Subject Selection Booklet
Year 7 - 8
2017
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Subject Selection 2017

Learning Areas

- English
- Health and Physical Education
- Humanities
- LOTE
- Mathematics
- Performing Arts
- Science
- Technology
- Visual Arts
- Applied Learning

The following Information Sessions will be run to assist with Subject Selection. The dates can be found on the Website and in the Newsletter.

Pathways Expo

This evening is open to all Parents/Guardians and Students in Years 7 to 11. It is an ideal opportunity to receive advice from Staff about what subjects would best suit your student and their future pathways.

Information Session for Students

Green and Orange Sheets will be distributed to all students. The Heads of School will explain the selection process to students in year level assemblies on this day.

Individual Student Progress Check / Pathway Interviews

Students are encouraged to make meeting times with their Teachers in order to receive advice and support when making decisions on what subjects are required for future year levels, careers, University/TAFE courses and employment. Information on making these appointments will be sent out prior to the days. Students should also attend these appointments with their Parent/Guardians.

Subject Confirmation Stage (Term 4)

Students’ courses will be confirmed and finalised. Booklists will be distributed.

When the information is tallied from the green/orange sheets it will tell us how many students wish to study a subject.

On the basis of these figures, some subjects will run the following year and some will not. If a student’s first choice does not run, his or her next choice will be promoted to first preference.

If there is a timetable clash or a student’s preferred subject is not available then students who cannot be provided with their preferred choices will be individually counselled and assisted to make the best possible choice from the remaining subjects.
Curriculum Outline

Subject Selection Process

In Term 3 of each year all students will engage in the subject selection process.

1. All students will receive access to the Curriculum and Pathways booklet on the school website.

2. For subject information, students must refer to the College Subject Selection booklet that is located on the Phoenix P-12 Community College webpage: [http://www.phoenix.vic.edu.au/curriculum/subject-selection](http://www.phoenix.vic.edu.au/curriculum/subject-selection).

3. Students will need to consult with their teachers and parents regarding their suitability to undertake chosen studies. Teachers will confirm the Subject Selection sheet for each subject.

4. Parents and students will also have the opportunity to attend the Parent/Teacher/Student Interviews to gain further advice and confirm Subject Selections.

5. Completed sheet is utilised to complete selections online.

Phoenix P-12 Community College offers a unique learning program that is designed to help every individual fulfil their potential and realise their goals for life after school.

Year 7

The Year 7 curriculum is designed to provide all students with a smooth transition to College life. Students will be introduced to a variety of subjects and opportunities for the future. All students will study English, Mathematics, Humanities, Science, Health and Physical Education and LOTE (Chinese). There will also be experiences within the domains of Visual and Performing Arts as well as exposure to a range of Technology options. Pastoral Care includes the Drop Everything and Read program.

Students in the Academic Achievers Program will engage in each of the core studies, with compulsory studies in LOTE Chinese.

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>H.A.P.E</td>
</tr>
<tr>
<td>L.O.T.E/Digital Technologies</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
</tr>
<tr>
<td>Technology</td>
</tr>
<tr>
<td>Pastoral Care</td>
</tr>
</tbody>
</table>
Year 8

In Year 8 the student learning program becomes individualised to meet the specific needs of each student. Students will have comprehensive counselling to ensure that literacy and numeracy teaching meets their point of need. Each subject will be undertaken for the duration of a semester. Pastoral Care again includes the Drop Everything and Read program.

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
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<tr>
<td>Science</td>
</tr>
<tr>
<td>H.A.P.E</td>
</tr>
<tr>
<td>L.O.T.E/Digital Technologies</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
</tr>
<tr>
<td>Technology</td>
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<tr>
<td>Pastoral Care</td>
</tr>
</tbody>
</table>

Year 9

Student learning horizons are broadened in Year 9 to include the first opportunity to experience an applied learning module, known as Phoenix Connect. Students will undertake Phoenix Connect for one semester. Pastoral Care encompasses learning to help students map a pathway to the career of their choice.

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Humanities</td>
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<tr>
<td>Science</td>
</tr>
<tr>
<td>H.A.P.E</td>
</tr>
<tr>
<td>L.O.T.E</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
</tr>
<tr>
<td>Technology/Digital Technology</td>
</tr>
<tr>
<td>Phoenix Connect**</td>
</tr>
<tr>
<td>Pastoral Care</td>
</tr>
</tbody>
</table>

** For the semester students are involved in Phoenix Connect.
**Year 10**

Students entering Year 10 embark on their Senior School learning program. Students will continue to undertake core studies in English, Mathematics, Humanities and Science. However this is also the time when students begin to plan their program to suit their interests, passions, career goals and pathways in mind. Some students will begin their VCE/VCAL program by taking on appropriate study and may wish to include a Work Experience option in their learning program.

### Subject

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>H.A.P.E</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
</tr>
<tr>
<td>Technology/Digital Technology</td>
</tr>
<tr>
<td>Pastoral Care</td>
</tr>
<tr>
<td>My Interests, My Future</td>
</tr>
</tbody>
</table>

**Years 11 and 12**

Student learning programs in Years 11 and 12 are highly specialised and focused on connecting students with the pathway of their choice. Students are able to undertake studies in these extensive and flexible VCE / VCAL / VET programs. The College has strong links with local industry and they provide work placed learning opportunities relevant to students and career pathways. The College is a registered provider of training programs. Students study within a managed environment that emphasizes increased personal responsibility for learning.

### Year 11

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject #1</td>
</tr>
<tr>
<td>Subject #2</td>
</tr>
<tr>
<td>Subject #3</td>
</tr>
<tr>
<td>Subject #4</td>
</tr>
<tr>
<td>Subject #5</td>
</tr>
<tr>
<td>Study Module</td>
</tr>
<tr>
<td>Pastoral Care</td>
</tr>
</tbody>
</table>

* Some VCAL classes vary in time allocation.
Year 12

<table>
<thead>
<tr>
<th>Subject Module</th>
<th>Pastoral Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject #1</td>
<td></td>
</tr>
<tr>
<td>Subject #2</td>
<td></td>
</tr>
<tr>
<td>Subject #3</td>
<td></td>
</tr>
<tr>
<td>Subject #4</td>
<td></td>
</tr>
<tr>
<td>Subject #5</td>
<td></td>
</tr>
</tbody>
</table>

* Some VCAL classes vary in time allocation.

### VCE UNITS AVAILABLE FOR STUDY

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Art</th>
<th>Biology</th>
<th>Business Management</th>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>English</td>
<td>Physics</td>
<td>Psychology</td>
<td>Studio Art</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>Visual Communication &amp; Design</td>
<td>Legal Studies</td>
<td>General Maths</td>
<td>Further Maths</td>
</tr>
<tr>
<td>Maths Methods</td>
<td>Outdoor &amp; Environmental Studies</td>
<td>Physical Education</td>
<td>Food &amp; Technology</td>
<td>Health &amp; Human Development</td>
</tr>
<tr>
<td>History</td>
<td>Literature</td>
<td>Media</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### VCAL UNITS AVAILABLE FOR STUDY

<table>
<thead>
<tr>
<th>Boys 2 Men</th>
<th>Community</th>
<th>Cooking on a Budget</th>
<th>Crazy Ideas</th>
<th>Express Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fit For Life</td>
<td>Fitness</td>
<td>Literacy</td>
<td>Numeracy</td>
<td>OHS</td>
</tr>
<tr>
<td>Rural Studies</td>
<td>Skills For Further Studies</td>
<td>Media</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### VET UNITS AVAILABLE FOR STUDY

<table>
<thead>
<tr>
<th>Automotive</th>
<th>Building &amp; Construction</th>
<th>Certificate III Children's Services</th>
<th>Community Services</th>
<th>Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events Management</td>
<td>Furniture Making</td>
<td>Hairdressing</td>
<td>Hospitality</td>
<td>Visual Art</td>
</tr>
</tbody>
</table>
Learning Pathways

VCE

Victorian Certificate of Education
Usually 20–24 units, 90 different studies available

VET

Apprenticeships and Traineeships
VCE/VET, School-based Apprenticeships and Traineeships, other VET Certificates

Training
TAFE or School, Industry, RTO, ACE

Completion of VCE

Employment/Apprenticeship/Traineeship/Workplace Learning

Structured Workplace Learning

Completion of VCAL

TAFE Certificate II/III/IV, Diploma, Advanced Diploma

University
Victorian Certificate of Education

ABOUT THE VCE

What is the VCE?
The VCE is the certificate that most students in Victoria receive on satisfactory completion of their secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides diverse pathways to further study or training at University or TAFE and to employment.

When Can I Start My VCE?
The VCE is usually done in Year 11 and Year 12 but many students start their VCE in Year 10.

What studies can I choose?
There are over 90 VCE studies and over 30 VCE/VET programs to choose from. The VCE/VET programs can also provide a nationally recognised industry qualification.

What can I choose from at my school?
Each school decides which VCE studies and VCE/VET programs it will offer.

Your school will advise you on study choice and if a VCE study that interests you is not available, it may be possible to do it outside of your school, for example at:
- Distance Education Centre Victoria
distance.vic.edu.au
- Victorian School of Languages vsl.vic.edu.au

What should I consider when choosing my studies?
When making your choice you should consider studies that:
- Interest you.
- You are good at.
- Lead to a job that interests you.
- Prepare you for further training or tertiary courses.
You should speak to your Careers Counsellor before making a final decision.

How is the VCE organised?
A VCE study is made up of units. A unit is one semester in length. Units 1 and 2 can be taken as single units – that is, just the Unit 1 or just the Unit 2 – but Units 3 and 4 must be taken as a sequence in one academic year.

A VCE program will generally consist of 20 to 24 units taken over two years, although you can vary the number of units that you do in one year. You may take more than two years to complete your VCE.

Units 3 and 4 are normally taken in your final year at school. If you are planning to take Units 3 and 4 studies in Year 11, remember that these are more difficult than Units 1 and 2.
Victorian Certificate of Applied Learning

ABOUT THE VCAL

What is the VCAL?
The VCAL is an alternative to the VCE, and hands on option for Years 11 and 12 students. The VCAL gives you:

• Practical work-related experience.
• Employability skills.
• Literacy and numeracy skills.
• Personal skills important for life and work.

Students who do the VCAL are likely to be interested in going on to training at TAFE/Universities, doing an apprenticeship, or getting a job after completing school.

Once you have completed your VCAL, you will have knowledge and skills that are a useful preparation for a trade or industry certificate.

The VCAL has three levels: Foundation, Intermediate and Senior. You can start and complete your VCAL at the level that matches your needs and abilities. Speak to your school if you need help with making this choice.

The VCAL’s flexibility offers you a study program that suits your interests and learning needs. You choose accredited modules and units for each of the following compulsory strands:

• Literacy and Numeracy Skills.
• Industry Specific Skills.
• Work Related Skills.
• Personal Development Skills.

What if I haven’t decided what I want to do?
If you are undecided about what you want to do, VCAL is a good option in Year 11. You can choose to complete a VCAL in Year 11 and then transfer to the VCE. Alternatively, you can complete a VCAL certificate in Year 11 and then do further education or training at the next VCAL certificate level. You may also choose to continue your training, do an apprenticeship or start work.

The VCAL pathway still allows VCE studies.

When can I do the VCAL?
You can begin your VCAL program in Year 11 or Year 12 of secondary school.

Where can I do the VCAL?
The VCAL is offered statewide at schools, TAFE Institutes and Adult Community Education Centers. For a list of all VCAL providers visit: vcaa.vic.edu.au

Are there any entry requirements?
No. You begin the VCAL at a level suited to your capabilities. Your teacher or Careers Counsellor will be able to help you decide which level is suitable for you.

How long will it take me to complete?
The time it takes depends on how your VCAL program is structured. A VCAL certificate is usually completed in one year.

What do I get after successfully completing the VCAL?
You will receive a VCAL certificate for either Foundation, Intermediate or Senior level, depending on the VCAL level you chose to complete. You will also get a Statement of Results from the VCAA, listing all completed VCAL, VCE and VCE/VET units that you were enrolled in. You will also receive a Statement of Attainment from the RTO for VET or Further Education training that you have completed.
Year 7 Subjects

Year 7 is an important year in which students settle into the secondary school environment, culture and learning habits. Year 7 students have a minimised number of teachers and have a strong focus on Literacy and Numeracy while participating in a broad range of specialist subjects. This establishes a strong foundation for future learning in the secondary environment. The Year 7 program is made up of compulsory subjects so that students experience all areas before they choose subjects Year 8.

Year 7 Subjects

- English
- Humanities
- Mathematics
- Science
- Boys’ HAPE
- Visual Arts
- Girls’ HAPE
- Performing Arts
- Chinese
- Foundation Food
- Foundation Woodwork
- Foundation Textiles
- Foundation Metals

Academic Achievers Program

In 2017 the College will run a Select Entry Academic Achievers Program at Years 7 & 8. These students will undertake enriched studies in English, Mathematics, SOSE and Science. These students will study LOTE for the whole year.

Entry to the Academic Achievers Program is determined by application, testing and interview. Academic achievements are the focus for this class and students will need to ensure they consistently demonstrate a strong work ethic both in and out of this class.

Year 8 Students in the Academic Achievers Program will remain together as a class for their core studies of English, Mathematics, SOSE and Science. Studies of LOTE will continue. These students will be given course counselling by the Academic Achievers Program Coordinator to select elective/mainstream classes in The Arts, Technology and HAPE to provide a full program.
Year 8

Subject Selection

Unit Outlines

2017
In English students learn to appreciate, enjoy and use language. Understanding texts and recognising how language works within them is necessary for success at school and beyond for an active, informed and fulfilling life in modern Australian society and the global community. Students read, view, listen to, write, create, compare, research and talk about a range of text types from the simple to the complex. Students learn to control language by applying their understanding of grammar, learning to spell accurately and use punctuation effectively, as well as by imitating good writers and speakers.

**Subjects offered at each level**

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>Literature*</td>
<td>VCE Literature Units 1 &amp; 2</td>
<td>VCE Literature Units 3 &amp; 4</td>
</tr>
<tr>
<td>Script Frenzy*</td>
<td>VCE Media Units 1 &amp; 2</td>
<td>VCE Media Units 3 &amp; 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Aussie! Aussie! Aussie! **</td>
<td>VCE English Units 1 &amp; 2</td>
<td>VCE English Units 3 &amp; 4</td>
<td></td>
</tr>
</tbody>
</table>

* Extension English: These units will challenge students to develop their skills at a higher level. They provide excellent preparation for VCE English and Literature.

** These units focus on improving students' literacy.

**English Learning Activities**

Students will read a range of texts, including a novel and/or short stories and write analytical essays, personal and argumentative responses and give spoken presentations. Grammar, spelling and punctuation will be explicitly taught. Class work will involve a range of individual and group-based activities.

**Subject Selection and Progression Rules**

- Progression to a new level requires satisfactory completion of two units at the previous level.
- Students who do not obtain an ‘S’ will either need to choose an easier stream or attempt the subject again.
- Any English teacher will be able to give you more detailed information on what is required to pass each individual subject.
- The Oxford Dictionary/Thesaurus purchased in Year 7 should be retained for use through to Year 9.
Year 8 English

Year 8 English will focus on the continued development of core communication skills. Students will take part in a range of reading and writing workshops, where they will explore both verbal and non-verbal texts. Students will be challenged to think about form and purpose in text, and use evidence to make interpretations from a range of different perspectives and viewpoints. Students will build a greater understanding and ability to make language choices, creating texts for different purposes. Furthermore, students will engage in substantive talk in the classroom, to evolve mature speaking and listening skills.

Assessed Tasks:
Text response activities and essay, writing folio, oral presentation, grammar and spelling.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Year 7 English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Year 9 English</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Macmillan National English Skills 8 and a Dictionary/Thesaurus.</td>
</tr>
<tr>
<td>For further info:</td>
<td>A. Taylor</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>
**Health and Physical Education (H.A.P.E.)**

In Physical Education students participate in a range of physical activities including individual and non-competitive activity through to competitive team games. Students develop their individual motor skills and tactical knowledge to improve individual and team performance. Students’ progress from basic motor skills to complex movement patterns. In Health students increase their knowledge of mental health, drug education, sexual health and nutrition to make informed choices about their individual behaviour. Health and Physical Education promotes lifelong participation in physical activity through the development of motor skills and health-related physical fitness and knowledge.

**Subjects offered at each level**

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys’ Health and P.E.</td>
<td>Physical Education</td>
<td>VCE Physical Education Units 1 &amp; 2</td>
<td>VCE Physical Education Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Boys’ Health and P.E.</td>
<td>Boys’ Strength &amp; Conditioning</td>
<td>Health</td>
<td>VCE Health &amp; Human Development Units 1 &amp; 2</td>
<td>VCE Health &amp; Human Development Units 3 &amp; 4</td>
</tr>
<tr>
<td>Girls’ Health and P.E.</td>
<td>Sports for Life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls’ Health and P.E.</td>
<td>Girls’ Mind, Body and Soul</td>
<td>OH&amp;S/First Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor Adventure</td>
<td></td>
<td>VCE Outdoor and Environmental Studies Units 1 &amp; 2</td>
<td>VCE Outdoor and Environmental Studies Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Specialist Basketball</td>
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</tbody>
</table>

**Subject Selection and Rules**

Students must obtain an “S” for both semesters to progress to the next level. In order to obtain an "S", students must:

- Attend regularly.
- Hand in the set work tasks to a satisfactory standard.
- Bring their College PE uniform and runners.
- Contribute and cooperate in practical and theory classes.

Students who do not obtain an "S" for both semesters will have to undertake the subject again in the following year.

Any HAPE teacher will be able to give you more detailed information on what is required to pass each individual subject.
Boys’ Health and P.E. Year 8

Boys’ Health and P.E. Year 8 is suited to students who are keen to increase their fitness, gain knowledge of different sports, compete against others in their class and take on many different sporting roles, such as Captain, Coach or Manager of their sporting team.

Course Structure:
In this subject students participate in a variety of active sports such as Baseball, Netball, Football Codes, Swimming, Gymnastics and the Fit to Lead Program. Students learn to increase their knowledge of a variety of relevant health aspects so they can make informed choices about their individual behaviour.

Assessed Tasks:
Skills and physical activity test, participation in practical classes, health tests/assignments.

Prerequisites: Year 7 HAPE
Leads into: Boys’ Health and P.E. Year 9 and Strength and Conditioning Year 9
Booklist Items: Sebastopol Campus Health Booklets, A4 125 page lined workbook
For further info: L. Head, P. Luke
Subject Cost: Semester 1 - $50.00 swimming and gymnastics program
Semester 2 - $50.00 swimming and gymnastics program

Girls’ Health and P.E. Year 8

Girls’ Health and P.E. Year 8 is suited to students who are keen to increase their fitness, gain knowledge of different sports, compete against others in their class and take on many different sporting roles, such as Captain, Coach or Manager of their sporting team.

Course Structure:
In this subject students participate in a variety of active sports such as Sof-Crosse, Dance, Gymnastics, Swimming, Netball, Softball and the Fit to Lead Program. Students learn to increase their knowledge of a variety of relevant health aspects so they can make informed choices about their individual behaviour.

Assessed Tasks:
Skills and physical activity test, participation in practical classes, health tests/assignments.

Prerequisites: Year 7 HAPE
Leads into: Girls’ Health and P.E. Year 9 and Mind, Body and Soul Year 9 (Extension Unit)
Booklist Items: Sebastopol Campus Health Booklets, A4 125 page lined workbook
For further info: K. Jensen, L. Head
Subject Cost: Semester 1 - $50.00 swimming and gymnastics program
Semester 2 - $50.00 swimming and gymnastics program
Specialist Basketball - Years 8 - 10

Specialist Basketball is suited to students who have a background in basketball and are keen to challenge themselves with high level theory related to VCE Physical Education.

**Course Structure:**
Throughout this unit students have the opportunity to undergo fitness testing, skills testing and training in order to improve their overall skills. Students complete assignments and theory work related to fitness, injury management, goal setting and nutrition.

**Assessed Tasks:**
Practical tests, topic tests, skill analysis and exam.

**Prerequisites:** Selected by Ryan Stevens

**Leads into:** VCE Physical Education/Health

**Booklist Items:** A4 125 page lined workbook

**For further info:** R. Stevens

**Subject Cost:** Costs arise if students participate in the Australian School Championships in December. Charge will be raised second semester and cost must be paid prior to activity.
Humanities

Humanities subjects involve the study of human societies and environments, people and their culture in the past and present day. Humanities is the study of human behaviour, exploring social issues, financial awareness, laws, beliefs and the varying interaction of humans with the world around them. This dynamic curriculum area includes Commerce, History, Law and Politics and Geography based units to engage all students in a wide variety of learning opportunities.

Subjects offered at each level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Australians at War</td>
<td>General Business Education</td>
<td>VCE Accounting Units 1 &amp; 2</td>
<td>VCE Accounting Units 3 &amp; 4</td>
</tr>
<tr>
<td>Hunger for Travel</td>
<td>Markets, Money and Management</td>
<td>VCE Business Management Units 1 &amp; 2</td>
<td>VCE Business Management Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Votes and Verdicts</td>
<td>The Law and You</td>
<td>VCE Legal Studies Units 1 &amp; 2</td>
<td>VCE Legal Studies Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Beat of the City</td>
<td></td>
<td>VCE Geography Units 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>VCE 20th Century History Units 1 &amp; 2</td>
<td>VCE History of Revolutions Units 3 &amp; 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Billion One World</td>
<td>Introduction to Psychology</td>
<td>VCE Psychology Units 1 &amp; 2</td>
<td>VCE Psychology Units 3 &amp; 4</td>
<td></td>
</tr>
</tbody>
</table>

Humanities subjects encourage the use of research skills and inquiry processes. Students learn to plan, investigate and develop key questions. They analyse a range of data and sources to form conclusions that are supported by evidence and learn to present this information in a variety of ways.

Subject Selection and Progression Rules

Please note that the Jacaranda Atlas purchased in Year 7 will be used at all other levels as well.

Year 8

- Year 8 students **must choose Humanities in Semester 1 and 2.**
- The designated text is required for Year 8, so all students will need to purchase this book.

Year 9

- Year 9 students **must choose at least one Humanities Unit from the three offerings.**

Progression Rules

An “S” in a minimum of three units is required in order to progress to the Year 10 units at Year 10.

Year 10 Units

It is recommended that students at Year 10 **complete two semesters of Humanities** before progression to relevant VCE studies.
Humanities Year 8

Humanities Year 8 is the perfect mixed course covering Medieval History, Economics, Geography, Civics and Citizenship.

Course Structure:
Semester 1 – In this unit students will study two of the four Humanities areas, Geography and Civics and Citizenship. In Geography the focus is on investigating landscapes and the management of landscapes. In Civics and Citizenship, students focus on the responsibilities and freedoms of citizens and how Australians actively participate in their democracy.

Semester 2 – In this unit students will study two of the four Humanities areas, History & Economics. In Term 3 students will explore the Middle Ages or Medieval period of time. Students will learn about the Vikings to decide whether they were just vicious vandals and warriors or if there was more to them than this prevailing stereotype. We then continue looking at Medieval Europe, studying the feudal system, knights, castles and the influence of religion on people’s daily lives. Finally, we study the devastating impact of the Black Death on Europe and how it changed society.

In Term 4, students will study Economics & Business, investigating consumer rights and responsibilities and how to protect themselves from scams.

Assessed Tasks: Presentation project, research assignment, workbook activities and tests.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Australians at War and Votes and Verdicts, Hunger for Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>TBA</td>
</tr>
<tr>
<td>For further info:</td>
<td>A. Anstis, R. Craven</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil Excursion costs may apply and will be charged at time of activity.</td>
</tr>
</tbody>
</table>
LOTE

LOTE provides students with the opportunity to join in an enormous language community and speak a language spoken in one of the world's wealthiest countries. The College's LOTE curriculum is designed so students learn by engaging in real-life situations, with an additional and important focus on not only how the language works, but why. In other words, emphasis is also placed on the grammatical structure, so that students are better placed to communicate effectively. In addition, the College's exchange programme which occurs in alternate years with schools in Germany gives students a once-in-a-lifetime opportunity to spend time in Germany, both in a German school and also to live with a German family.

**Subjects offered at each level**

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>Chinese</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subject Selection and Progression Rules:**

- Students must study LOTE successively in every semester.
- The progression to a new level requires the satisfactory completion of two units at the previous level.
- The LOTE teachers can provide you with detailed information on what is required to pass each individual subject.

LOTE aims to:

- Engage students in communication skills, namely listening, reading, writing and speaking with an emphasis on being able to understand the target language and to be understood.
- Provide students with the opportunity to acquire language skills that will assist them in their career paths.
- Give students an opportunity to become familiar with German culture with the opportunity to participate in the Exchange Programme.

**Chinese Year 8**

Year 8 Chinese aims to build on the basic skills acquired in Year 7.

**Course structure:**

Students' spoken and written skills will focus on topics such as asking and giving directions, descriptions, hobbies, ordering food and buying things etc. They will further develop their understanding of the Chinese language in relevant and meaningful contexts. ICT is effectively used in Chinese classes. Students are encouraged to use online resources and applications on iPads and computers to develop their skills and knowledge. ICT helps and engages the students to learn more by themselves for creating more independent learners.

Apart from studying the language, students will engage in variety of cultural activities, such as culture based excursions, cooking Chinese food, visiting museums, local restaurants and dressing up. Opportunities to participate in various speech and language competitions will also be offered to the students.

**Assessed Tasks:** Speaking, listening, reading and writing tests; Cultural projects and presentations; End of term exams.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>NIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Chinese Year 9</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Kuai Le Han Yu (Happy Chinese)2</td>
</tr>
<tr>
<td>For further info:</td>
<td>A. Sawitsch</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>
Mathematics

Mathematics is an area of knowledge older than recorded history and has, through the ages, developed into a sophisticated, complex body of knowledge. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in areas such as Science, Engineering, Technology, Art, Crafts and many everyday activities.

Recommended Mathematics Pathways

Extension Mathematics Pathway

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Extension</td>
<td>&gt; Year 10 Extension and/or Year 10 Methods</td>
<td>&gt; Year 11 General and/or Year 11 Methods and/or Year 11 Specialist</td>
<td>&gt; Year 12 Further and/or Year 12 Specialist</td>
</tr>
</tbody>
</table>

General Mathematics Pathway (if planning to undertake a Year 12 Mathematics subject)

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 General</td>
<td>&gt; Year 10 General</td>
<td>&gt; Year 11 General</td>
<td>&gt; Year 12 Further</td>
</tr>
</tbody>
</table>

General Mathematics Pathway (if not planning to undertake a Year 12 Mathematics subject)

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 General</td>
<td>&gt; Year 10 General</td>
<td>&gt; Year 11 Foundation or #VCAL Numeracy</td>
<td>&gt; Year 11 General or #VCAL Numeracy</td>
</tr>
</tbody>
</table>

Numeracy Pathway

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Numeracy</td>
<td>&gt; Year 10 Numeracy</td>
<td>&gt; Year 11 Foundation or #VCAL Numeracy</td>
<td>&gt; Year 11 General or #VCAL Numeracy</td>
</tr>
</tbody>
</table>

#Note: VCAL Numeracy is only available to students in a VCAL program

- Suggested pathways are shown by arrows in the diagram.
- All paths lead to different competency levels in Mathematics.
- Students must have successfully completed Year 10 General Maths or Year 10 Extension Maths to choose a VCE Mathematics.

Key Skills:

- Thinking, analysing and problem solving skills.
- Communicating in written, verbal and mathematical form.
- Comprehension of mathematical and written type problems.
- Application of mathematical skills.
- Organisation.
- Use of technology.
- Skill building activities.
- Problem solving.
- Modelling and simulating.
- Analysing.
- Real life problems.
- Predicting.
- Investigating.
- Technology.

Subject Selection and Progression Rules

- In consultation with teachers, students may choose from different streams of Mathematics at each level.
- Students will need to obtain an “S” for two semesters before progressing to the next level.
- Students who do not obtain an “S” will either need to choose an easier stream or attempt the subject again.
- Any Mathematics teacher will be able to give you more detailed information on what is required to pass each individual subject.

General Mathematics Year 8

General Mathematics Year 8 is suited to students who wish to focus on the basic mathematical skills needed for living as a consumer in everyday life and to being a numerate member of the workforce. This course does not cover the material required for students to attempt VCE Mathematical Methods or VCE Specialist Mathematics.

Course Structure:
In this subject students learn about Number, Space, Measurement Chance and Data, Structure and working mathematically.

Assessed Tasks:
Class and homework activities, tests, assignments and exam.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Completion of 2 units of Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into</td>
<td>General Mathematics Year 9, Extension Mathematics Year 9 maths and Year 9 Numeracy</td>
</tr>
<tr>
<td>Booklist Items</td>
<td>Cambridge Essential Mathematics for the Victorian Curriculum Year 8, Standard Scientific Calculator and Mathletics subscription</td>
</tr>
<tr>
<td>For further info</td>
<td>S. Tattersall, A. Vincent</td>
</tr>
<tr>
<td>Subject Cost</td>
<td>Nil</td>
</tr>
</tbody>
</table>

For further info:
S. Tattersall, A. Vincent

Subject Cost:
Nil
Performing Arts subjects allow students to express themselves through a variety of skills and areas. Performing Arts is suited to any student who likes to express themselves. Performing Arts subjects are predominantly practical classes that encourage students to express themselves through a variety of activities designed to develop skills for creating, developing and refining works for presentation to a live audience. Music and Drama are the main subjects offered in Performing Arts. However Dance is also covered within Drama units and Production classes and we have classes that focus purely on singing.

Subjects offered at each level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
<td>VCE Theatre Studies Units 1 &amp; 2</td>
<td>VCE Theatre Studies Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>VCE Drama Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Music</td>
<td>VCE/VET Music</td>
<td>VCE/VET Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Instrumental Music (Semester 1 &amp; 2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Production (Semester 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Vocal Magic (Semester 2)</td>
<td></td>
</tr>
</tbody>
</table>

*Specific students will be allowed to select Production instead of Performing Arts in Semester 1, and/or Vocal Magic in Semester 2. Students will be selected into the subjects based on an audition held at the end of Term 4, 2016. The Production for 2017 will be a musical.

Subject Selection and Progression Rules

- All students undertake one semester of Visual Arts and one semester of Performing Arts subject in Year 8.
- From Year 9 onwards, students may choose either two semesters of Visual or Performing Arts, or one semester of each.
- Students must achieve an “S” or pass at each level before they can progress to the next level.
- Students who do not achieve an “S” will need to select another subject from the same level for the next semester.
- It is recommended that students discuss their Visual Arts selections with their Visual Arts teachers and their Performing Arts selections with their Performing Arts teachers.
Instrumental Music - Years 7 – 12

Instrumental music is suited to students who want to play and perform with their chosen musical instrument. Students will be required to attend rehearsals and perform in an ensemble/band.

Course Structure:
In this subject students learn to play the instrument of their choice and develop skills in musicianship, notational reading and prepare for performances. Students are required to attend regular lessons, rehearsals and perform at concerts scheduled during the school year.

Assessed Tasks:
Students will be assessed on their improved musical skills. Individual and ensemble contribution to music performances and participation at rehearsals.

Instrumental tuition is available for the following instruments:
Flute* Violin* Guitar Oboe* Viola* Bass Guitar Clarinet* Cello* Saxophone* Double Bass* Percussion Trumpet* Trombone* Keyboard Euphonium* Tuba* Piano

*Denotes instruments available for hire.

*Please note that fees are not refundable except in exceptional circumstances.

Leads into: Further musical development and performances, VCE/VET Music.

Booklist Items: Varies according to choice of instrument.
Purchase of required music tutor books will be arranged with Music Department
- First Tutor/music book (Keyboard/Piano) : $20.00
- Theory Book : $20.00
- Band Book (Brass/Woodwind and Bass Guitar) : $20.00
- Guitar : $25.00
- Drum Book 1 (Drummers/Percussion only) : $25.00

For further info: J. Netherway
Subject Cost: $120 per semester. (The school has a limited pool of instruments).

Production - Years 8 - 11

Production is suited to students who love to sing and dance. Students will rehearse and perform a musical production at Her Majesty's Theatre.

Course Structure:
In this subject students develop skills in acting, singing and dancing as they prepare to perform in the College's annual musical production. Students are required to attend rehearsals and performances scheduled outside class time (including after school and on some weekends) and to participate in the final public performances. Students can only be part of the College Production if they are in this class, unless they are senior students who have made specific arrangements with the teachers involved.

Assessed Tasks:
Students will be assessed on their contribution to teamwork, individual contribution to the Production, consistent participation in rehearsal, a major written task and a journal.

Prerequisites: Entry only by selection and audition. Production will run in Semester 1.

Leads into: Performing Arts subjects (Music and Drama), Vocal Magic, VCE/VET Music, VCE Theatre Studies, VCE Drama.

Booklist Items: Nil

For further info: D. Joosten, A. Patterson

Subject Cost: Semester 1 $30.00 for costumes and make up.
Vocal Magic (Group Singing) - Years 7 - 11

Vocal Magic is suited to students who love to sing. You will learn how to use and develop your singing voice and perform in the school and wider community.

Course Structure:
In this subject students interpret and perform vocal ensemble works in a range of styles including musical comedy, popular, gospel (optional) and classical. Students perform at both school and community functions and attend excursions to see live music. Through research and analysis of listening to work from different styles, cultures and times, students develop an understanding of relevant historical information to assist with the preparation of performances of vocal music. This course includes the unit “Learning to read vocal music” and an aural listening component using the Kodaly method, providing a pathway to the VCE Music Performance course.

Assessed Tasks:
Rehearsal participation, concert performance, practical exams (Kodaly exercises), analysis report and reflective journal.

Prerequisites: Foundation Level Performing Arts, an ability to sing or a willingness to learn to do so.
Leads into: Music, VCE/VET Music
Booklist Items: Nil
For further info: L. Ford
Subject Cost: Excursion costs approximately $30.00 to see a performance which will be charged at time of activities.

Music Year 8

Music Year 8 is suited to students who enjoyed Music in Foundation Level Performing Arts and would like to learn songs on guitar, keyboard, drums or other instruments in small groups and as a whole class. Students make use of Music Technology and learn about musical styles.

Course Structure:
In this subject students focus on the development of their musical skills and understanding by creating, rehearsing and performing in a range of styles. Some time will be spent establishing theoretical knowledge relevant to practical music making, and on exploring the social or historical context of selected musical styles. Students compose music using computer technology and particular student interest will be considered when course content is determined. Assessment will focus mostly on practical work, but some written tasks will also be assessed.

Assessed Tasks:
Students will be assessed on their positive participation in workshops and music rehearsals, a composition folio and a variety of group and solo performance tasks.

Prerequisites: Performing Arts, An ability or willingness to sing or play a musical instrument.
Leads into: Music Year 9, Production, Vocal Magic.
Booklist Items: Nil
For further info: L. Ford
Subject Cost: Nil
Drama Year 8

Drama Year 8 is suited to students who enjoyed Drama in Foundation Level Performing Arts and would like to develop their skills further. Students are expected to perform and participate in a variety of practical workshops.

Course Structure:

In this subject students continue to develop their expressive skills in voice, movement and gesture. Students engage in fun and practical workshops designed to isolate and develop their expressive skills which they will actively use in performances throughout the semester. Most assessment will be performance based, but written reflection and some research assignments will also be undertaken.

Assessed Tasks:

Students will be assessed on the following units of work: Physical Theatre, stunt/stage combat, Shakespeare (development of Shakespeare performance) Tableaux, News Reports, storytelling, Improvisation and Theatre sports. (The major project will be based on a play which is devised by the students on a chosen theme.) Students must also submit a journal and complete all written assessment tasks.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Drama Year 9, Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>Nil</td>
</tr>
<tr>
<td>For further info:</td>
<td>A. Patterson</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>
Science

The goal of Science studies at Phoenix P-12 Community College is to stimulate, respond to and nourish the curiosity, wonder and questioning that students have about the world they live in. Building students’ Science capability is critical in helping them develop the skills and understanding necessary to meet the challenges of an increasingly technological world and to make responsible, informed choices as citizens in a modern society.

Students will develop an understanding of living things and the environment, the concepts of matter and energy, and the relationship of the Earth to space and time.

Students will design and pursue investigations ethically and safely; generate, validate and evaluate evidence; analyse and interpret ideas and link them with existing understanding; work and reason with scientific models and communicate their findings and ideas to others.

Subjects offered at each level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Science</td>
<td>Real World Science</td>
<td>VCE Biology</td>
<td>VCE Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>VCE Chemistry</td>
<td>VCE Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>John Monash</td>
<td>Science</td>
<td>VCE Physics</td>
<td>VCE Physics</td>
<td></td>
</tr>
<tr>
<td>Science School</td>
<td></td>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VCE Environmental</td>
<td>VCE Environmental</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
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</tr>
</tbody>
</table>

Subject Selection and Progression Rules

- Students will study two semesters of Science at Year 8.
- Students must study Science in Year 9 and may choose to complete either or both semesters.
- Students who obtain a satisfactory result for both semesters at Year 8 will progress to Year 9.
- Students must obtain a satisfactory result in Science at Year 9 to progress to a Science Subject at Year 10.
- Students who are considering studying any VCE Science Subject are advised to study Science at Year 10. Students who DO NOT wish to study a science subject at VCE are advised to undertake ‘Real World Science’ at Year 10.
- Successful completion of Units 1 & 2 in a subject area is recommended before proceeding to Unit 3 & 4 studies in the subject.

Science Year 8

Science Year 8 will cover a range of key scientific understandings and the skills required to be a successful science student.

Course Structure:

In this subject students learn about living things and the environment, the concepts of matter and energy, body systems and reproduction. Students conduct investigations and experiments, give oral presentations, make models and conduct research assignments to extend their understanding of the theory behind the key scientific concepts that will be explored.

Assessed Tasks:

Research Project, Workbook Activities, Oral Presentation, Tests, Reports on Investigations, Model Construction

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Science Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Science subjects at Year 9</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Pearson Science 8 Student Book and workbook.</td>
</tr>
<tr>
<td>For further info:</td>
<td>J. Ebbs, C. Leversha, D. Jones</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil. An excursion of approximately $20.00 which will be charged at the time of the activity.</td>
</tr>
</tbody>
</table>
Technology

Technology studies assist students to develop their skills and knowledge based around the design process. Contexts may relate to what we grow, eat, wear, build, make or program and will cover health and safety. There is an emphasis on the development of students’ skills in managing and manipulating materials and resources using a range of tools, equipment and machines to make functional products or systems.

Subjects offered at each level

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory 1 term of each Technology</td>
<td>Compulsory 1 term of each Technology</td>
<td>Electives 1 Semester</td>
<td>Electives</td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Foundation Wood</td>
<td>Year 8 Woodwork</td>
<td>Year 9 Woodwork</td>
<td>VET Building &amp; Construction 1st Year</td>
<td>VET Building &amp; Construction 2nd Year</td>
<td>VET Building &amp; Construction 3rd Year</td>
</tr>
<tr>
<td>Foundation Metals</td>
<td>Year 8 Metals</td>
<td>Year 9 Metals</td>
<td>Year 10 Metals</td>
<td>VET Engineering 1st Year</td>
<td>VET Engineering 2nd Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VET Automotive 1st Year</td>
<td>VET Automotive 2nd Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Year 9 Solid Works</td>
<td>Year 10 F1 in Schools</td>
</tr>
<tr>
<td>Foundation Textiles</td>
<td>Year 8 Fibers and Fabrics</td>
<td>Year 9 Textiles and Beyond</td>
<td>Year 10 Design and Technology</td>
<td>VCE Product Design and Technology</td>
<td></td>
</tr>
<tr>
<td>Foundation Food</td>
<td>Year 8 Feeding our Friends</td>
<td>Year 9 Contemporary Cooking</td>
<td>Year 10 Master Chef</td>
<td>VCE Food Studies Unit 1 &amp; 2</td>
<td>VCE Food Studies Unit 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VET Hospitality 1st year</td>
<td>VET Hospitality 2nd year</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>Year 8 Digital Technology</td>
<td>Year 9 Digital Technology</td>
<td>Year 10 Digital Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: All Year 10 students are encouraged to select a Year 11 Subject.

Technology key skills include addressing design problems either as individuals or in teams, to research, review, select or justify the use of production and assembly processes leading to the production of quality products.

Technology Learning Activities include developing innovative solutions to design briefs, drawing and modelling techniques, investigating properties and characteristics of materials and systems and hands-on practice.


For all cooking classes students are required to bring a clearly named container, apron and 2 tea-towels.

Additional equipment may be required for Years 9, 10, 11 & 12.
Year 7 Foundation Technology

In Year 7 the curriculum focuses on students investigating and selecting from a range of technologies, materials, systems, tools and equipment. Students use creativity, innovation and skills with increasing independence and collaboration. Students respond to feedback from others about the design processes used and evaluate designed solutions. Students evaluate design ideas and technologies. With greater autonomy, students identify the sequences and steps involved in the design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students will complete one term of each subject Wood, Metals, Textiles and Food.

Assessed Tasks:
Research, investigations and design tasks, evaluations, production plans and end of unit test.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Year 8 Technology subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>Wood/Metals - Booklet supplied by the College</td>
</tr>
<tr>
<td></td>
<td>Textiles – A4 display folder</td>
</tr>
<tr>
<td></td>
<td>Food – 2 x tea towels, 1 x food safe container and A4 display book</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>$10 per technology subject.</td>
</tr>
</tbody>
</table>

Digital Technologies Year 7 Core Subject

Digital Technologies is a subject in which students build their understanding of computers and develop computational thinking skills to define, design and implement digital solutions.

Course Structure:
This subject is designed to develop basic ICT skills and understanding of computational thinking. Students will learn computer hardware basics and use a wide variety of software to demonstrate their computer knowledge. Students will develop computational thinking skills through basic coding activities and will apply this thinking to develop and implement digital solutions.

Assessed Tasks:
ePortfolio, Presentations, Investigative assignments and practical skills tests.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Digital Technologies Year 8, 9 &amp; 10, F1 in schools, Solidworks, Integrated Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>USB flash drive and headphones</td>
</tr>
<tr>
<td>For further info:</td>
<td>Deanne Joosten</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>
### Woodwork Year 8

Woodwork is suited to students who are hands-on and like working with timber. Students will use their creative abilities to design and produce their own timber model. Through theoretical and practical tasks students will use a range of hand and power tools.

**Course Structure:**

Students’ practise making various timber joints commonly used in the furnishing and building industry. They research and test the sustainability of various timber types. Production processes and safe use of hand and power tools will be taught to produce quality timber products. Students learn how to prepare design briefs, production plans and develop evaluation criteria to gauge product success.

**Assessed Tasks:** Investigations, designs, products and product evaluations; end of semester exam.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Woodwork Year 9, VET Building &amp; Construction Units 1 &amp; 2, VET Furniture Making Units 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>Books supplied by College</td>
</tr>
<tr>
<td>For further info:</td>
<td>C. Muller, T. Blee</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Semester 1 : $25.00</td>
</tr>
<tr>
<td></td>
<td>Semester 2 : $25.00</td>
</tr>
</tbody>
</table>

### Year 8 Metals

Metals is suited to students who are interested in producing models using a range of tools and equipment. Through theoretical and practical tasks students will gain skills and knowledge to be able to produce a number of different models.

**Course Structure:**

Students develop skills and knowledge in working with a range of different materials. Students learn how to read and understand engineering drawings. Throughout the semester students are introduced to various machines, equipment and tools. It is absolutely paramount that students wear safety glasses, protective clothing and hair nets when working with machines and demonstrate, at all times, safe workshop behaviour.

**Assessed Tasks:**

Investigations, products and product evaluations, end of semester exam.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Leads into: Metals Years 9/10, VET Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>A4 display folder</td>
</tr>
<tr>
<td>For further info:</td>
<td>B. Kirby</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Semester 1 : $25.00</td>
</tr>
<tr>
<td></td>
<td>Semester 2 : $25.00</td>
</tr>
</tbody>
</table>
Year 8 Fibres and Fabrics

In Year 8 Textiles – *Fibres and Fabrics*, students will further develop their design and construction techniques. Students will use a range of complex equipment to design and create a variety of textiles products that will support and extend their learning independence.

**Course Structure:**

Students establish and extend their skill levels, knowledge and confidence to safely use equipment, tools and machinery while creating fun and contemporary products. Students will also investigate the origins of natural and man-made fibres. Students will acquire skills in relation to designing, construction and evaluation and will develop an understanding of the problem solving process.

**Assessed Tasks:**

Research, investigation and design tasks, products, evaluations production plans and end of semester exam.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Year 9 Textiles and beyond, Year 10 Design and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>A4 Display folders, Loose leaf lined paper.</td>
</tr>
<tr>
<td>For further info:</td>
<td>S. Milligan-Brown</td>
</tr>
</tbody>
</table>
| Subject Cost: | Semester 1 : $15  
Semester 2 : $15 |

Year 8 Feeding Our Friends

*Feeding Our Friends* is suited to students who are interested in exploring the world of food and nutrition while developing and extending their cooking and kitchen skills.

**Course Structure:**

This unit explores the foundations of cookery along with many aspects of home cooking, health and nutrition. We establish safety and hygiene practices that will ensure that food is exciting, safe and well presented. The unit will provide students with various cooking skills with a focus on presenting and planning for the needs of their families and friends. It explores how food meets the social needs of individuals and groups in various societies and their celebrations within Australia and around the world. This unit will support students in gaining the skills necessary to modify and create recipes to meet the needs of the diners they are cooking for.

**Assessed Tasks:**

Research and investigation tasks, products, designs, evaluations, production plans and end of semester exam.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Contemporary Cooking, Multi-Cultural Cuisine, Master Chef</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>A4 display folder, lined paper, USB flash drive</td>
</tr>
<tr>
<td>For further info:</td>
<td>D. Chan, S. Milligan-Brown, K. Mayne</td>
</tr>
</tbody>
</table>
| Subject Cost: | Semester 1 : $25.00  
Semester 2 : $25.00 |
Digital Technologies Year 8 Core Subject

Digital Technologies is a subject in which students build their understanding of computers and develop computational thinking skills to define, design and implement digital solutions.

**Course Structure:**

In this subject students are given practical opportunities to use design thinking and to become innovative developers of digital solutions and knowledge. Students will use technology to collaborate and develop their ability to apply computational thinking to design digital products. Students will develop their coding abilities through game making and robotics.

**Assessed Tasks:**
ePortfolio, Presentations, Investigative assignments, programming tasks, Group projects and practical skills tests.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Digital Technologies Year 9 &amp; 10, F1 in Schools, Solidworks, Integrated Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>USB flash drive and headphones</td>
</tr>
<tr>
<td>For further info:</td>
<td>Deanne Joosten</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Excursion cost approximately $25 to be charged at time of activity</td>
</tr>
</tbody>
</table>
Visual Arts

The Visual Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking that helps them understand themselves and the world. Visual Arts encourage the development of skills and the exploration of technologies, forms and processes through the creation of works which are visual in nature, such as ceramics, painting, sculpture, printmaking and photography. These subjects encourage the exploration of ideas that cross the full range of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic and physical fields.

Subjects offered at each level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td>Art – Mixed Media</td>
<td>Art – Mixed Media</td>
<td>VCE Art units 1 &amp; 2</td>
<td>VCE Art units 3 &amp; 4</td>
</tr>
<tr>
<td>Ceramics</td>
<td>Ceramics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printmaking</td>
<td>Printmaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Communication &amp; Design/Media</td>
<td>Visual Communication &amp; Design/Media</td>
<td>VCE Visual Communication &amp; Design units 1 &amp; 2</td>
<td>VCE Visual Communication &amp; Design units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Photography/Media</td>
<td>Photography/Media</td>
<td>VCE Studio Arts units 1 &amp; 2</td>
<td>VCE Studio Arts units 3 &amp; 4</td>
<td></td>
</tr>
</tbody>
</table>

Visual Arts courses are suited to students who:

- Are focusing on University/TAFE entry.
- Who wish to commence an apprenticeship.
- Who would like to begin working in an industry area.

Careers that use skills learnt in Visual Arts:

- Animator
- Artist
- Art Gallery Assistant
- Architectural Draftsman
- Camera Operator e.g. film
- Chef
- Desktop Publisher
- Fashion Coordinator
- Hairdresser
- Illustrator
- Interior Designer
- Photographer
- Recreation Officer
- Sign Writer
- Teacher
- Vehicle Spray Painter

Subject Selection and Progression Rules:

- In Year 8, all students MUST undertake one semester of Visual Arts. The subject will be completed in either 1st or 2nd semester. This is a general Visual Arts course enhancing and broadening the skills learnt in Year 7.
- From Year 9 onwards, students may choose 2 semesters of Visual Arts. e.g. 1st semester Ceramics and 2nd semester Art – Mixed Media.
- Students must achieve an “S” at each level before they can progress to higher level.
- It is recommended that students discuss their Visual Arts selections with the Art teachers.
Visual Arts Year 8

In Visual Arts Year 8 students will continue to enhance their skills in the areas of painting, printmaking, sculpture and drawing. Students will have the opportunity to investigate different art genre, from traditional landscapes through to street art.

**Course Structure:**

In this subject students further develop their skills in drawing, designing, painting, printmaking and 3D construction, by undertaking practical work in various mediums and styles to complete a visual diary of finished art works. Students complete various written and theoretical work.

**Assessed Tasks:**

Visual diary of trialled and finished art works, theory in written or oral format.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Visual Arts Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Booklist Items:</strong></td>
<td>A4 Visual Diary</td>
</tr>
<tr>
<td><strong>For further info:</strong></td>
<td>Art staff</td>
</tr>
<tr>
<td><strong>Subject Cost:</strong></td>
<td>Semester 1: $10.00</td>
</tr>
<tr>
<td></td>
<td>Semester 2: $10.00</td>
</tr>
</tbody>
</table>