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Principal’s Welcome

At Trinity Lutheran College we aim to provide a compassionate Christian community that seeks to recognise and appreciate the uniqueness, dignity and personal worth of each student. Our size enables us to know and care for each other in a safe family atmosphere.

The success of a young person in adult life will largely depend on a quality education. Our students experience an education program characterised by a strong commitment to the Christian faith, firm but caring discipline, and the expectation that students will achieve the highest standards of which they are capable.

By working closely with each young person, we strive to equip them for the future by arming them with an optimistic attitude to life, enquiring minds and the skills to make the most of the opportunities they are given. We offer students options and choices in a varied and stimulating curriculum with learning experiences tailored to meet individual learning needs. We place high importance on working with families to develop the most effective learning strategies and learning solutions for each individual. Parents and caregivers are warmly welcomed into the College and we highly value their contribution.

Our programs ensure that students will have a solid grounding in academic studies, are confident in using today’s technology, appreciate their cultural heritage and enjoy sporting and recreational activities. We offer the option for all students to regard themselves as leaders, with the opportunity to take responsibility, show initiative and work as a team. Our intent is that they graduate from Trinity as confident, competent and mature young people.

Mrs Cheryl Bartel
Principal
Lifelong Qualities for Learners (LQL) is the focus of the vision that Lutheran Education Australia has for learners and learning in Lutheran schools. It is not age specific, but rather describes a journey of lifelong learning that embraces each person in the Lutheran school community. This vision is about tomorrow as much as today! LQL has three components, each of which is interconnected and interrelated. The three components are:

- The **CORE statement** which talks about identity.
- The **VALUES statement** which describes core values people hold as they live in community, values that reflect characteristics of God.
- The **statement of ATTRIBUTES AND ABILITIES** which describes what people are and what they do as they contribute to community in compassionate and productive ways.

![Diagram of Lifelong Qualities for Learners](image)
LQL Attributes and Abilities

The following descriptors suggest what students will be doing if they are indeed developing such attributes and abilities during their years at Trinity.

### A Self-directed, insightful investigator and learner will be able to …

<table>
<thead>
<tr>
<th>End of Primary schooling</th>
<th>End of Year 10</th>
<th>Beyond Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate, set goals and take responsibility for personal learning</td>
<td>Identify personal needs and use a wide variety of goal-setting strategies to develop independent learning</td>
<td>Evaluate personal needs and use a wide variety of goal-setting strategies as independent learners</td>
</tr>
<tr>
<td>Frame questions that guide exploration of issues and help form deeper understandings</td>
<td>Pose questions to investigate issues and develop deeper understandings</td>
<td>Autonomously, through questioning, re-formulate and elaborate on own knowledge, understandings and values</td>
</tr>
<tr>
<td>Identify and explain evidence and assumptions using selected resources and strategies</td>
<td>Examine and analyse evidence and assumptions, using appropriate resources and strategies</td>
<td>Critically examine and evaluate evidence and assumptions, utilising appropriate resources and strategies</td>
</tr>
<tr>
<td>Reflect on and integrate experiences to develop skills for continuous learning</td>
<td>Critically reflect on and integrate experiences to develop skills for lifelong learning</td>
<td>Critically reflect on and integrate experiences to continue as active lifelong learners</td>
</tr>
</tbody>
</table>

### A discerning, resourceful problem solver and implementer, will be able to …

<table>
<thead>
<tr>
<th>End of Primary schooling</th>
<th>End of Year 10</th>
<th>Beyond Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and, through reflective discussion, consider elements of issues and problems that affect the quality of life locally, nationally and globally</td>
<td>Identify and define issues that affect the quality of life locally, nationally and globally</td>
<td>Identify and define the complexity of issues that affect the quality of life locally, nationally and globally</td>
</tr>
<tr>
<td>Ask relevant questions and analyse the elements of issues and problems, and their inter-relatedness, using a diverse range of information, tools and resources</td>
<td>Pose relevant questions and critically analyse the elements of issues, and their inter-relatedness, using a comprehensive range of information, tools and resources</td>
<td>Frame complex questions and critically evaluate the elements of issues, and their inter-relatedness, using an extensive range of information, tools and resources</td>
</tr>
<tr>
<td>Construct and analyse a range of options to address issues and problems, using both innovative and conventional approaches</td>
<td>Develop and critically analyse multiple options to effectively address issues, using both innovative and conventional approaches</td>
<td>Design and evaluate a diverse range of options to effectively address issues, using both innovative and conventional approaches</td>
</tr>
<tr>
<td>Analyse options for consequences and implications – ethical, social, economic, political, cultural and environmental</td>
<td>Critically analyse options for consequences and implications – ethical, social, economic, political, cultural and environmental</td>
<td>Critically evaluate options for consequences and implications – ethical, social, economic, political, cultural and environmental</td>
</tr>
<tr>
<td>Devise and implement plans of action for chosen solutions</td>
<td>Devise and apply plans of action for chosen solutions</td>
<td>Design and manage plans of action for chosen solutions</td>
</tr>
<tr>
<td>Persevere with solutions, review plans of action, and if necessary find and attempt alternate strategies</td>
<td>Persevere with solutions, review plans of action, and if necessary generate and use effective alternate strategies</td>
<td>Persevere with solutions, review plans of action, and if necessary evaluate and refine effective alternate strategies</td>
</tr>
</tbody>
</table>

### An adept, creative producer and contributor will …

<table>
<thead>
<tr>
<th>End of Primary schooling</th>
<th>End of Year 10</th>
<th>Beyond Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practise service to others through the giving of time and sharing of talents in activities and projects that improve the quality of life for others locally, nationally, globally</td>
<td>Demonstrate service to others through the giving of time and building of talents in activities and projects that improve the quality of life for others locally, nationally, globally</td>
<td>Freely give time and confidently use talents to model service to others through activities and projects that improve the quality of life for others locally, nationally, globally</td>
</tr>
<tr>
<td>Identify and describe aspects of existing products and services, assess their suitability and generate new ideas, products and services which meet or exceed agreed standards of excellence and have value for others</td>
<td>Examine the implications of existing products and services, apply criteria to make judgments, and generate new ideas, products and services which meet or exceed agreed standards of excellence and have value for others</td>
<td>Use problem solving skills to generate a comprehensive range of ideas, products and services which meet or exceed agreed standards of excellence and have value for others</td>
</tr>
<tr>
<td>Develop a range of design skills to suit criteria relating to eg. function, effectiveness, durability and aesthetics</td>
<td>Analyse different design skills to justify personal choices when meeting criteria relating to eg. function, effectiveness, durability and aesthetics</td>
<td>Evaluate design skills and strategies, and utilise knowledge and experience to defend own designs on moral and ethical grounds</td>
</tr>
<tr>
<td>Make decisions about the responsible use of resources and refine skills while engaging in productive activities in imaginative ways</td>
<td>Use resources responsibly to engage in productive activities in skilful and imaginative ways</td>
<td>Use resources ethically to engage in productive activities in highly skilled and imaginative ways</td>
</tr>
</tbody>
</table>
## End of Primary schooling | End of Year 10 | Beyond Year 10
--- | --- | ---
Examine issues and conditions influencing their own and others health and well being | Critically analyse issues and conditions influencing their own and others health and well being | Critically evaluate issues and conditions influencing their own and others health and well being
Actively demonstrate sensitivity to self and others, respecting differences in beliefs, attributes and circumstances | Consistently demonstrate sensitivity to self and others, understanding differences in beliefs, attributes and circumstances | Intuitively show sensitivity to self and others, valuing differences in beliefs, attributes and circumstances
Practise interdependence, encourage and inspire others to create, develop, and realise a personal vision and common goals | Promote interdependence, mentor, and inspire others to create, develop, and realise a personal vision and common goals | Operate interdependently, guide and inspire others to create, develop, and realise a personal vision and common goals
Defend and represent what is worthy, even in the face of criticism and adversity | Argue for and promote what is worthy, even in the face of criticism and adversity | Champion and actively promote what is worthy, even in the face of criticism and adversity

### An open, responsive communicator and facilitator will ...

## End of Primary schooling | End of Year 10 | Beyond Year 10
--- | --- | ---
Develop and foster a respectful, inclusive atmosphere in which people can communicate with confidence and trust | Create and demonstrate a respectful, inclusive atmosphere in which people can communicate with confidence and trust | Model and promote a respectful, inclusive atmosphere in which people can communicate with confidence and trust
Inquire and consider information and opinions from a range of stakeholders/sources to form deeper understanding of issues and possibilities | Investigate and examine information and opinions from many stakeholders/sources to develop complex understandings of issues and possibilities | Collaboratively pursue and analyse information and opinions from all stakeholders/sources to critically evaluate issues and possibilities
Analyze facts and opinions and encourage a clearer understanding of all viewpoints | Evaluate facts and opinions and promote clarity of all viewpoints | Synthesise facts and opinions and ensure clarity of all viewpoints
Review and apply a wider range of communication skills and forms to process and share information to convey content and purpose | Manipulate a broad range of communication forms to process and share information to convey content and purpose | Critically analyse an extensive range of communication forms to competently process and share information to convey content and purpose
Manage and organise the sharing of information and ideas among individuals and groups to achieve desired outcomes | Negotiate the sharing of information and ideas among individuals and groups to achieve desired outcomes | Facilitate the sharing of information and ideas among individuals and groups to achieve desired outcomes
Practise inclusive democratic processes for determining a course of action | Put into practice inclusive democratic processes when deciding on a course of action | Apply inclusive democratic processes when instigating a course of action

### A principled, resilient leader and collaborator will ...

## End of Primary schooling | End of Year 10 | Beyond Year 10
--- | --- | ---
Examine and practise elements of servanthood and stewardship including compassion, kindness, humility, gentleness, patience, forgiveness, love, peace and thankfulness, through taking on roles and responsibilities | Consistently practise and apply elements of servanthood and stewardship including compassion, kindness, humility, gentleness, patience, forgiveness, love, peace and thankfulness, through taking on roles and responsibilities | Model the servanthood and stewardship nature of leadership as demonstrated by Jesus
As stewards, articulate their own viewpoint, acknowledge and respect differing viewpoints on a range of issues, and negotiate constructive individual and collaborative action | As stewards, challenge their understandings through the identification and examination of a range of viewpoints on issues [eg. social, political, environmental, economical, cultural] and engage in constructive individual or collaborative action | As stewards, identify and critically analyse issues of human and community wellbeing, serving others to improve the quality of life locally, nationally and globally
Practise and apply teamwork roles and responsibilities to undertake appropriate social actions within the school, local, national and global communities | Use knowledge of group dynamics to engage self and others in appropriate social actions within the school, local, national and global communities | Individually take appropriate, constructive action and engage others to use their experiences and expertise in response to issues, whilst safeguarding the rights and welfare of all stakeholders
Develop ethical understandings and apply learned strategies of perseverance to overcome obstacles and challenges to initiatives | Apply ethical understandings and perseverance while pursuing resources and strategies to overcome obstacles and challenges to initiatives | Use ethical ways to persevere and overcome challenges and obstacles that may impede initiatives
Trinity Lutheran College encourages young people to be the best that they can be as children of God and to make a difference to the world in which they live. It is important that all members of the community see themselves as learners and view learning as a lifelong endeavour. With this in mind, Trinity promotes an inquiry based approach to learning and teaching where students are both guided and challenged to examine, investigate, think, problem solve and reflect using a supportive learning framework. We base our curriculum on the AusVELS curriculum guidelines.

Specifically, Trinity Lutheran College aims to:

1. Build on the learning, the successes and the relationships developed in the early years of secondary schooling to create an environment where the level of expectation continues to be raised as students increase in maturity.
2. Develop a learning culture which values independent thinking, autonomous learning and individual responsibility, and challenges students to achieve their personal best and strive for excellence.
3. Provide relevant and challenging programs and experiences that equip students academically and personally to meet the demands and grasp the opportunities of a complex and rapidly changing society.
4. Offer a flexible curriculum structure that caters for a diverse student body and offers multiple pathways for the future.
5. Assist students to develop insights into their own strengths and weaknesses and use this information to call upon different strategies for learning.
6. Actively prepare students for the challenges of VCE.
7. Develop a dynamic partnership of mutual support between students, teachers and parents to assist students mature academically, socially, emotionally and spiritually.
8. Emphasise student leadership and collaborative endeavour in order to develop self-confidence, respect and tolerance for others.

We understand that students’ progress through different stages in their educational journey and to support this passage, students are provided with a broad based curriculum in years 7 and 8 and given the opportunity to refine their interests through a diverse elective program in years 9 and 10.

In years 7 to 10 all students will study the CORE subjects of: Christian Studies, English, Humanities, Mathematics, Health and Physical Education and Science.

In years 7 and 8 students will also study Italian and units in Arts and Technology. In years 9 and 10 students are then offered a range of electives that allow them options to explore all curriculum areas in greater depth.

In years 9 and 10 we aim to assist students in their academic development as they transition to year 11 and 12.
CHRISTIAN STUDIES – Year 7 & 8

Course Length: 4 semester units

COURSE OUTLINE

Christian Studies develops student understanding and beliefs around the four domains of Christian Beliefs, Christian Living, Christianity in the World and the Christian Church. The course acknowledges that all people are on a lifelong journey of faith expressed in many dimensions of life such as relationships, community, the environment, social and ethical issues and religious traditions. Christian Studies presents a Christian world view and the pathway for making meaning in our lives.

The two year program structures a broad range of units around a central inquiry question or issue that relates to students and their lives. Each unit will provide significant opportunity to explore and discuss issues and ideas and will incorporate input from a variety of sources such as guest speakers, performance groups, media, excursions, literature as well as biblical content. Students will be asked to respond to the unit’s questions and experiences through a reflective journal, a portfolio and other presentation type responses such as group tasks, artistic responses, community service and multimedia.

In year 7 and 8, students explore questions such as:

- Get connected - What makes a community work?
- Is Jesus radical?
- God created the world, and then what?
- Choosing a direction: what is my role?
- Where is God when it hurts?
- When relationships go wrong what can we do?
- Does the Church change the world?

ASSESSMENTS

Assessment tasks may include:

- Reflection Journal
- Portfolio
- Presentations
ENGLISH – Year 7 & 8

Course Length: 4 semester units

COURSE OUTLINE

Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence in a wide range of contexts. The study of English and the broader concept of literacy is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language. Through language use, students convey and discover information, work through ideas and express feelings. Students learn how language works and how to use it well.

Learning about texts and language is important to the personal and social development of the individual. Students need to understand and control the English language to develop the confidence and competence to meet the demands of school, employment and further education. The knowledge and skills of English are essential to people who contribute to political, social and cultural life and who are active and informed citizens.

In English, students are actively involved in reading, viewing, writing, comparing and talking about texts. Students are encouraged to: explore and engage with a range of literature: everyday and media texts from their own and different cultures: take pleasure in using texts to explore ideas and: to think critically about their world and the global community. Knowledge about how language functions and how it both reflects and shapes social attitudes assists students to achieve a better understanding of themselves, their culture and the contemporary world. They are then able to use the texts they read and listen to as resources in creating and constructing their own.

The year 7 and 8 English course runs on a two year rotation.
One year the students study the theme of survival while analysing a variety of sources to introduce the concept of the context essay. Next they study a unit on the indigenous Australian using texts like ‘Dougy’ and ‘Nanberry’ to understand identity. Students then study the novel ‘Holes’ and complete a poetry unit analysing the complexities of friendship. Furthermore, students engage in a unit on advertising unit with a focus on language, stereotypes and persuasive devices. Finally the students study a Viking unit using either ‘Viking Ships’ or ‘Viking Blood’. Students are required to complete a writing folio demonstrating the different writing styles they have explored. They will also study how language works through structured grammar, punctuation and spelling exercises.

In the alternate year, the students explore the theme of family through novels and personal research. They will then study a poetry unit, both analysing and writing poetry. The students will also study a unit on positive peer relationships and teamwork. The sources for the analysis will be ‘Cool Running’s’ and ‘Hating Alison Ashley’. Finally the students will analyse fantasy stories and then write their own. Students are required to complete a writing folio demonstrating the different writing styles they have explored. Students will also be required to participate in a variety of speaking tasks including debating, recitations and prepared speeches. Structured grammar, punctuation and spelling exercises are an essential component of this course.

ASSESSMENTS

Assessment tasks may include:

- Debates
- Essay Writing, Analysis & Written Responses
- Oral Presentations
- Text Analysis

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The Humanities discipline involves the study of human societies and environments; and people and their cultures in the past and the present. The studies provide a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

The Humanities take as their subject matter, human behaviour. They provide unique ways to understand how and why groups of people have: settled where they have: organised their societies: developed means of generating and distributing wealth: developed codes, laws and belief systems: related to other groups of people and: interacted with their physical environment.

The Humanities encourage use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

The Humanities discipline encompasses the domains of Geography, History and Economics. The year 7 and 8 Humanities course runs on a two year rotation.

Students will undertake depth studies in History that include three Ancient World depth studies drawn from Australia, Egypt, Greece, Rome, China and India. Additionally, three depth studies will be drawn from the Vikings, Medieval Europe, the Ottoman Empire, Renaissance Italy, Japan under the Shoguns, Mongol Expansion and the Black Death.

In Geography students will study the environment and how human and physical interactions can change it, various landscapes, natural processes (rainfall, drought, flood, earthquake, cyclones and bushfire) and geospatial skills. Broad areas of study will be drawn from Asia, the Pacific and Antarctica.

Finally, students will complete two units of Economics that highlight the economic problem (scarcity) while learning about consumption, production and distribution of goods. They may investigate economic issues in the home, school or local community.

Assessment tasks may include:
- Unit Tests
- Individual & Group Projects
ASSESSMENTS

Assessment tasks may include:

- Aural Tests
- Oral Tests
- Written Tasks & Tests
- Comprehension Tasks
- Assignments

COURSE OUTLINE

The study of Italian in years 7 and 8 provides an opportunity to ensure that all students benefit from learning languages. Studying a second language to a proficient level before the age of 17 will enable the student to learn a third or fourth language easily. This will ensure that our students are better equipped as global citizens in the world they live in, being able to adapt and learn whatever language they need for their own personal movements or for future employment.

The Italian course uses the latest technology and programs to enhance the students’ learning. The course provides many opportunities for students to be immersed in and to use their language in real life situations both locally and abroad.

In year 7 and 8 students will experience the Italian language through reading, writing, speaking, listening and cultural activities. Course content will be centred on themes related to everyday language use relevant to the students’ own language needs.

Grammar elements will be embedded throughout the topics studied, such as; greetings, countries and nationalities, schools, cities, houses and family. The level of grammar elements and concepts will vary according to the students’ level of understanding.
MATHEMATICS – Year 7 & 8

Course Length: 4 semester units

COURSE OUTLINE

Mathematics is a human endeavour that has developed by practice and theory from the dawn of civilisation to the present day. Many societies and cultures have contributed to the growth of mathematics often in times of scientific, technological, artistic and philosophical change and development.

Mathematics can be described in terms of its objects, what they are and how they came to be; its established body of knowledge and why this is held to be true; its effective application in science, technology and other domains; and the practice and activities of mathematicians past and present. Aims for the essential learning in school mathematics are for students to:

- Demonstrate useful mathematical and numeracy skills for successful general employment and functioning in society.
- Solve practical problems with mathematics, especially industry and work based problems.
- Develop specialist knowledge in mathematics that provides for further study in the discipline.
- See mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems.
- Be confident in one’s personal knowledge of mathematics, to feel able both to apply it and to acquire new knowledge and skills when needed.
- Be empowered through knowledge of mathematics as a numerate citizen able to apply this knowledge critically in societal and political contexts.
- Develop understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as a discipline – its big ideas, history, aesthetics and philosophy.

Year 7

Students will focus on understanding fractions. They will practise addition, subtraction, multiplication and division of fractions. Students will learn to use their scientific calculators to solve more complex operations. They will be introduced to the basic laws of algebra and practice solving basic algebraic equations. Students will learn about integers and practise operations with negative numbers. They will explore how BODMAS changes the process used to evaluate expressions. Students will focus on consolidating their understanding of algebra and applying it to all areas of geometry. They will learn about the properties of the rhombus, kite, trapezium and parallelogram and find the value of angles in quadrilaterals, triangles and parallel lines. Students will also use algebra to solve equations and plot straight line graphs from algebraic equations.

Year 8

Students will study positive and negative numbers and revise operations with fractions, decimals, ratio and percentages. They will be introduced to algebraic fractions, expansion and factorisation of algebraic expressions. Students will calculate probability of events. They will convert between units of measurement and perform calculations involving circumference of circles, perimeter, area and volume of shapes such as prisms, parallelograms, rhombuses and kites. Students will identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They will also solve linear equations and plot linear graphs.

ASSESSMENTS

Assessment tasks may include:

- Tests
- Assignments
- Classwork Tasks
- Homework Tasks
HEALTH & PERSONAL WELLBEING – Year 7 & 8

Course Length: 4 semester units

COURSE OUTLINE

Health is uniquely positioned to provide opportunities for the education of students to adopt lifelong healthy, active living. The knowledge, understanding and skills taught through Health provide a foundation for students to enhance their own and others' health and wellbeing in varied and changing contexts.

Health offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. In Health students develop the knowledge, understanding and skills, including health literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain satisfying relationships, and to make decisions to enhance their health and physical activity participation. As students mature, they learn about key issues affecting the health and wellbeing of young people and the communities to which they belong, and learn how to apply problem-solving techniques to these issues. This is critical to maintaining and promoting healthy, active living.

Health also addresses how factors such as human biology, gender, sexuality, culture, ethnicity, socioeconomic status, physical and psycho-social environments and geographical location influence the health, wellbeing and physical activity patterns of individuals, groups and communities. In turn, it provides opportunities for students to develop the skills, self-efficacy and dispositions to advocate for and positively impact their own and others' wellbeing.

Over the two year course students will understand the importance of activity as integral to having a healthy body. They will discover ways to increase their fitness levels using scientific training methods and to be able to assess personal fitness. Students will research the many community resources that will contribute to their health and wellbeing. Students will explore the health issues associated with tobacco smoking, alcohol consumption and drugs.

Students will study the function of the muscular and skeletal systems in relation to movement and fitness. They will learn the connection between sports injuries and the role of proper exercise preparation prior to activity. Students will study the changes associated with adolescence. Students will learn about the issues associated with nutrition with the focus on healthy eating.
PHYSICAL EDUCATION – Years 7 & 8

Course Length: 4 semester units

COURSE OUTLINE

The domain of Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical health. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health through related physical fitness and sport education. Engaging in physical activity and games contributes to a sense of community and social connectedness. These are vital components of improved wellbeing.

Students’ involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance. Students progress from learning simple rules and procedures to enable them to participate in movement and physical activity safely to using equipment safely and confidently.

Physical Education is structured to help students further develop their motor skills in a range of sports. Students spend 3 – 4 weeks developing their skills and fitness in a range of sports. They then progress to a game situation, where they refine their skills and knowledge of the rules of the sport and work cooperatively in team situations. Sports covered over the two years include swimming, volleyball, soccer, softball, netball, athletics, hockey, basketball, cricket, football and tennis. Students also undertake the Fitness Test and participate in various minor games.

Key learning themes throughout the course include cardiovascular fitness, resilience, persistence and team work.

ASSESSMENTS

Assessment tasks may include: Preparation, Participation, Skills Development.
ASSESSMENTS

Assessment tasks may include:

- Practical Reports
- Assignments
- Tests

COURSE OUTLINE

Science education contributes to developing scientifically and technologically literate citizens who will be able to make informed decisions about their lifestyle, their environment and the kind of society in which they wish to live. They will be able to see the connections between science and people, note the relevance of science and technology to past achievements and current and future development and be aware of the impact of science and technology on society, the individual and the environment.

Science education prepares students for continuing studies and entry into the workforce in a variety of capacities. The Australian and international economies increasingly rely on scientific and technological developments and on a workforce skilled in these areas. The skills developed through science education are useful in a wide range of careers in addition to those normally thought of as scientific. Learning science and its methods of investigation encourages students to develop curiosity and a spirit of inquiry and helps them to be open-minded and to value objectivity. Students are encouraged to adopt critical perspectives, to recognise the limitations of science and to respect and share responsibility for the local and global environment.

Students will study a broad range of scientific ideas and related issues from the areas of chemistry, physics, biology, astronomy, earth and environmental sciences.

The year 7 and 8 Science course runs on a two year rotation. In one year students will be introduced to laboratory procedures and safety equipment. The differences between solids, liquids and gases will be explained in terms of their particles. They will explore the system of classification of living things and investigate how the position of the Earth, sun, and moon systems effect seasons, tides and eclipses. Students will explore how gravity pulls objects towards the centre of the Earth and observe the change to an object’s motion when force is applied. They will investigate a range of simple machines including levers, pulleys and inclined planes. Students will research the interactions between organisms in a variety of food chains and webs and how human activity can affect these interactions.

In the alternate year students will describe the basic units of livings things and study their specialised functions. They will explore multicellular organisms and the systems of organs that carry out functions to enable them to survive and reproduce. Students will investigate the formation, uses and types of rocks in the Rock Cycle. They will classify different forms of energy and describe the role of energy in causing change in systems. Students will explain the difference between elements, compounds and mixtures. They will investigate how solutions form mixtures and how they can be separated using a variety of techniques. Students will identify the different states of matter and explain the motion and arrangement of particles. They will explore chemical changes and how they react to form new substance.
THE ARTS – Year 7 & 8

Course Length: 4 semester units

COURSE OUTLINE
An education rich in the Arts maximises opportunities for learners to engage with innovative thinkers and leaders and to experience the Arts both as audience members and as artists. Such an education is vital to students’ success as individuals and as members of society, emphasising not only creativity and imagination, but also the values of cultural and understanding and social harmony that the Arts can engender.

Through studying and engaging in the Arts, students will develop specific knowledge, skills and processes, and also create art works. Through learning to appraise and critique art works, artists and artistic practices, they will learn to value the uniqueness of each art form, and to understand that all art forms. Students will learn that the Arts are central to creative communities and cultures. The Arts provide evidence of the creative and cultural life of a community.

Over the two years students will cover at least four different Arts disciplines selected from:
- dance
- drama
- media
- music
- visual art
- visual communication.

ASSESSMENTS
Assessment tasks may include:
- Folio
- Research Projects
TECHNOLOGY STUDIES – Year 7 & 8

Course Length: 4 semester units

COURSE OUTLINE

The Technology learning area draws together the distinct but related subjects of Design Technologies and Digital Technologies. It will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. Technologies enrich and impact on the lives of people, cultures and societies globally. It is important that as a nation we make connections between creativity, technologies and enterprise as a catalyst for twenty-first century innovation. We depend on technologies for food and fibre production, communication, construction, energy and water management, health and wellbeing, knowledge creation, information management, manufacturing and transportation.

Technology education uniquely engages students in processes and production, design and computational thinking. It helps students to understand the world in which they live as they identify, explore and analyse real-world needs, aspirations and opportunities and play an active role in matters that are relevant to them. Students develop knowledge, understanding and skills in the discriminating, ethical, innovative, creative and enterprising use of a range of technologies. They learn to create, design, develop and produce innovative technological solutions. They play, learn, create and produce (make) using a range of materials, data, systems, tools and equipment throughout their years of schooling. In creating solutions, as well as responding to the designed world, students will contribute to sustainable patterns of living for themselves and others.

Over the two years students will cover at least four different Technology disciplines selected from:

- electronics
- food
- industrial technologies
- IT applications
- robotics
- textiles.
CHRISTIAN STUDIES – Year 9 & 10

Course Length: 2 semester units

COURSE OUTLINE

Christian Studies develops student understanding and beliefs around the four domains of Christian Beliefs, Christian Living, Christianity in the World and the Christian Church. The course acknowledges that all people are on a lifelong journey of faith expressed in many dimensions of life such as relationships, community, the environment, social and ethical issues and religious traditions. Christian Studies presents a Christian world view and the pathway for making meaning in our lives.

The two year program structures a broad range of units around a central inquiry question or issue that relates to students and their lives. Each unit will provide significant opportunity to explore and discuss issues and ideas and will incorporate input from a variety of sources such as guest speakers, performance groups, media, excursions, literature as well as biblical content. Students will be asked to respond to the unit’s questions and experiences through a reflective journal, a portfolio and other presentation type responses such as group tasks, artistic responses, community service and multimedia.

In year 9 & 10, students explore questions such as:
- To lead or be led?
- Success or failure – am I worthy?
- Are Australians religious? Are we spiritual?
- Do science and religion mix?
- Blueprint for a better world – what is justice?
- Cracking the hard questions – what is right? What is wrong?
- Does might make it right?
- Why is there suffering in the world?

ASSESSMENTS

Assessment tasks may include:
- Reflection Journal
- Portfolio
- Presentations

PATHWAYS

VCE Religion and Society
VCE Philosophy
ENGLISH – Year 9 & 10

Course Length: 4 semester units

COURSE OUTLINE

Active and effective participation in Australian society depends on the ability to speak, listen, read, view and write with confidence in a wide range of contexts. The study of English and the broader concept of literacy is about the appropriate and effective use of language, the use of language as a means of learning and the development of knowledge about language. Through language use, students convey and discover information, work through ideas and express feelings. Students learn how language works and how to use it well.

Learning about texts and language is important to the personal and social development of the individual. Students need to understand and control the English language to develop the confidence and competence to meet the demands of school, employment and further education. The knowledge and skills of English are essential to people who contribute to political, social and cultural life and who are active and informed citizens.

In English, students are actively involved in reading, viewing, writing, comparing and talking about texts. Students are encouraged to: explore and engage with a range of literature: everyday and media texts from their own and different cultures: take pleasure in using texts to explore ideas and: to think critically about their world and the global community. Knowledge about how language functions and how it both reflects and shapes social attitudes assists students to achieve a better understanding of themselves, their culture and the contemporary world. They are then able to use the texts they read and listen to as resources in creating and constructing their own.

The year 9 and 10 English classes work on a two year rotation.

One year the students complete a theme study on the topic of heroes. Then they study the theme of conflict through WW1 and WW2, exploring such texts as ‘All Quiet on the Western Front’, ‘Trenches’ or ‘Once’. The theme is supported by a study of Wilfred Owen and war poetry. The students are then required to write their own poem reflecting their interpretation of the WW1 experience which is illustrated in an IMovie. In semester 2, the students study ‘Romeo and Juliet’ and do a performance of a scene that illustrates their understanding. Students also develop an appreciation and understanding of persuasive language. Throughout the semester students will undertake a variety of speaking tasks including debating and prepared speeches.

In the alternate year, students will explore the theme of technology through various sources. They will study novels and films to enable an analysis of the moral dilemma inherent in technological advancements. Students investigate and write poetry based on a variety of issues and conformity. In semester two, students will complete a context essay on set themes through the study of many sources including a selected novel. Students will complete a writing folio including a variety of text types. The students will then study a Shakespearean play at their teacher’s discretion. Finally students will practise and consolidate their ability to analyse persuasive language. Structured grammar, punctuation and spelling exercises are an essential component of this course.
The Humanities discipline involves the study of human societies and environments and people and their cultures in the past and the present. The studies provide a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

The Humanities take as their subject matter human behaviour. They provide unique ways to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developing codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

The Humanities encourage use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

The year 9 and 10 Humanities course is on a two year rotation and will cover the following strands:

- geographical knowledge and understanding
- geospatial skills
- historical knowledge and understanding
- historical reasoning and interpretation

In one year students will undertake depth studies in:

- The geography of interconnections
- Environmental change and management
- World War II
- Rights and freedoms 1945 to the present day
- Migration experiences 1945 to the present day

In the alternate year students will undertake depth studies in:

- Biomes
- Feeding the world
- Geography of human wellbeing
- The Industrial Revolution 1750 - 1914
- Movement of peoples 1750 - 1901
- Making of a nation 1750 – 1918
- World War I
MATHEMATICS – Year 9 & 10

Course Length: 4 semester units

COURSE OUTLINE

Mathematics is a human endeavour that has developed by practice and theory from the dawn of civilisation to the present day. Many societies and cultures have contributed to the growth of mathematics often in times of scientific, technological, artistic and philosophical change and development.

Mathematics can be described in terms of its objects, what they are and how they came to be; its established body of knowledge and why this is held to be true; its effective application in science, technology and other domains; and the practice and activities of mathematicians past and present. Aims for the essential learning in school mathematics are for students to:

- Demonstrate useful mathematical and numeracy skills for successful general employment and functioning in society.
- Solve practical problems with mathematics, especially industry and work based problems.
- Develop specialist knowledge in mathematics that provides for further study in the discipline.
- See mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems.
- Be confident in one’s personal knowledge of mathematics, to feel able both to apply it and to acquire new knowledge and skills when needed.
- Be empowered through knowledge of mathematics as a numerate citizen able to apply this knowledge critically in societal and political contexts.
- Develop understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as a discipline – its big ideas, history, aesthetics and philosophy.

Year 9

Students will simplify and factorise algebraic expressions. They will perform operations with surds, apply the laws of indices and use scientific notations. Students will calculate the area of composite shapes as well as surface area and volume of various prisms. They will work with right-angled triangles and use trigonometric ratios to calculate unknown side lengths. Students will use their knowledge of trigonometry to solve practical application problems involving angles of elevation and depression. They will solve problems involving perimeter, area and volume of various two and three dimensional objects. Students will focus on solving equations, plotting straight line graphs and finding equations of straight lines. They also find the distance between two points on the Cartesian plane and the midpoint of a line. Students will graph parabolas and circles and look at the effects of dilation, reflection and translation of the corresponding equations.

Year 10

Students will simplify algebraic expressions and expand their understanding of properties of angles and triangles to solve problems using similar and congruent triangles. They will solve equations and simultaneous equations and graph inequalities. Students will use data and interest rates to calculate simple and compound interest of related problems. They will perform operations with surds and apply the laws of indices and logarithms to solve simple expressions. Students will solve quadratic equations and graph quadratic functions. They will use two-way tables, tree and Venn diagrams to calculate the probability of events.

PATHWAYS

VCE Mathematics – Further
VCE Mathematics – Methods
VCE Mathematics - Specialist
HEALTH & PHYSICAL EDUCATION – Year 9 & 10

Course Length: 4 semester units

COURSE OUTLINE

The domain of Health and Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical health. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, related health, physical fitness and sport education. Engaging in physical activity and games contributes to a sense of community and social connectedness. These are vital components of improved wellbeing.

Students' involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance. Students progress from learning simple rules and procedures to enable them to participate in movement and physical activity safely to using equipment safely and confidently. They undertake a variety of roles when participating in sports such as umpire, coach, player and administrator and assume responsibility for the organisation of aspects of a sporting competition.

Over the two years students develop their proficiency in the execution of manipulative and movement skills during activities such as swimming, volleyball, softball, soccer, football, netball, athletics, hockey, basketball, cricket and tennis. They are encouraged to demonstrate their skills in regular physical activity.

Students also undertake the Fitness test and participate in various minor games.

ASSESSMENTS

Assessment tasks may include:

- Preparation
- Participation
- Skills Development

PATHWAYS

VCE Physical Education
VCE Health & Human Development
Science education contributes to developing scientifically and technologically literate citizens who will be able to make informed decisions about their lifestyle, their environment and the kind of society in which they wish to live. They will be able to see the connections between science and people, note the relevance of science and technology to past achievements and current and future development and be aware of the impact of science and technology on society, the individual and the environment.

Science education prepares students for continuing studies and entry into the workforce in a variety of capacities. The Australian and international economies increasingly rely on scientific and technological developments and on a workforce skilled in these areas. The skills developed through science education are useful in a wide range of careers in addition to those normally thought of as scientific.

Learning science and its methods of investigation encourages students to develop curiosity and a spirit of inquiry and helps them to be open-minded and to value objectivity. Students are encouraged to adopt critical perspectives, to recognise the limitations of science and to respect and share responsibility for the local and global environment.

Students will study a broad range of scientific ideas and related issues from the areas of chemistry, physics, biology, astronomy, earth and environmental sciences.

The year 9 and 10 science course runs on a two year rotation.

In one year students will explore atoms and the Periodic Table. They will investigate the patterns of geological activity and continental movement. Students will also investigate hormones in plants and animals as well as the nervous system in humans. They will study how reactions change to form new products and investigate the properties of heat and light. Students will investigate chemical reactions that take place in living and non-living systems and factors that affect the transfer of energy through an electric circuit. They will investigate food webs and ecosystems and follow the flow of energy throughout such a system. Students will also calculate their own ecological footprint and look at the impact of humans on the environment.

In the alternate year students will explore the interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. They will use the periodic table to determine the atomic structure and explore different types of bonding and intermolecular forces. Students will study Newton's three laws of motion, speed, velocity and acceleration. They will use different types of chemical reactions to produce a range of products and investigate the effect of a range of factors on the rate of chemical reactions. Students will focus on how characteristics are passed on from generation to generation, explore the theories of evolution and evaluate this in the light of Christian beliefs. They will study the concept of energy conservation, transfer and transformation within systems.

ASSESSMENTs
Assessment tasks may include:
Practical Work
Practical Reports
Assignments
Homework Tasks
Bookwork
Class Tests
Examination

PATHWAYS
VCE Biology
VCE Chemistry
VCE Physics
Year 9 & 10 Elective Subjects

Please Note: Although every effort will be made to accommodate student choices, they cannot be guaranteed. Class sizes and staff availability will be determining factors as to which electives will run.

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ART & THE AUSTRALIAN LANDSCAPE

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Nil

Students will study the development of Australian painting through the eyes of the painters who have taken our unique landscape and interpreted it in diverse and exciting ways.

Students will develop their technical skills in drawing and painting and extend their understanding of the formal elements of art such as line, tone, texture, pattern, shape and form, and colour. They will use a variety of media including pencils, charcoal, pens, pastels, chalk, ink, acrylic paint and collage as they explore various interpretations of the landscape, culminating in a major artwork. Students will be required to maintain a record of their development of ideas and produce a portfolio. They will learn to extend and refine their work as required.

You may like this subject if you like –

- Creating Art Works
- Practical Activities

ASSESSMENTS

Assessment tasks may include:
- Drawing & Painting Productions
- Art Appreciation Tasks
- Examination

PATHWAYS

VCE Studio Arts – Photography
VCE Studio Arts – Drawing
VCE Visual Communication & Design

ART & THE HUMAN FORM

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Nil

Students will study the interpretation of the human form by painters throughout history, from the realism of the Renaissance to the abstraction of contemporary art.

Students will develop their technical skills in drawing and painting and extend their understanding of the formal elements of art such as line, tone, texture, pattern, shape and form, and colour. They will use a variety of media including pencils, charcoal, pens, pastels, chalk, ink, acrylic paint and collage as they explore various interpretations of the human form culminating in a major artwork. Students will be required to maintain a record of their development of ideas and produce a portfolio. They will learn to extend and refine their work as required.

You may like this subject if you like –

- Creating Art Works
- Practical Activities

ASSESSMENTS

Assessment tasks may include:
- Drawing & Painting Productions
- Art Appreciation Tasks
- Examination

PATHWAYS

VCE Studio Arts – Photography
VCE Studio Arts – Drawing
VCE Visual Communication & Design
### CERAMICS

**Course Length:** 1 semester unit

**COURSE OUTLINE**

**ASSESSMENTS**

Assessment tasks may include;

- Productions in Clay
- Theory Portfolio
- Examination

**PREREQUISITES:** Nil

Students will develop their creative skills through the medium of clay and explore both functional and sculptural techniques. These include pinch, coil, slab and modelling techniques. The unit will culminate in an own choice task that combines both form and function and an understanding of the selected ceramic techniques.

**PATHWAYS**

You may like this subject if you like –

- Creating art works
- Practical activities

### DIGITAL MEDIA STUDIES

**Course Length:** 1 semester unit

**COURSE OUTLINE**

**ASSESSMENTS**

Assessment tasks may include;

- Multimedia Presentations
- Portfolio of written & practical tasks
- Examination

**PREREQUISITES:** Nil

This unit develops students understanding of digital media with an emphasis on the development of multimedia presentations involving the use of both video and digital photography. The unit is designed to enable students to develop an understanding of the visual media world in which they live, to develop technical skills and understanding of digital technologies and production processes, to communicate creatively and effectively using digital media technologies.

**PATHWAYS**

You may like this subject if you like –

- Watching and evaluating visual media
- Producing digital media
DRAMA

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Nil

Drama allows students will expand on their knowledge of acting and stage craft through a variety of performances. Students will work in groups and individually to read and write scripts and perform for specific audiences. They will be encouraged to express themselves through a variety of means including visual, verbal and written mediums and will learn a variety of techniques used throughout history and attempt to incorporate them into their performances.

The unit will involve (where possible) attending professional/live performances within the community and will culminate in a public performance.

You may like this subject if you like –

- Performing
- Public Speaking

PATHWAYS

VCE Drama
VCE Theatre Studies

ASSESSMENTS

Assessment tasks may include;

- Portfolio of written and practical tasks
- Examination

MUSIC

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Year 8 classroom music or equivalent. Students must be currently learning an instrument with a private instrumental teacher.

Students will be encouraged to develop their musical skills in the following areas:
- Music in Society – to investigate and identify the key features and composers of the historical musical periods.
- Practical Performance – students will primarily be performing on one instrument in a class ensemble and solo performance work.
- Theory – students work at their own level under teacher direction according to AMEB theory grades, to develop written and aural music theory skills.
- Composition – to combine and manipulate musical elements for specific purposes.

You may like this subject if you like –

- Creating musical works
- Practical activities

PATHWAYS

VCE Music Performance

ASSESSMENTS

Assessment tasks may include;

- Music In Society Units
- Theory Work
- Ensemble Participation
- Solo Performance
- Composition Pieces
- Examination
PAR

PUBLIC ART

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Nil

This unit will explore a range of 3 dimensional art forms appropriate to public spaces. This includes sculptures, murals, mosaics, constructions and assemblages.

Students will explore a variety of media, including: clay, tile mosaics, plaster, papier mache, wire and found /readymade objects. Public art in and around Mildura will form part of the investigation into what is public art and what is appropriate for particular places and spaces. The unit will culminate in the production of public art works to be installed and displayed around the college as part of developing an Art Trail Experience.

You may like this subject if you like –

- Creating art works
- Practical activities

PATHWAYS

VCE Art
VCE Studio Arts – Drawing
VCE Studio Arts – Photography

BUSINESS STUDIES

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Nil

This unit introduces students to the structure and management of the world of work and business. Students develop an understanding of the requirements for establishing and sustaining a successful small business, including the financial needs and recording procedures of individuals, households and businesses.

The manual and electronic generation of reports such as Profit/Loss Statements, Balance Sheets and Budgets are an integral component of the course. Students will also be expected to observe, interview and report on a local business of their choice.

You may like this subject if you like –

- Mathematics
- Working with numbers and money
- Enterprise education and running a small business

PATHWAYS

VCE Accounting
VCE Business Management
VCE Economics
CONFLICTS AND REVOLUTIONS

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Nil

This unit is designed to allow students to gain a greater understanding of the development of the modern world through the study of Revolutions in countries such as Russia, France and the United States of America. Students will study the Russian Revolution and as a group decide on the second area of study. They will identify and research the differences in the political and social structures of each country and discuss – both verbally and in written form - the legacy that the revolutionary movement had on the people and power structures, both in the immediate and long term.

You may like this subject if you like –

- Roleplaying
- Analysing significant events

ASSESSMENTS

Assessment tasks may include;
- Leadership Profiles
- Impact Analysis
- Essays
- Examination

PATHWAYS

VCE History

ENGLISH LITERATURE

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Nil, other than a love of reading

The study of literature develops knowledge and enjoyment of a wide range of literary texts. The study is based on the premise that meaning is derived from the interaction between the text, the context in which it was produced and the experience of life and literature that the reader brings to the text. Thus, the study provides an opportunity for students to examine the ways in which literature represents experience and to consider these in the light of their own understanding and experience. Students will study a novel, short stories and a film. The students will analyse 'To Kill a Mockingbird', the film 'Tess of the D'Urbervilles' based on Thomas Hardy's classic novel and the short stories of Edgar Allan Poe.

You may like this subject if you like –

- Reading
- Analysing novels
- Discussing story plots

ASSESSMENTS

Assessment tasks may include;
- Short Answer Questions
- Creative Writing Piece
- Analytical Essay
- Examination

PATHWAYS

VCE English
VCE English Literature
LEGAL STUDIES

Course Length: 1 semester unit

COURSE OUTLINE

Assessment tasks may include:
- TLC Charter
- Consumer Rights Pamphlet
- Family Law Presentation
- Media Study
- Tests
- Homework Tasks
- Examination

PREREQUISITES: Nil

This unit introduces students to criminal and civil law. Students will investigate political and legal systems with an emphasis on criminal law including current legal cases and legal reform. In the area of common law, students will undertake studies in contract law, torts and civil disputes in addition to gaining an understanding of the processes required to settle civil disputes. Students study the legal components of the institution of marriage, de facto relationships, divorce, adoption and the rights of the child. Students will also attend local court sessions.

You may like this subject if you like –
- Justifying and arguing a point of view

PATHWAYS

VCE Legal Studies

A TASTE OF HOSPITALITY

Course Length: 1 semester unit

COURSE OUTLINE

Assessment tasks may include:
- Production Evaluations
- Packaging Designs and Industry Standards
- Special Occasion Showcase
- Catering Assignment
- Written Examination

PREREQUISITES: Nil.

This unit provides students with an opportunity to plan, prepare and present foods for a variety of occasions. Students are introduced to Australia’s Hospitality sectors, issues, management practices and skills and are engaged in operational and theoretical frameworks.

Students reflect on specific hospitality roles and expectations to become familiar with industry practice. Using an inquiry approach, they examine and evaluate issues and explore the possibilities of further studies in the hospitality industry.

Throughout the semester, students create dishes for special occasions and accurately evaluate their practical application. They learn how to confidently plan, design and complete set catering requirements and have the opportunity to showcase their talents to a range of audiences.

You may like this subject if you like –
- Cooking and presenting food

PATHWAYS

VCE Food and Technology
VET Hospitality
ENGINEERING SCIENCE

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Students need to have a basic understanding of computers and a willingness to be actively involved in problem solving.

This unit is designed to provide students with additional development of their Physics and Chemistry concepts and skills in preparation for VCE level and Science-related careers in the future. Students will also investigate various aspects of Engineering and use basic programming and Lego elements to build and program a robot to achieve a prescribed task.

Emphasis is placed on mechanics, electronics, organic chemistry, robotics and a field of science research which has become a major advancement in modern industrial production.

Assessment tasks may include:
- Science Occupation Project
- Problem Solving Design
- Tests
- Practical Reports
- Assignments
- Examination

You may like this subject if you like –
- Computer Aided Design
- Problem Solving

PATHWAYS

VCE Design & Technology
VCE Systems

ICT PUBLICATIONS

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Nil

In this unit students further their understanding of ICT software and hardware. They utilise digital cameras, scanners and a variety of software manipulation tools to create solutions to a variety of production problems. Students utilise a variety of publication software including the Adobe Suite.

Assessment tasks may include:
- Magazine Assignment
- Rock Band Assignment
- TLC Promotional DVD
- Various Short Activities
- Examination

You may like this subject if you like –
- Computer Aided Design
- Problem Solving

PATHWAYS

VCE IT Applications
VET Information Technology
ICT SYSTEMS AND DESIGN

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: ICT Applications

In this unit students explore how information systems have been developed and applied and how they meet human needs. Students will learn how to construct and modify some basic systems though a basic understanding of programming language and structure. Through a variety of programs, students will learn how computer and information systems can be created and controlled. On completion of this unit students will be able to efficiently develop computer programs using a varying degree of skill. Students will have developed skills such as drafting (preparing basic programs away from the terminal), verification (input and checking programs at the terminal) and evaluation through the creating of basic to more advanced programs.

You may like this subject if you like –

- Computer Aided Design
- Problem Solving

INTERNATIONAL FOODS

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Nil

This unit broadens the students understanding of our multicultural society through the exploration of design briefs, cookery methods and cultural traditions. The topics presented follow the Design, Creativity and Technology curriculum guidelines and encourage students to investigate the chemical, physical and sensory properties of food.

Throughout the semester, students are introduced to key terminology used throughout Units 1 and 2 VCE Food Technology and are challenged to apply their theoretical understanding of the relationship between technology and food.

Students design, prepare and evaluate a variety of culinary dishes and evaluate their practical application.

You may like this subject if you like –

- Cooking and presenting food
INTRODUCTORY TEXTILES

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Year 8 Textiles

The study of textiles provides students with an opportunity to further their knowledge of fibres and fabrics used to make clothing, articles and accessories found in our everyday lives. Following Design, Creativity and Technology curriculum, students will investigate and design, produce and analyse/evaluate textiles articles. Throughout the course students will be required to undertake the following:

- Investigations of fibres and of textiles processes
- Development of design briefs for garments
- Production of one or two pieces of clothing, e.g. pyjamas and a basic skirt/dress
- Analyse and evaluate all work produced
- Complete a theory and practical examination

You may like this subject if you like –

Designing and creating products using material

ASSESSMENTS

Assessment tasks may include;

- Investigation Assignments
- Productions
- Design Briefs
- Evaluations
- Theory Examination
- Practical Examination

PATHWAYS

VCE Design & Technology (Textiles)

ADVANCED TEXTILES

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Introductory Textiles

This course is designed as an extension to Textiles A. The students will gradually develop more complex skills through the completion of a range of garments and accessories. Following Design, Creativity and Technology curriculum, students will investigate and design, produce and analyse/evaluate textiles articles. Throughout the course students will be required to undertake the following:

- Investigations of elements of design and principles of design
- Production of design briefs for garment/s which identify required alterations/adjustments to patterns.
- Production of a full ensemble, e.g. dress/skirt and shirt
- Analyse and evaluate all work produced
- Complete a theory and practical examination

You may like this subject if you like –

- Designing and creating products using material

ASSESSMENTS

Assessment tasks may include;

- Investigation Assignments
- Productions
- Design Briefs
- Evaluations
- Theory Examination
- Practical Examination

PATHWAYS

VCE Design & Technology (Textiles)
BIOLOGY

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Nil

Students will be learning about a variety of topics including the anatomy and physiology of plants, animals and humans. The course will have a fairly large practical component, giving students an experimental and hands-on feel for the subject. Students will first cover some brief theory related to a particular topic, followed by an experiment, investigation or dissection. This course will give students a basic grounding for VCE Biology and will be of benefit to those students who select Biology in Year 11.

PATHWAYS

You may like this subject if you like –

- Science
- Research Activities
- Experiments

ENVIRONMENTAL SCIENCE

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Nil.

This unit introduces students to the investigation of the environment, encompassing aspects of anthropology, archaeology, biology, geography and environmental management. Areas of study include biomes of Australia, habitats of a billabong and field investigations of an environmental issue. At least one full day field excursion to gather data will be a required activity.

PATHWAYS

You may like this subject if you like –

- Conservation
- Humanities subjects
OUTDOOR EDUCATION

COURSE LENGTH: 1 semester unit

COURSE OUTLINE
PREREQUISITES: Nil, although an interest in outdoor adventure activities and the environment would be of benefit.

The program will foster self-confidence, self-esteem, self-discipline, the ability to work individually or as part of a group, sound character and self-respect. Getting to know one’s self better through experiences in adventure activities will facilitate the student’s ability to make positive life decisions. Students will become more responsible for their actions, know how to assess and cope with risk and learn to take pride in their performance.

Throughout the duration of the course students will cover the following areas: understanding and use of maps – compass, orienteering; survival skills required in the outdoors – camping equipment; food preparation and cooking techniques; minimal impact camping; safety in the bush and First Aid; and an appreciation of the natural world – discussing environmental issues and understanding the need for environmental protection.

ASSESSMENTS

Assessment tasks may include:
- Topic Assignments
- Examination

The outdoor education unit will include a 3 day/2 night experience in a bush setting where many aspects covered in class will be put into practice. There will be an additional expense (approximately $275) to cover the cost of the camp and equipment.

You may like this subject if you like –
- Being Outdoors
- Camping
- Discussing Environmental Issues

INTRODUCTION TO PSYCHOLOGY

Course Length: 1 semester unit

COURSE OUTLINE

PREREQUISITES: Nil

This unit introduces students to the concept of Psychology as a scientific method and provides students with a general knowledge and understanding of the requirements of VCE Psychology. Students will investigate major theoretical perspectives and theorists, research what the study of psychology entails, the science of happiness, the human brain and study the fields of clinical and forensic psychology.

ASSESSMENTS

Assessment tasks may include;
- Empirical Research Activities
- Investigation & Oral Presentation of a Theorist Disorders Research
- Examination

You may like this subject if you like –
- Science
- Studying human behaviour

PATHWAYS

VCE Outdoor and Environmental Studies
VCE Psychology
SPORTS SCIENCE

Course Length: 1 semester unit

COURSE OUTLINE

Prerequisites: Nil, but an interest and willingness to participate in sport and physical activities and a desire to understand the science behind athletic performance is essential.

This unit includes both a practical and theoretical component. Students will investigate the various components of science that will aid in the improvement of athletic performance. Throughout the unit the following topics will be studied; Fitness Components, Energy systems and the Principles of Training and Fitness programs. Students will produce an assignment on a major sporting injury and research the treatment and rehabilitation of the injury.

The Sports Science elective will include a practical and theoretical component and students will be required to participate in various laboratory exercises.

You may like this subject if you like –

- Physical Activity
- Researching and analysing sports injuries
- Developing fitness programs

ITALIAN A & B

Course Length: 2 semester units per year

COURSE OUTLINE

PREREQUISITES: Italian A: Reasonable level of Italian in reading, writing, speaking and listening skills (Year 8 Italian).
Italian B: Students will need to have completed Italian A as these units are sequential

Students will study themes such as health, fitness, transportation, the weather, fashion, telecommunications, the environment, youth, leisure, Italian arts, technology, holidays and tourism. These units will cover vocabulary and grammar associated with each of the themes.
There are five areas of study: speaking, listening, writing, reading and culture.

You may like this subject if you like –

- Reading
- Learning another language or culture
VCE Subjects offered at Trinity Lutheran College

VCE Computing Unit 1 & 2

Course Length: 2 semester units

COURSE OUTLINE

PREREQUISITES: A satisfactory completion of ICT Applications and ICT Systems and Design.

NB: This course is a Year 11 course and will require an additional 45 minute session that will be conducted in the form of a weekly after school class.

Unit 1: Computing

In this unit, students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

Unit 2: Computing

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

You may like this subject if you like –

- Problem Solving
- Analysing and troubleshooting

ASSESSMENTS

Assessment tasks may include;

- Visual Presentations
- Oral Presentations
- Written Reports
- Creation of Solutions
- Tests
- Examination

PATHWAYS

- VCE IT Informatics
- VCE IT Software Development
- VET Information Technology (Software Applications)
VCE Psychology Unit 1 & 2

Course Length: 2 semester units

COURSE OUTLINE

No prerequisites, although Introductory Psychology would be of benefit.

NB: This course is a Year 11 course and will require an additional 45 minute session that will be conducted in the form of a weekly after school class.

COURSE OUTLINE:

UNIT 1: How are behaviour and mental processes shaped?
Human development involves changes in thoughts, feelings and behaviours. In Unit 1, students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

UNIT 2: How do external factors influence behaviour and mental processes?
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

You may like this subject if you like –

• VCE Psychology
VETiS PROGRAM

Course Length: 2 semester units

COURSE OUTLINE

PREREQUISITES: Students must be 15 years of age at the beginning of the course and have an interest in developing their knowledge and skills in a variety of areas.

The following courses are examples of the types of programs that may be offered by various Registered Training Organisations in 2016, please be aware that some courses will be of twelve months duration whilst others will take 2 years to complete;

Certificate II
- Certificate II in Animal Studies
- Certificate II in Automotive Studies (Prevocational)
- Certificate II Automotive (Paint & Panel)
- Certificate II in Beauty
- Certificate II in Building and Construction
- Certificate II in Community Services (delivered at school not at TAFE)
- Certificate III in Dance
- Certificate II in Early Childhood Education and Care
- Certificate II in Electrotechnology (Career Start NSW)
- Certificate II in Engineering Studies
- Certificate II in Equine
- Certificate II in Furniture Making
- Certificate II in Hairdressing
- Certificate II in Hospitality
- Certificate II in Information, Digital Media Technology
- Certificate II in Integrated Technology
- Certificate II in Motorsport
- Certificate II in Nail Technology
- Certificate II in Plumbing
- Certificate II in Tourism

Certificate III
- Certificate III in Allied Health
- Certificate III in Design Fundamentals
- Certificate III in Fitness
- Certificate III in Horticulture

COURSE OUTLINE:

Students will be required to attend the RTO for a designated period of time each week throughout the year. They will undertake modules that will contribute to certificates in their chosen area of study. Students will be required to adhere to RTO regulations and supply their own personal safety clothing.

Students wishing to undertake this program MUST be aware that they will be required to complete ALL work in EACH of the classes that they miss due to their attendance at the designated RTO.

N.B. This program is undertaken at an additional cost to the family. Approximate costing for each course will be $300 plus materials/PPE. Students wishing to take up this option should organize an appointment with the Head of Secondary School for the relevant additional documentation.
INDEPENDENT PATHWAY PROGRAM

Course Length: 2 semester units

COURSE OUTLINE

PREREQUISITES: Enrolment in this course is by recommendation of the Head of Secondary School

The program aims to support students undertaking off-campus programs such as certificate studies at TAFE or the Trade Training Centres and VCE studies. Students will set themselves learning goals as part of their Independent Pathway Plan that allows them to complete work that may have been covered in subjects they have missed due to their off campus studies. Students may also elect to spend time completing their training modules related to their external course.

Students undertaking TAFE or OFF CAMPUS studies are required to enrol in this program.

A parental interview will be required for students who wish to be considered for this program.