assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Rational

The practical and creative nature of hospitality provides students an opportunity for personal growth which includes the ability to effectively work in a team and serve others with passion and professionalism. Hospitality also prepares students with knowledge and skill to enter the workforce with specific values and standards that is embraced by the international community.

Romans 12:13 Share with the Lord's people who are in need. Practice hospitality

Structure

Hospitality training would provide students with dual qualification as follows:

VCE secondary subject equal to unit 3 and 4

VET qualification

Each VET stream is identified by a code and is internationally recognised and students might be able to use their qualification as credits to other under-graduate studies.

SIT20316 Certificate 11 in Hospitality VCE VET Hospitality Stream

Students who undertake the VCE VET Hospitality program (Front of House) training are required to complete a minimum of 17 units of competency (topics).

Students would at the end the two year of training be:

- Be eligible for the award of SIT20212 Certificate II in Hospitality
- Have gained recognition for Units 1 and 2 sequences in the first year and Units 3 and 4 sequences in the second year.
- Able to serve food and beverage and make non-alcoholic beverages at a restaurant.
- A Qualified barista (coffee making) and possess a RSA (Responsible Service of Alcohol) certificate.

Note: Units 3 and 4 sequences of VCE VET Hospitality are not designed as stand-alone studies. Students cannot undertake the Units 3 and 4 sequences without completing the first year of study.

SIT20416 VCE VET Kitchen Operations Stream

Students who undertake the VCE VET Kitchen Operations (Back of House) training are required to complete a minimum of 14 units of competency (topics)

Students would at the end of the two years of training:

- Be eligible for completion of the SIT20312 Certificate II in Kitchen Operations
- Have gained recognition for Units 1 and 2 sequences in the first year and Units 3 and 4 sequences in the second year
- Design and cost menus, prepare and serve food for a variety of functions.

Note: Units 3 and 4 sequences of VCE VET Kitchen Operations is not designed as stand-alone studies. Students cannot undertake the Units 3 and 4 sequences without completing the first year of study.

VET Patisserie Stream

Students who have completed the first year of training in either VCE VET Hospitality or VCE VET Kitchen Operations can undertake to complete Certificate III Patisserie (in part) in the second year of training. Certificate III in Patisserie is not a scored assessed subject and hence, students would not sit the VCE Examination.

Students who have successfully completed Certificate III in Patisserie would receive a 10% increment of the average of their first four study scores. This increment would contribute directly to their ATAR.

Scored Assessment/ ATAR contribution

Students wishing to receive a study score for their ATAR contribution in VCE VET Hospitality or VCE VET Kitchen Operations must undertake Scored Assessments. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score. Scored assessment is based on their second year of training (Units 3 and 4 sequences). Hospitality must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Unit Cost

Approximately \$500 (includes RTO fees, training resources, food levy and specialised excursions). The cost is also heavily subsidized.

Rationale

Visual Communication Design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

Aims

This study enables students to:

- Develop and apply drawing skills using a range of techniques
- Develop design thinking
- Develop a range of skills in selecting and applying media, materials and manual and digital methods to support design processes
- Apply a design process to create visual communications
- Understand how key design elements, design principles, media, materials and manual and digital methods contribute to the creation of their own visual language develop a capacity to undertake ongoing design thinking while conceiving, communicating and presenting ideas
- Understand how historical, social, cultural, environmental, legal, ethical and contemporary factors influence visual communications

Structure

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

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

Unit 1: Introduction to Visual Communication Design (Year 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 to create messages, ideas and concepts, both visible and tangible. Students practice 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.

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Unit 2: Applications of visual communication within design fields (Year 1)

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

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 of the Study Design as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3: Visual Communication Design Practices (Year 2)

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 and 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 and digital methods, media

and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: Visual Communication Design development, evaluation and presentation (Year 2)

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 communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication 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 creates different communication messages and conveys ideas to the target audience.

As students' revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavors focused.

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In VCE Visual Communication Design student's level of achievement will be determined by School Assessed Coursework, a School Assessed Task and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current VCE and VCAL Administrative Handbook for details on graded assessment and calculation of the study score.

Percentage contributions to the study score in VCE Visual Communication Design are as follows:

- Unit 3 School Assessed Coursework: 25 per cent
- Unit 3 & 4 School Assessed Task: 40 per cent
- End-of-year examination: 35 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

VCE Studies on Offer in Year 11 & 12 in 2020

Units 1 and 2	Units 3 and 4	2021 Units 3 & 4
Applied Computing		Applied Computing
Biology	Biology	
	Business Management	
Chemistry	Chemistry	
English	English	
History: 20 th Century	History: Revolutions	
Languages: French	Languages: French	
Legal Studies		Legal Studies
Mathematics: <ul style="list-style-type: none"> • General Maths (Further) • Mathematical Methods (CAS) • Specialist Mathematics 	Mathematics: <ul style="list-style-type: none"> • Further Mathematics • Mathematical Methods (CAS) • Specialist Mathematics 	
Music Performance	Music Performance	
Physical Education		Physical Education
Physics	Physics	
Psychology	Psychology	
Studio Art		Studio Art
	Visual Communication and Design	
VCE VET – Hospitality (Leads to Kitchen Ops or Patisserie)	VCE VET - Hospitality - Kitchen Operations	
VCE VET – Hospitality (Leads to Kitchen Ops or Patisserie)	VET - Patisserie	
	VET - Gravitare (Certificate 3 in Christian Ministry and Theology) - available for Year 11 students	

Unit 1 & 2 Studies returning in 2021

Visual Communication
Business Management

VCE ASSESSMENT AND REPORTING – SOME FURTHER INFORMATION

Each student undertaking VCE studies will be issued with a VCE Statement of Results from VCAA at the end of the year, in addition to semester reports from Heatherton Christian College.

The VCAA Statement of Results indicates:

- that a student has satisfactorily completed a particular unit in which case an 'S' shall be reported, or,
- that a student has not satisfactorily completed a particular unit in which case an 'N' shall be reported, or,
- that a student has not completed a particular unit and has not officially withdrawn from that unit in which case a 'J' shall be reported.

All Unit 1 and 2 studies offered at Heatherton Christian College involve assessment tasks that are based upon the Outcomes prescribed for those units. These assessment tasks are set, monitored and graded by the teachers of each unit and will, therefore, only be reported on the Heatherton Christian College semester report.

This report will indicate:

- The study and unit undertaken
- An overall unit result (an 'S' or an 'N' indicating that a student has either satisfactorily completed or has not satisfactorily completed the unit. NB an 'N' will indicate that the work was not satisfactorily completed)
- A letter grade from A+ to E for each assessment task, for school assessment purposes only (since these assessment tasks are not reported to VCAA for credit towards the VCE)

As well as:

- UG 'Ungraded'. This symbol does not indicate that a student's work has not been assessed but that it has not scored highly enough to receive a letter grade A+ to E
- NA 'Not assessed'. This symbol indicates that the student's work cannot be marked (usually because it has not been completed for an acceptable reason)

This marking system is used because it resembles the Unit 3 and 4 assessment which is credited towards the VCE using the same letter grades, but differing percentage ranges, which must then be used to determine an overall study score for each Unit 3 and 4 sequence studied.

Unit 3 and 4 studies are based upon school assessment and either one or two examinations. This structure is designed to allow a significant amount of work to be completed during class time. All grades given by the College are checked statistically by VCAA using the results of an externally set and marked 'General Achievement Test' or GAT which Unit 3 and 4 students must sit during the year. Students' overall achievements are reported as a study score between 0 and 50, provided that the units are satisfactorily completed.

From a student's VCE results, the Victorian Tertiary Admissions Centre (VTAC) will calculate an Australian Tertiary Admission Rank (ATAR) for all students as the basis of entry into all Victorian universities and TAFE colleges.

The ATAR places each VCE student on a percentile rank and is calculated using the study score for the 'best four' studies, one of which must be English or Literature (NB Certain subject combinations may be excluded for ATAR calculations).

A rank of 75.5 would mean that the student achieved an overall result equal to or better than 75.5% of all students in their age group for that year.

All VET Units 3 and 4 have their own study score and contribute towards the ATAR calculation. (NB 'N' or 'J' results in Unit 3 or 4 result in a zero study score for that study).

