

Curriculum Handbook

Secondary Years 7 to 12 2024



Heritage College

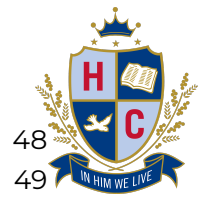


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Introduction

Dear Heritage College Students and Families,

We extend a warm welcome to all students, from Year 7 through to Year 12, as we embark on a collective journey through secondary education at Heritage College.

Our commitment to providing a holistic and nurturing environment is at the heart of everything we do. The curriculum from Year 7 to Year 12 has been thoughtfully crafted to bridge the gap between these stages of learning, ensuring a seamless transition while focusing on academic, personal, and spiritual growth.

Our comprehensive support system is designed to ease any anxieties that may arise during this journey. Our dedicated homeroom teachers, along with our exceptional Wellbeing and Chaplaincy programs, are here to provide a comforting presence and a helping hand. At Heritage College, we believe that nurturing a strong sense of community and belonging is essential for a successful academic journey, and these programs are tailored to offer just that.

The curriculum from Year 7 to Year 12 is a balanced blend of core subjects and exciting elective options, ensuring a well-rounded education that caters to individual interests and aspirations. From English, Maths, Science, and Humanities to unique programs that delve into various fields of study, each subject is designed to inspire intellectual curiosity and promote critical thinking. In addition, our elective offerings such as Performing Arts, Japanese, Digital Technologies, Food Technology, Art and Design, and Technology provide an avenue for creative expression and skill development. We believe that a holistic education encompasses both academic excellence and the cultivation of talents beyond the classroom.

As you navigate through the pages of this handbook, you will find detailed insights into the courses, support services, and enriching experiences that Heritage College has to offer. We invite you to explore, engage, and embrace this exciting phase of your educational journey, regardless of the year level you are in.

Together, we will create lasting memories, foster meaningful connections, and empower each student to reach their fullest potential.

Welcome to Heritage College, where we lay the foundations for lifelong learning, growth, and success, no matter which year you belong to.

Yours sincerely

Miss Sarah Perry
Learning and Teaching Coordinator



College Support and Services

Library

The library is the learning hub of our campus, with a wide range of resources as well as study areas. We have a librarian who is available to help locate resources for research assignments or general borrowing.

Careers

Heritage College is able to offer career advice to students and their parents. Our Careers Coordinator can speak with you on appointment. Careers information and sessions are provided to provide support to students, linking them to universities and offering advice on career pathways.

Student Wellbeing

Student wellbeing is a priority at Heritage College. We know that how a student feels both physically and mentally affects their ability for optimal learning. Our Positive Behaviour for Learning model (PB4L) encourages students to respond to their environment in reference to our four values: excellence, resilience, respect and service.

We have a Wellbeing Officer who leads this area and responds to any needs amongst the student body.

To further support our student wellbeing, we have incorporated within our Health subjects across all year levels, (which includes extra-curriculum incursions), the Keeping Safe: Child Protection curriculum. It has four focus areas; The right to be safe; Relationships; Recognising and Reporting abuse; Protective strategies. The knowledge and skill sets learned within this program contribute to our student's wellbeing, and prepares them for life in and beyond the school community.

Learning Support

Learning Support staff provide support to teachers with strategies and specific adjustments to assist students who are having difficulty. Education Support Officers may also be timetabled to be in some classes, particularly in the subject areas of English and Mathematics, to offer support.



Year 7 Curriculum Overview

Core Curriculum

- Encounter (Biblical Studies)
- English
- Mathematics
- Science
- Humanities
 - History
 - Geography
 - Civics and Citizenship
 - Economics
- Health and Physical Education
- Japanese

Co-Curricular

- Christian Schools Events Network (CSEN) Sport

Elective Curriculum

- Digital Technologies
- Performing Arts and Music
- Food Technology
- Design and Technology
- Art



Year 7 Core Curriculum

7 Encounter

Semester 1: An overview of Christianity is followed by the topics 'War in Heaven', 'Creation and the Fall' and 'Jesus' Life on Earth'. This gives students a panoramic view of the big questions addressed by Christianity, including the conflict between good and evil, God's creation of the world, how the world is filled with incredible beauty and design and Jesus' life on earth. The recurring theme is the expression of God's love for each of us.

Semester 2: In 'Victory' students investigate God's gift to us, His Son Jesus. 'On the Cross' focuses on Jesus' sacrifice for the salvation and healing of humanity. In 'Transformation' students explore Jesus' encounter with people, looking at 'Nicodemus' and the 'Woman at the Well', as recorded in the gospel of John. They focus on the fact that God can transform lives regardless of circumstances and this theme is also explored in 'Jesus Calming the Storm' and 'Zacchaeus'. In response to the gift of life we receive, students consider random acts of kindness and their response to issues in the world.

Assessment

- In-class projects

7 English

Semester 1: Students focus on developing their skills in language conventions and explore the mechanics of analytical and creative writing through the study of a range of texts, mostly persuasive language used in advertising. They pay close attention to the themes, issues and ideas present in all texts and analyse how language can be used to both engage and influence a particular audience. In addition, students explore the ways in which authors and directors are able to create a setting, develop interesting characters, build tension and write using humour to communicate ideas. Students study a selected text ('The Lion, The Witch and The Wardrobe' by C.S. Lewis) and investigate how the writer uses symbolism and allegories to explore deeper meanings. In addition, they explore the storytelling process considering the ways in which writers create tension, setting and characters.

Semester 2: Students explore the mechanics of analytical and creative writing through the study of novels. In the study of these texts, students pay close attention to the themes, issues and ideas present and analyse textual evidence to support viewpoints. Students study a selected text ('Pavana' by Deborah Ellis and 'Little Brother' by Allan Baillie) to explore themes and develop essay writing skills.

Assessments

- Formative assessments
- Essays
- Narrative Writing
- Exams



7 Maths

Semester 1: Students study Number and Measurement. They investigate the history of our number system and the special properties of prime numbers. They solve problems involving money, negative numbers, fractions, decimals and percentages and make judgements about rounding results to a reasonable estimate. They learn about the metric measurement system, areas and volumes of basic shapes. Students also begin to learn the techniques of mathematical problem solving, including using technology as a tool.

Semester 2: Topics covered are algebra, geometry and statistics. Students learn to write and solve simple equations. They also investigate angles, shapes and transformations, including how they are used in art and design. They complete a statistics project where they use data collection and analysis to answer questions about our class. Students continue to learn and practise the techniques of mathematical problem solving, including using technology as a tool where appropriate.

Assessments

- Formative assessments
- Summative tests
- Exams

7 Science

Semester 1: Introduction to Science, Chemistry and Physics - Students learn essential laboratory safety rules and investigate how to use specialised equipment correctly. They participate in how to carry out experiments and how to safely work in the science laboratory. They practise how to record and present experimental data in a variety of appropriate formats in their experiment reports.

Students are then introduced to the particle model theory of matter in chemistry, focusing on the three states of matter and the separation of mixtures where they learn about the different techniques of separation. In Physics, they will learn about the Earth in Space and how the natural laws of gravity influence the rotation of the earth and moon around the sun that affect seasons, tides and causes eclipses.

Semester 2: Physics, Biology - Students will learn about the different types of contact and non-contact forces in physics. They will further calculate balanced and unbalanced forces to find net force. In biology, students will learn how to classify living things into their five kingdoms and learn the different techniques of classification using the dichotomous keys by following the binomial nomenclature. Students will further extend their environmental knowledge by studying ecology where they will learn about the biotic and abiotic relationships and how the feeding relationships of plants and animals are expressed using food chains and food webs.

Assessments

- Informative posters
- Tests
- Lab reports
- Exams



7 Health and Physical Education

Semester 1: In practical Physical Education classes, students participate in volleyball clinics, learning skills and drills and play minor games, building volleyball fundamentals. In Health classes, students learn about drug use and how drugs affect people's ability to make decisions. They also explore the concept of peer pressure and how it can influence the decisions we make.

Semester 2: Students explore and consolidate their development of fundamental fitness skills and are given strategies and activities on how to remain healthy and well during off-campus learning. Health classes give students an opportunity to focus on how to exercise in our local community, in both the natural and built environments that surround them.

Assessments

- Formative assessments
- Projects
- Group tasks
- Practical demonstrations

7 Japanese

Semester 1: Students learn key questions and expressions used in the classroom. They participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission. They interact with peers and the teacher to exchange information and opinions, to talk about self, family, friends, and interests, and to express feelings, likes and dislikes. They focus on reading, writing, speaking and listening, with the greatest emphasis on speaking. Students are assessed through the end of Term tests, incorporating a speaking test, vocabulary test and listening test and class work.

Semester 2: Students use Japanese for classroom interactions and transactions, for explaining and practising language forms and for developing cultural understanding. They work both collaboratively and independently, exploring different modes and genres of communication, with particular reference to their own current interests. They combine language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generated original and personal language. They make cross-curricular connections and explore intercultural perspectives and experience.

Assessments

- Formative assessments
- Projects
- Summative tests and presentations

7 Humanities

History: Students explore the ancient world, a period of time which ranges from the time of the earliest human communities to the end of the ancient period, approximately 6000 BC (BCE) – c.650 AD (CE). They study the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Indigenous Australia and Ancient Egypt. Additionally, students examine what history is and how it is studied.



Civics: Students are also introduced to the basic features and values of Australia's political system. They examine the key features of the Australian Government including the responsibilities of the levels of government, the houses of parliament, political parties and the ways that citizens are represented. They will explore the role of the judiciary and the social impacts of the decision making process.

Geography: Students study how the characteristics of places are perceived and valued differently by people. They will learn about how we use and value water, its availability, scarcity, and the impact of water-related hazards. They'll also explore how water moves through the environment. Students will explore what makes a place or community liveable, how these places are planned and managed, and how to make them more sustainable.

Economics and Business: Students explore concepts of production, distribution, and consumption of goods and services within both local and global contexts. They develop an understanding of economic decision-making, market dynamics, and the role of entrepreneurship in driving economic growth. Students will learn about types of businesses and the rights and responsibilities that individuals and businesses have within consumer and financial contexts.

Assessments

- Formative assessments
- Projects
- Tests
- Research reports
- Exams

7 Digital Technologies

Through project-based learning, such as Decomposing a Problem and Paper Prototyping tasks, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

Assessments

- Formative assessments
- Projects

7 Performing Arts

Students are introduced to the core elements of music, including rhythm, melody, harmony, form, dynamics, and timbre. Exploring an array of musical styles, genres, and traditions, both from Australia and across the globe, they gain insights into the historical and cultural significance of music. Year 7 students also have opportunities to hone their performance abilities, whether through playing musical instruments, singing, or refining ensemble skills. Active listening and analysis of musical compositions are emphasised, enabling students to identify and discuss key elements, emotions, and techniques employed in the music. Additionally, they may be introduced to the use of technology in music production and recording, fostering a well-rounded understanding of the musical world.



Assessments

- Formative assessments
- Demonstrations of musical compositions
- Group tasks

7 Food Technology

Students are introduced to the school kitchen, studying safety, hygiene and basic cooking procedures. They consider where food comes from, and the sustainability and ethical issues surrounding the farming of food items. Frequent practical classes enable students to be introduced to the design process, as well as to design and produce dishes while developing safe and hygienic practices in the kitchen.

Assessments

- Formative assessments
- Cooking assessments
- Food product design and folio

7 Product, Design and Technology

Students learn the intricacies of the design process, encompassing problem identification, idea generation, prototyping, and design evaluation and refinement. They also develop a fundamental understanding of materials, tools, and technologies commonly employed in design and technology projects. They gain practical experience through hands-on activities, where they may engage in woodworking to create innovative and functional products. Sustainability principles are integrated, emphasising considerations for environmental impact, resource management, and material recycling. Safety in the workshop or design studio is a paramount focus, ensuring students' well-being while working with tools and materials.

Assessments

- Formative assessments
- Projects

7 Art

In Art, students explore and express their creativity through various art forms, such as drawing, painting, sculpture, and digital media. Students will not only learn about famous artists and artistic movements but also develop their own artistic skills and techniques. They will explore concepts of colour, form, and composition while experimenting with different materials and tools. Additionally, students will learn to appreciate and critically analyse art, helping them gain a deeper understanding of its cultural and historical significance.

Students undertake small exercises and projects associated with the elements of Art including line, tone, texture, shape, form and colour. Students complete an artwork featuring the use of line, reflecting the style and symbols used by Australian indigenous artists. Students also create a ceramic sculpture to learn about form and texture. They are encouraged to complete their own pencil sketches demonstrating how to show varieties of tone to create a 3D effect.

Assessments

- Formative assessments
- Projects



7 Sport

Heritage College is a part of the Christian Schools Events Network (CSEN), which partners with 20 member schools throughout Victoria to participate in sporting and cultural events. Over the course of the year the students will take part in the following areas:

- Athletics, Swimming and Cross Country Carnivals. These carnivals all culminate in Championship Carnivals where the best performing students will compete.
- Senior Rally Days (1 day a term). Multiple sports are offered on the day. These sports are 'pick and choose' on the day.
- Term Sport (each fortnight on a Wednesday). Schools can 'pick and choose' what they would like to be involved in considering the teams they have.



Year 8 Curriculum Overview

Core Curriculum

- Encounter (Biblical Studies)
- English
- Mathematics
- Science
- History
- Geography
- Civics and Citizenship
- Economics
- Health and Physical Education
- Japanese

Co-Curricular

- Christian Schools Events Network (CSEN) Sport

Elective Curriculum

- Digital Technologies
- Performing Arts and Music
- Food Technology
- Design and Technology
- Art



Year 8 Core Curriculum

8 Encounter

Students learn about key characters of the Old Testament and their journeys of faith. Starting with Adam, Noah, Abraham, Isaac and Jacob, students learn that God still has a purpose and plan for our lives, even when we make mistakes. Students study Joseph's life and how he dealt with multiple challenges, as a way of exploring how they too can grow to develop greater resilience in difficult situations they may face in their own lives. Learning about the Bible patriarchs and Joseph through Bible history give students some tools for dealing with the hard times in their own lives and shows them that they can always rely on God to be with them. 'We also rejoice in our sufferings, because we know that suffering produces perseverance; perseverance, character; and character, hope.' Romans 5:3,4.

Focusing in the New Testament students study four parables. However, firstly they are introduced to Jesus as 'The Parable Preacher.' Firstly, 'The Prodigal Son' and 'The Unforgiving Servant', showing the unconditional love and generous forgiveness of God our Father who welcomes us as his sons and daughters just as we are. Thirdly, 'The Good Samaritan' challenges the follower of God to always respond with loving action to others. The fourth parable of 'The Ten Bridesmaids' reminds students of the imminent event of Jesus' second coming to deliver his spiritually prepared people to eternal life. Finally the focus is completed by studying 'My Calling', which navigates life application via the following issues: 'Choices, Deception and Truth, Conditioning, Questioning, Critical Thinking, Discernment and Courage'.

Assessment

- Summative assessments (In-class projects).
- Formative assessments (feedback, observations, discussions).



8 English

Semester 1: Students explored the mechanics of analytical and creative writing. They explore ethics of governmental influence in 'The Giver' and the short stories of 'Ten Futures'. In the study of these texts a particular focus took place on the breaking down of physical and mental 'fences' and how this could be applied to real-life situations. Also, students were inspired to think creatively as they stepped into the world of poetry. In their own writing, students explored a range of poetic devices and focused on the themes of identity and conflict. Spelling, grammar and the mechanics of language were further developed by exploring and editing writing tasks.

Semester 2: Students explore the mechanics of analytical and creative writing through the study of Andy Mulligan's 'Trash'. They pay close attention to the themes, issues and ideas and they analyse textual evidence to support viewpoints. In addition, students explore the way persuasive texts are constructed. They pay particular attention to argument strategy and intended effect. The unit culminates with the students writing and delivering their own persuasive arguments.

Assessments

- Formative assessments
- Essays
- Narrative Writing
- Exams

8 Science

Semester 1: Biology and Chemistry - Students focus on how living things are composed of cells and use the light microscope to observe cell structures and types. They explore how cell organelles are vital to keeping cells alive and how cells are organised into different body systems. Students are introduced to a variety of body systems in the context of the importance of healthy habits in the maintenance of social, physical and spiritual well-being. Students will learn about elements, compounds and mixtures in chemistry to better understand how the periodic table is used to explain how atoms are arranged differently to create the existence of different substances.

Semester 2: Chemistry and Physics - Students will continue to learn about the difference between physical and chemical changes that occur in the formation of compounds and how to express a chemical reaction using chemical equations. Students will examine the Earth's internal structure, geological processes, and the dynamic interactions that shape the planet's surface, fostering an understanding of geological phenomena and their impact on the Earth's crust. This will lead them to further explore the different types of energies and how energy is transferred and transformed from one form to another. They will focus on light energy to study its unique properties and behaviour.

Assessments

- Cell Model Project
- Tests
- Lab reports
- Exams



8 Maths

Semester 1: Students study Number and Algebra. They learn to solve problems with negative numbers, fractions, decimals, percentages and some financial applications. Students identify rational and irrational numbers and use power laws with whole numbers. They simplify, expand and factorise algebraic expressions.

Semester 2: Students are introduced to linear graphs, linear equations and ratios. Students gain skills to sketch and interpret linear graphs and find equations. They learn to write and solve simple and complex linear equations. Students also develop a greater range of skills in Measurement, including circumference and capacity. Congruency of triangles and quadrilaterals are introduced to students in the Geometry section of the course. Students use technology as a tool to assist in solving mathematical problems.

Assessments

- Formative assessments
- Summative tests
- Exams

8 Humanities

History: Students study the formative events from 650 CE to 1750 CE that served to shape the historical world. Focusing on the study of 'The Ancient to the Modern World', 'Medieval Europe and the Black Death', students have the opportunity to develop historical understanding whilst applying concepts such as evidence; continuity and change; cause and effect; perspective and empathy. Students explore how social, economic, religious and political beliefs are often challenged and significantly changed.

Civics and Citizenship: students engage in the exploration of fundamental concepts surrounding the structures and processes of governance in Australia. They delve into the study of 'Civics and Citizenship - Rights and Responsibilities,' where they develop a comprehensive understanding of democratic principles, civic participation, and the rights and responsibilities of citizens. Students are encouraged to critically analyse political and social issues, fostering skills in evaluating evidence, understanding the impact of government policies, and appreciating diverse perspectives. Through this curriculum, students gain insights into how democratic societies function and the role they play as informed and responsible citizens.

Geography: Students investigate geomorphology through the study of coastal landscapes, examining processes that shape individual landforms. They explore the values and meanings placed on landforms by different cultures, as well as the hazards associated with the landscapes and their management. Urbanisation and redistribution of the population resulting from migration are examined through Australian and Chinese case studies.

Economics and Business: Students learn the essential knowledge and skills to comprehend economic market systems and business principles. Centred around 'Economic and Business Systems,' students explore concepts of production, distribution, and consumption of goods and services within both local and global contexts. Students are introduced to key concepts in the basics of personal financial management and analyse different strategies that may be used, such as how to manage financial risks and rewards and how to construct a budget. This curriculum empowers students to navigate the complex world of economics and business, enabling them to become financially responsible and economically literate individuals.



Assessments

- Formative assessments
- Projects
- Tests
- Research reports
- Exams

8 Physical Education

Semester 1: In practical Physical Education classes, students participate in learning new sport skills and drills and play minor games, building fundamentals. In Health classes, students learn about the 'Perceptions of Wellbeing in the Community'. They also learn how to identify the factors influencing someone's perception of health.

Semester 2: Students explore and consolidate their development of fundamental fitness skills and are given strategies and activities on how to remain healthy and well during off-campus learning. Health classes give students an opportunity to focus on strategies for staying safe with social media and issues relating to body image.

Assessments

- Formative assessments
- Projects
- Group tasks
- Practical demonstrations

8 Japanese

Semester 1: Students experience how interaction involves culture as well as language. They focus on reading, writing, speaking and listening, with the greatest emphasis on speaking. They recognise and use features of common spoken and written texts.

Semester 2: Students focus on reading, writing and speaking and listening, with the greatest emphasis on speaking. Students explore Japanese pronunciation, reading aloud and new vocabulary. Students are assessed through projects, speaking, vocabulary and listening tests. This course lays the foundations for language use and manipulation by establishing a basic vocabulary. Students are led to understand the role of language as an expression of cultural and personal identity and a shaper of perspectives.

Assessments

- Formative assessments
- Projects
- Summative tests and presentations

8 Design and Technology

Through the study of wood students have the opportunity to design and make a project of their choice. They investigate and select from a range of technologies – materials, systems, components, tools and equipment and consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration. They learn about graphical representation techniques to communicate through sketching, modelling, perspective and orthogonal drawings. They develop plans to safely manage design tasks, including responsible use of materials and tools.



Assessments

- Formative assessments
- Projects

8 Food Technology

Students consider the six nutrients and investigate the main foods associated with these nutrients. They also are introduced to the Australian Guide to Healthy Eating. With this knowledge they apply the design process to develop dishes that are healthy and tasty. They commence with a design brief, investigate, select, produce and evaluate associated dishes as well as follow recipes to familiarise themselves with food items in each group.

Assessments

- Formative assessments
- Cooking assessments
- Food product design and folio

8 Art

Students continue to develop and strengthen the skills learnt in the previous year. They increase their understanding of how to apply the principles of art by undertaking small exercises and projects associated with them. These include balance, contrast, emphasis, movement, repetition, rhythm, scale, space, unity and variety. As they are introduced to artists and artworks, they gain inspiration for their own art-works and demonstrate an understanding of how artworks convey meaning. Students complete activities where they respond to their own and others artworks and write about these. Students continue to learn about the art process and complete a variety of projects in different media, including sculpture and drawing.

Assessments

- Formative assessments
- Projects

8 Sport

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- Athletics, Swimming and Cross Country Carnivals. These carnivals all culminate in Championship Carnivals where the best performing students will compete.
- Senior Rally Days (1 day a term). Multiple sports are offered on the day. These sports are 'pick and choose' on the day.
- Term Sport (each fortnight on a Wednesday). Schools can 'pick and choose' what they would like to be involved in considering the teams they have.



Year 9 Curriculum Overview

Core Curriculum

- Encounter (Biblical Studies)
- English
- Mathematics
- Science
- History
- Geography
- Civics and Citizenship
- Economics
- Health and Physical Education
- Step Up

Co-Curricular

- Christian Schools Events Network (CSEN) Sport

Elective Curriculum

- Performing Arts and Music
- Food Technology
- Design and Technology
- Art
- Media
- Commerce



Year 9 Core Curriculum

9 Encounter

Semester 1: Students consider 'The reality of God', exploring whether we can know and trust that God is real and how he can impact lives. They study 'God on Earth', looking at the life of Jesus Christ while on earth and what impact he had on those around him and today's society.

Semester 2: 'The Week of the Cross' unit discusses the build-up to Jesus' crucifixion. Leading from Sunday's entry to Jerusalem through to the trial on Friday and the lessons Jesus taught in-between. This is followed by an exploration of the core theme of Salvation.

Assessments

- In-class projects
- Presentations

9 English

Semester 1: Students focus on reading, understanding and responding to different texts and ideas. Students have opportunities to respond to texts and ideas in both creative and formal ways to demonstrate and further develop their accuracy, skill, vocabulary and concepts. The set text this semester is 'The Outsiders' by S.E. Hinton and the graphic novel 'To Kill a Mockingbird' by Harper Lee.

Semester 2: Students focus on developing their understanding of how writers and speakers persuade audiences by exploring the film 'Princess Mononoke'. In their exploration of the film 'Princess Mononoke', they analyse the ways in which directors use film techniques to drive the plot of a film and influence an audience. Students demonstrate their understanding of persuasive techniques while they prepare and deliver their oral presentations and engage in discussions and debates.

Assessments

- Formative assessments
- Essays
- Narrative Writing
- Exams

9 Maths

Semester 1: Students study Pythagoras' Theorem, Trigonometry, Measurement, Algebra and Financial Mathematics. Students calculate areas of shapes and the volume and surface area of prisms and cylinders. They use Pythagoras' Theorem and Trigonometry to find unknown sides and angles of right-angled triangles. Students use the power laws with whole numbers to solve mathematical problems and they simplify, expand and factorise algebraic expressions. Students also learn to solve everyday financial problems including calculating tax, simple interest loans and comparison of communication and resources costs.



Semester 2: Students plot points, find the y-intercept, discuss gradient and learn to plot a linear graph using three different methods. Additionally, students learn how to graph non-linear graphs. Students use tests to reason if shapes are similar or congruent. Students also study data; construct frequency column graphs and analyse spread using the mean, median and mode.

Maths Extension

A personalised extension program is available for students who have the ability, the interest and the work habits to complete it.

Assessments

- Formative assessment
- Chapter tests
- Exams

9 Science

Biology - Students examine the structure and function of the brain and human nervous system. Students explore how the body maintains homeostasis through case studies such as diabetes and blood glucose levels. These are being presented in the context of the importance of healthy habits in the maintenance of our social, physical and spiritual wellbeing. Students then explore what disease is, how to minimise disease and how the body's immune system works with reference to the Coronavirus pandemic. Students also explore a unit on reproduction, which examines the processes and mechanisms of reproduction in living organisms, encompassing both sexual and asexual reproduction, as well as the associated biological, social, and ethical implications.

Physics - students explore the history of the atom and the current model of an atom. This leads to an in-depth study on radioactivity from the decay of nuclei, as well as the uses of radioactivity. Students also study how energy transfer through different mediums can be explained with wave and particle models, with an emphasis on electromagnetic radiation.

Chemistry - students study chemical interactions and reactions through experimentation focusing on acid-base chemistry, decomposition reactions and combustion reactions. This knowledge is used to predict products in simple equations and correctly construct word equations.

Humanities

Assessments

- Formative assessment
- Experiments and lab reports
- Projects
- Exams

9 Humanities

History

Students explore the transformative period from 1750 to 1918, which played a crucial role in shaping the modern world. Through discussions, reflection, and source analysis, they delve into the rapid changes brought about by technological advancements and evolving ideas, fundamentally altering societies and thought processes. Concepts like nationalism and imperialism are examined in the context of global events, particularly the expansion of European influence. Emphasising key historical concepts such as evidence and continuity, students investigate how these developments influenced Australia and its formation as a nation. They analyse causation, effects, motives, and



significance of events, while also considering diverse interpretations of history. In their research, students formulate inquiries, interpret various sources, and utilise evidence to answer historical questions.

Related VCE Subjects: Modern History Unit 1 and 2, History Revolutions Units 3 and 4.

Geography

Students explore 'Biomes and food security' by investigating the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. In the second part of the semester, students examine the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places.

Related VCE Subjects: Geography and Health & Human Development Unit 4

Civics and Citizenship

Students are introduced to the basic features of Australia's political system, and identify and analyse the influences on people's political choices. They are introduced to broader understandings of Australian democracy, including our political and legal systems and identify the features and values of those systems. Students explain the key features of Australian Government including the responsibilities of the levels of government, the houses of parliament, political parties and the ways that citizens are represented. They also explore the key principles of Australia's system of justice and analyse the role of Australia's court system.

Related VCE Subjects: VCE Legal Studies

Assessments

- Formative assessment
- Experiments and lab reports
- Projects
- Exams

9 Health and Physical Education

The Health and Physical Education course is based on the Australian Curriculum and encompasses the content areas of Personal, Social and Community Health, (which includes the Health program 'Keeping Safe, Child Safe Curriculum) and Movement and Physical Activity. Throughout the year, students will participate in various physical activities aimed at improving their fitness and refining motor skills. They will also delve into essential topics like nutrition, mental health, relationships, and drug education. Moreover, the curriculum places a strong emphasis on fostering critical thinking and decision-making abilities, equipping students with the knowledge and skills needed to make informed choices regarding their health and physical activities.

In this subject students develop knowledge, understanding and skills in enhancing their own and others health and wellbeing, as well as participate in various physical activities and sports, in varied and changing contexts.



Heritage College is a part of the Christian Schools Events Network (CSEN), which partners with 20 member schools throughout Victoria to participate in sporting and cultural events. Over the course of the year the students will take part in the following areas:

- Athletics, Swimming and Cross Country Carnivals. These carnivals all culminate in Championship Carnivals where the best performing students will compete.
- Senior Rally Days (1 day a term). Multiple sports are offered on the day. These sports are 'pick and choose' on the day.
- Term Sport (each fortnight on a Wednesday). Schools can 'pick and choose' what they would like to be involved in considering the teams they have.

Assessment

- Practical assessment of performance and fundamental sport skills
- Theory covering Health topics which combines written tests, workbook tasks, presentations and assignments
- Sportsmanship, Interpersonal Relationships

Related VCE Subjects: VCE Physical Education and VCE Health and Human Development

9 Sport

Heritage College is a part of the Christian Schools Events Network (CSEN), which partners with 20 member schools throughout Victoria to participate in sporting and cultural events. Over the course of the year the students will take part in the following areas:

- Athletics, Swimming and Cross Country Carnivals. These carnivals all culminate in Championship Carnivals where the best performing students will compete.
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- Term Sport (each fortnight on a Wednesday). Schools can 'pick and choose' what they would like to be involved in considering the teams they have.

9 Step Up

The "Step Up" program for Year 9 students offers an enriching and transformative learning experience. Comprising four distinct camps, it encourages students to venture beyond their comfort zones. The hiking camp tests their physical and mental resilience while fostering teamwork. During the survivor camp, students acquire orienteering skills and develop essential teamwork and problem-solving abilities. The water rafting camp combines adventure with service tasks, emphasising community and support. Finally, the solo camp provides a reflective space for students to assess their personal growth and achievements throughout the year. "Step Up" stands as a comprehensive experiential learning initiative, equipping Year 9 students with essential life skills, self-confidence, and a deeper understanding of their capabilities.

Duke of Edinburgh Award

This Award is a leading structured youth development program, empowering all young Australians aged 14-24 to explore their full potential and find their purpose, passion and place in the world, regardless of their location or circumstance. To earn an Award, each young person must learn a skill, improve their physical well being, volunteer in their community and experience a team adventure in a new environment. Key elements include:



- Three levels: Bronze, Silver, and Gold – each progressively more challenging.
- Four Sections: Physical Recreation, Skills, Voluntary Service, Adventurous Journey plus Gold Residential Project (Gold Level only).
- Achieving an Award recognises individual goal setting and self-improvement through persistence and achievement.

Time Requirements:

- Bronze – minimum 6 months.
- Silver – minimum 6 months if completed Bronze otherwise 12 months for direct entrants.
- Gold – minimum 12 months if completed Silver otherwise 18 months for direct entrants.



Year 9 Electives

At Heritage College we believe in preparing students for future careers and providing a sound foundation for entry into the VCE or the VM programs. As students move into the middle years of secondary education, they are given the opportunity to undertake electives that cover a range of curriculum areas such as the arts and technologies and the humanities. Subjects generally run for a semester. Electives are separated into three blocks for each semester, and these run for the entire semester. Students are encouraged to choose subjects that will lead to a future VCE study that they are interested in or to try a broad range of subjects if they are still unsure of their future career options.

The process for selecting subjects at Heritage College is as follows:

1. Students make an initial expression of interest in subjects that they would like to explore for the next academic year. This feedback contributes to the decision of which elective subjects will run the following year.
2. A form with the final elective choices is shared with families so that parents and guardians can help students select an appropriate elective course load. Course advice from Level Leaders may be given if required.
3. Elective class lists are constructed based on the signed final elective choice survey, and final student course pathways are shared with parents.

9 Music

Students will focus on developing and understanding the basic principles of music theory including its use in well-known musical compositions. They will learn to use these principles to make their own pieces of music and make sense of musical soundscapes by listening to and unpacking student-selected songs. They will also learn how to do basic editing on a recording device using music software. Performances of music including musicals will be studied to further understand aspects of live performance which will culminate in a singular class performance at the end of this elective for the school community.

Assessments

- Formative assessments
- Demonstrations of musical compositions

[Related VCE Subjects: VCE Music](#)

9 Commerce

In Year 9 Commerce aims to provide a foundational understanding of essential economic and business concepts. Throughout the unit, students will explore topics related to market economies, consumer choices, production processes, and the roles of businesses in society. They will also delve into financial literacy, learning about budgeting, savings, and the principles of entrepreneurship. Additionally, students will develop skills in critical thinking, problem-solving, and decision-making, which are valuable not only in the context of business and economics but also in various aspects of life. This curriculum encourages students to become informed and responsible citizens who can navigate the complex world of finance and commerce.



Assessments

- Formative assessments
- Group tasks and projects
- Individual inquiry projects

[Related VCE Subjects:](#) Business Management

9 Media

Students will develop essential media literacy skills, enabling them to critically analyse various media forms, from television and film to digital content and social media. They will learn to deconstruct messages, assess bias, and understand the impact of media on society and culture. Additionally, students will have the opportunity to create their own media products, fostering creativity and communication skills. This curriculum equips students with the tools to navigate the ever-evolving media landscape, empowering them to become informed and discerning consumers and producers of media content.

Assessments

- Formative assessments
- Group tasks and projects

[Related VCE Subjects:](#) Media

9 Art

In Year 9, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Students continue to expand their knowledge and skill in art by completing a variety of projects in different media, including sculpture, drawing and painting.

Assessments

- Formative assessments
- Projects

[Related VCE Subjects:](#) Art Making and Exhibiting



9 Food Technology

Students delve into more complex cooking techniques and explore the nutritional aspects of food, including dietary requirements and health considerations. Furthermore, students develop their food presentation skills, culinary creativity, and an awareness of sustainable and ethical food choices.

Assessments

- Formative assessments
- Food design product and folio
- Practical Cooking tasks

[Related VCE Subjects:](#) Health and Human Development

9 Design and Technology

Students engage in a variety of design projects that encourage them to think critically, prototype ideas, and consider real-world applications. They explore a wide range of materials and technologies, honing their skills. Additionally, students examine the environmental and ethical implications of design choices, emphasising sustainability and responsible production.

Assessments

- Formative assessments
- Portfolios
- Projects

[Related VCE Subjects:](#) VCE Product, Design and Technology



Year 10 Curriculum Overview

Core Curriculum

- Encounter (Biblical Studies)
- English
- Mathematics
- Science
- History
- Geography
- Civics and Citizenship
- Health and Physical Education

Co-Curricular

- Christian Schools Events Network (CSEN) Sport

Elective Curriculum

- Performing Arts and Music
- Food Technology
- Design and Technology
- Art
- Media
- Commerce



Year 10 Core Curriculum

10 Encounter

It's human nature to pursue truth and to find answers to the big questions that plague our minds. Answers come to us in many forms through world religions and other philosophical arguments. Our worldview lens impacts what we choose to believe as true. Jesus Christ claims to be "the Way, the Truth, and the Life." Unlike all other world religions whose adherents work their way toward salvation of sorts, true Christianity is the only religion that offers salvation freely. The only thing you can do is to accept or reject this free gift. In this unit, students will explore world religions, will take a look into Christianity and, in particular, the Seventh-day Adventist beliefs, and will articulate what they personally believe.

Our responses to the big issues we may or may not ever face, personally (such as abortion, euthanasia, sexual ethics, genetic engineering, capital punishment, or simply how to treat the homeless), all stem from our personal code of ethics. The Bible shares many foundational principles when it comes to how to live our lives and make wise decisions. If we use it as our guide book, we can be assured that we will choose the best path in life for our daily decisions.

Areas of Study

- Terms 1 and 2: Perspectives on God: World Religions and my Faith
- Term 3: World Views and God: Ethics and Morality
- Term 4: God's Heart: Jesus Messages from His Heart

Assessment

- Discussion within and contributions to group assignments
- Research assignment
- Oral presentation

Related VCE Subjects: VCE Religion and Society

10 English

Semester 1: Students explore a broad selection of literature, with a particular focus on narrative and persuasive texts. 'Analysing Argument' and 'Reading and Creating' form the basis of student inquiry. Texts supporting these studies include opinion pieces on relevant cultural issues as well as novels and other shorter texts. An emphasis is placed on furthering comprehension, appreciation and the ability to analyse how texts can be constructed and interpreted. Students develop competence and confidence as they form written and oral responses to textual themes, issues and ideas. The set texts for this semester are 'Lord of the Flies' by William Golding and '12 Angry Men' by Reginald Rose.

Semester 2: Students continue to explore a broad selection of literature in order to comprehend, appreciate, analyse as well as compare the ways in which texts about similar themes are constructed and interpreted. Students develop confidence and competence in producing written and oral work in response to a range of both fiction and non-fiction texts, including film. The set texts for this semester are the film 'Invictus' and Shakespeare's Romeo and Juliet.



Assessment

- Comprehension
- Analysis of persuasive language
- Persuasive language oral presentation
- Creative writing
- Explore the plot, theme, characters, historical significance of texts
- Essays
- Exams

[Related VCE Subjects:](#) VCE English

10 Mathematics

Semester 1: The curriculum covers a range of advanced topics, including algebraic techniques, geometry, trigonometry, and statistical concepts. Students delve into more sophisticated problem-solving strategies and apply mathematical reasoning to real-world scenarios. The curriculum emphasises the development of mathematical fluency, logical thinking, and the ability to communicate mathematical ideas effectively.

Semester 2: The Year 10 Mathematics programme will be separated into two streams, Mathematics General Pathway, and the Mathematical Methods and Specialist Mathematics Pathway. The curriculum consists of three sub-strands of knowledge and understanding: Number and Algebra, Measurement and Geometry, Statistics and Probability.

Mathematical Methods and Specialist Mathematics Pathway

This unit is aimed to prepare students towards VCE Mathematical Methods and VCE Specialist Mathematics Units 1, 2, 3 and 4. The main areas studied in this programme include:

- Algebra and Indices
- Linear relationships
- Non-linear relationships
- Polynomials
- Geometry
- Pythagoras's theorem and Trigonometry
- Measurement
- Statistics
- Probability

Assessment

- Formative assessment during class
- Summative assessments:
 - Tests
 - Assignments
 - Exams

[Related VCE Subjects:](#) VCE Mathematical Methods and VCE Specialist Mathematics Unit 1 and 2 in Year 11.



Mathematics General Pathway

This unit is aimed to prepare students for VCE General Mathematics Units 1, 2, 3 & 4 and VCE-CM Numeracy. The main areas studied in this programme include:

- Measurement
- Consumer arithmetic
- Algebra and indices
- Statistics
- Straight-line graphs
- Geometry
- Equations
- Pythagoras' theorem and trigonometry

Assessment

- Formative assessment
- Summative topic testing
- Exams

Related VCE Subjects: VCE General Mathematics Unit 1 and 2 and VCE-VM Numeracy in Year 11.

10 Science

The Year 10 Science curriculum consists of four sub-strands of knowledge and understanding: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

A number of units of work throughout the year help Year 10 science students utilise and develop their specific skill set for further studies in science. These include questioning and predicting, planning and conducting, processing and analysing data and information and evaluating and communicating. The Year 10 Science curriculum seeks to give students a holistic understanding of the three Sciences: Biology, Chemistry, Physics in preparation for VCE.

Biology: Students study genetics, the structure and function of DNA, genes and patterns of mutation and inheritance. They investigate the impact of mutations on human health and some of the social and ethical implications associated with new applications of biotechnology. Natural selection and evolution are explored through an examination of biological, geographical and physical evidence of this theory. Adaptation and survival of species are also looked at. Similarities and differences between evolution, biblical creation and Indigenous Australian creation stories are researched and discussed.

Physics and Chemistry: Physics introduces students to Astronomy, including an exploration of past and current models on the origin of the universe. They also study Motion, focusing on Newtonian Physics as a way to predict the motion of objects when unbalanced forces are applied. Chemistry extends the students knowledge of chemical interactions and reactions through experimentation, with a detailed study of the bonding of atoms and the representation of a chemical reaction.

Assessment

- In-class experiments, scientific reports and posters.
- Weekly topic revision tasks.
- Summative topic tests
- Exams



Related VCE Subjects: Biology, Chemistry, Physics and other VCE science-based courses such as in the areas of Health and Physical Education, Health and Human Development or Technologies.

10 Humanities

History

Students study what happened in the leadup to World War II, from the Treaty of Versailles to the inventions of the Roaring 20s, and the collapse of the Wall Street stock market that triggered the Great Depression. They also explore World War II and significant events throughout it, including the Holocaust and the use of the atomic bombs. Focus is given to the impact of World War II on the Australian home front, including the changing roles of women and the use of wartime. This curriculum is designed to foster a deep appreciation for Australia's history, covering a range of topics such as colonialism, Indigenous civil rights history, and the nation's involvement in global conflicts. Students will examine primary and secondary sources, honing their analytical skills and gaining a more nuanced understanding of historical events. They will also explore the socio-political and cultural forces that have shaped Australia, developing critical thinking abilities that are crucial for interpreting and assessing historical narratives.

Geography

Students will consider geographies of human wellbeing, focusing on global, national and local differences in human wellbeing between places. They will learn about the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing. Students examine environmental change and management, focusing on the major challenges to the sustainability of environments, and the environmental worldviews that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change.

Civics and Citizenship

Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

Assessment

- Source analysis of primary and secondary sources
- Case studies
- Data analysis
- Essay writing
- Mock trial
- Exams

Related VCE Subjects: VCE Modern History, VCE Legal Studies, VCE Geography



10 Health and Physical Education

The Health and Physical Education course is based on the Australian Curriculum and encompasses the content areas of Personal, Social and Community Health, (which includes the Health program 'Keeping Safe, Child Safe Curriculum) and Movement and Physical Activity. In this subject students develop knowledge, understanding and skills in enhancing their own and others health and wellbeing, as well as participate in various physical activities and sports, in varied and changing contexts.

Students will actively participate in a diverse range of physical activities aimed at advancing their fitness levels and refining essential motor skills. They will also delve deeper into crucial subjects such as nutrition, mental health, relationships, and drug education. Additionally, the curriculum continues to prioritise the cultivation of critical thinking and decision-making abilities, empowering students to make informed choices regarding their health and physical activities. This comprehensive approach strives to instil in students a lifelong commitment to maintaining a healthy and active lifestyle.

Assessment

- Practical assessment of performance and fundamental sport skills
- Teamwork and sportsmanship
- Game strategies
- Responsibility and attitude

Related VCE Subjects: VCE Physical Education and VCE Health and Human Development

10 Sport

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Year 10 Electives

At Heritage College we believe in preparing students for future careers and providing a sound foundation for entry into the VCE or the VM programs. As students move into the middle years of secondary education, they are given the opportunity to undertake electives that cover a range of curriculum areas such as the arts and technologies and the humanities. Subjects generally run for a semester. Electives are separated into three blocks for each semester, and these run for the entire semester. Students are encouraged to choose subjects that will lead to a future VCE study that they are interested in or to try a broad range of subjects if they are still unsure of their future career options.

The process for selecting subjects at Heritage College is as follows:

1. Students make an initial expression of interest in subjects that they would like to explore for the next academic year. This feedback contributes to the decision of which elective subjects will run the following year.
2. A form with the final elective choices is shared with families so that parents and guardians can help students select an appropriate elective course load. Course advice from Level Leaders may be given if required.
3. Elective class lists are constructed based on the signed final elective choice survey, and final student course pathways are shared with parents.

VCE Extension Program (Fast Track)

Heritage College offers an extension program for Year 10 students where they can complete the first two Units of a VCE Psychology. Entry into the Fast Track program requires students to complete the application form and meet the prerequisites of achieving an average of above standard on Year 9 reports. The Fast Track program runs at the same time as the Year 10 electives. Consequently, enrolling in the Fast Track will mean a student will not do any Year 10 electives. Applications open in Year 9 in Semester 2. The benefits of doing a VCE subject in Year 10 include:

- Early exposure to VCE terms such as Units, Outcomes, SACs and SATs.
- Academic challenge.
- Provides the opportunity for study skill habits to be learnt and applied in Years 11 & 12.
- Completion of a Year 12 subject in Year 11.
- Lower subject load in Year 12.

10 Music

Students will focus on developing a solid understanding of music theory's basic principles and their application in well-known musical compositions. Students will learn to apply these principles to create their own original pieces of music, nurturing their compositional skills and comprehension of musical structure. Moreover, they will refine their ability to critically listen to and analyse student-selected songs, gaining a deep appreciation for diverse musical soundscapes. To further enhance their knowledge of live performances, students will study various musicals, delving into the intricacies of live presentations. They will also learn how to do intermediate editing on a recording device using music software. This journey will culminate in a student performance, providing students with hands-on experience in live musical expression.



Assessments

- Formative assessments
- Demonstrations of musical compositions and performance

[Related VCE Subjects:](#) VCE Music

10 Commerce

In Year 10, students will delve into the Australian Business and Economics Curriculum, which offers a comprehensive understanding of essential economic and business concepts. This curriculum equips students with practical skills such as budgeting, financial planning, and understanding economic systems. They'll also explore key topics including entrepreneurship, marketing strategies, and the role of businesses in society. Through real-world case studies, students will learn to critically analyse business operations, make informed financial decisions, and appreciate the ethical and sustainability considerations within the business world. This curriculum empowers students with the knowledge and skills to navigate the complexities of the global economy, fostering financial literacy, entrepreneurship, and a broader understanding of the economic forces that shape our world.

Assessments

- Formative assessments
- Group tasks and projects
- Individual inquiry projects

[Related VCE Subjects:](#) Business Management

10 Media

Students will learn to critically analyse media texts, gaining an understanding of how messages are constructed and how they influence society. They'll explore various media forms such as film, television, digital content, and social media, honing their media literacy skills. Students will also have the opportunity to create their own media products, developing practical skills in video production, digital editing, and multimedia storytelling. Throughout the curriculum, students will delve into important media concepts, including media ethics, representation, and media ownership, fostering a critical and informed approach to the media landscape. This curriculum equips students with valuable skills in media analysis, production, and responsible consumption, enabling them to navigate and engage with the evolving media world effectively.

Assessments

- Formative assessments
- Group tasks and projects

[Related VCE Subjects:](#) Media



10 Art

In Year 10, students will immerse themselves in the world of art, embarking on a creative journey that encompasses a range of artistic forms and techniques. They will delve into the intricacies of visual arts, including drawing, painting, sculpture, and digital media, while honing their skills in artistic expression. Students will not only explore renowned artists and artistic movements but also develop their own artistic voices, focusing on concepts of colour, form, and composition. This creative journey encourages students to critically analyse art and understand its cultural and historical significance. Through practical projects and exploration, students will develop a deeper appreciation for art and its role in shaping our world, nurturing their creative talents and fostering a lifelong passion for artistic expression.

Assessments

- Formative assessments
- Projects

[Related VCE Subjects:](#) Art Making and Exhibiting

10 Food Technology

In Year 10, students will embark on a culinary journey within the field of Food Technology, where they will develop valuable skills and knowledge related to food preparation, nutrition, and culinary techniques. Students will learn to plan and prepare a variety of dishes, focusing on mastering advanced cooking methods and presentation. They will further investigate key aspects of nutrition, including dietary requirements and health considerations. Through hands-on cooking experiences and thoughtful exploration of food-related topics, students will gain the practical skills and insights needed to make healthier food choices.

Assessments

- Formative assessments
- Food design and folio
- Practical Cooking tasks

[Related VCE Subjects:](#) Health and Human Development



10 Design and Technology

In Year 10, students will engage in Design and Technology, with a specific focus on wood and metalwork, fostering practical and creative skills. Students will immerse themselves in hands-on experiences, learning to design, plan, and construct functional and aesthetically pleasing projects using wood and metal materials. They will master various techniques such as woodworking, metalworking, and welding, while also developing their problem-solving and critical thinking abilities. Throughout the course, students will explore sustainable design practices and safety protocols, ensuring responsible and environmentally conscious craftsmanship. This engaging journey in Design and Technology empowers students to become skilled makers, equipping them with the knowledge and expertise to create innovative solutions and objects in the world of wood and metalwork.

Assessments

- Formative assessments
- Portfolios
- Projects

[Related VCE Subjects:](#) VCE Product, Design and Technology



The Vocational Major (VM) Program

After career testing and course advice, Year 10 students choose their Year 11 and 12 pathway (either VCE or VCE-VM). Once a student has selected their pathway, they must commit for the two year duration of the course.

Students pursuing a vocational major within a VET program typically focus on a specific industry or trade, such as hospitality, automotive, construction, health and community services, information technology, and more. They engage in hands-on training, work placements, and coursework that is directly related to their chosen field. The goal is to equip students with the skills and knowledge necessary to enter the workforce or pursue further education and training in that specific area upon completing their studies.

Vocational majors within the VET framework aim to bridge the gap between education and the workplace by providing students with practical skills that are in demand in various industries. These programs often lead to industry-recognized certifications and qualifications, making graduates more competitive in the job market.

VM Curriculum Overview

Core Curriculum

- Literacy
- Numeracy
- Work Related Skills
- Personal Development

Compulsory VCE subject:

- Religion and Society

Co-Curricular

- Christian Schools Events Network (CSEN) Sport
- Vocational Education and Training (VET)
- Structured Workplace Learning (SWL)



VM Core Curriculum

Literacy

Unit 1

Students will encounter texts designed for diverse purposes, from everyday information to workplace or educational contexts. Employing various strategies, they will deepen their comprehension of written and spoken language, expanding their familiarity with text layouts and formats, utilising tools like indexes, headings, subheadings, chapter titles, and blurbs for information retrieval. Additionally, students will enhance their digital literacy skills, critically evaluating digital texts pertinent to vocational, workplace, podcast, and social media contexts. Through reading, viewing, and interacting with diverse digital texts, they will develop the ability to assess their impact and consider the role of purpose, social, cultural, vocational, and workplace values. Students will approach text analysis through their own experiences and perspectives, as well as those of others, while also practising safe and respectful digital engagement.

Unit 2

In Unit 2, students delve into contentious topics marked by disagreement, extending their learning from Unit 1. They scrutinise the values and beliefs underpinning various perspectives and their influence on biases and opinions, particularly in vocational or workplace scenarios. Through analysis of diverse texts and content addressing local and global issues, students explore the power of language and purpose in shaping opinions across different media formats. They also assess the impact of personal and vested interests, including those tied to specific vocations or workplaces, on their own responses to these issues. Alongside developing skills in note-taking, responding to questions, and articulating opinions, students refine their use of persuasive language and participate in discussions on contentious matters, fostering reasoned, logical, and respectful responses. They critically evaluate others' arguments, considering language, evidence, and logic, and craft their responses by selecting and referencing supporting evidence, with an emphasis on drafting, revising, and editing for clarity and coherence.

Unit 3

In Unit 3, students develop skills and confidence in comprehending and engaging with informational, organisational, and procedural texts. These texts mirror real-life situations students may encounter, preparing them for vocational, workplace, and community engagement. Students will learn to identify, analyse, and assess the structures and semantic elements of such texts, while also exploring their intended purpose and target audience. This proficiency equips students to navigate a range of technical content that they'll encounter in adulthood, including safety reports, public health initiatives, tax forms, contracts, promotional materials, and vocational and workplace documents. In the subsequent area of study, the focus shifts to texts addressing individuals' rights and responsibilities within organisations, workplaces, and vocational contexts. Students read and respond to technical content from a setting of their choice, showcasing their understanding of how these texts inform and influence the organisations they interact with.

Unit 4

In Unit 4, students explore advocacy by researching, analysing, and creating content to support themselves, a product, or a chosen community group in vocational or recreational settings. They learn about traditional and digital advocacy methods, understand how various elements come together to create a compelling message, and assess message effectiveness across different platforms. They engage in reading, discussing, and creating texts for advocacy. In a subsequent area of study, students use their language and presentation skills to deliver an oral presentation focused on a topic of personal interest, with a vocational or personal emphasis, connecting their learning to practical contexts in either Work Related Skills or Personal Development Skills in Unit 4.



Numeracy

Unit 1

Students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of Study

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships

Unit 2

Students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies. These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of Study

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

Unit 3

Students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of Study

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships



Unit 4

Students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives.

They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of Study

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

Work Related Skills

Unit 1

This unit emphasises the significance of obtaining reliable information for informed decision-making about future education and employment opportunities. Students delve into researching data concerning future employment prospects, encompassing entry-level pathways, emerging industries, and industry trends, and assess how these choices may impact their career pursuits. They reflect on this research within the context of their unique skills, capabilities, and education or employment aspirations. Additionally, students develop and employ strategies to effectively communicate their findings.

Unit 2

This unit addresses the evolving nature of work and the changing skill sets required for success. Key to achieving personal goals in future education and employment is the capacity to identify and nurture individual skills and capabilities valued in chosen career paths. Students explore the differences between essential employability skills, specialised technical skills, and personal capabilities. They recognize the significance of training and development in acquiring and transferring these skills. Students gather evidence and materials showcasing their personal skills and capabilities, which they then use to promote themselves through tools like resumes, cover letters, and interview preparation.

Unit 3

This unit centres on essential aspects of a thriving, cooperative, inclusive, and harmonious workplace, divided into three main areas: wellbeing, culture, and the employee-employer relationship; workplace relations; and communication and collaboration. Students gain insights into nurturing positive relationships with colleagues and employers, grasping the significance of a positive workplace culture in achieving business success. They delve into crucial aspects of workplace relations, encompassing pay and conditions determination, workplace bullying, discrimination, harassment, and dispute resolution. Additionally, students explore how teamwork and communication skills foster healthy, collegial, and productive work environments.



Unit 4

Portfolios serve as a practical and concrete means for individuals to convey their pertinent skills, experiences, and capabilities to educational institutions and prospective employers. In this unit, students will acquire and implement their understanding and abilities in portfolio creation, encompassing the qualities and attributes of a top-notch physical and/or digital portfolio. The unit concludes with students formally presenting their completed portfolios in a panel-style interview, followed by an assessment of the final product.

Personal Development

Unit 1

This unit centres on the development of personal identity and individual pathways to optimal health and wellbeing. It starts by exploring personal identity and the various factors shaping one's self-perception and health. Students then apply these insights to understand community cohesion, engagement, and how identity can impact outcomes in different contexts. The curriculum covers emotional intelligence, emphasising the interplay between communities and individual health. Students also investigate local health-promoting resources, actively participating in initiatives to enhance wellbeing. Critical thinking, creativity, and effective communication are essential skills throughout this exploration of personal identity and community's role. Additionally, students examine the relationship between technology and health, learning to assess information reliability and the effectiveness of health messages.

Unit 2

This unit centres on the advantages of community participation and effective collaboration to achieve common goals. It commences with defining community and exploring various types at local, national, and global levels. Students learn about the connections between active citizenship, empathy, cultural identity, and individual wellbeing. They delve into understanding the challenges and facilitators of problem-solving within the community. In the context of community engagement, students aim to comprehend diverse perspectives on community issues. They reflect on the links between these issues, social cohesion, wellbeing, and the significance of clear communication. Exploring how communities can support individual members and devise strategies for positive community change, students plan, implement, and evaluate responses to individual community support needs.

Unit 3

This unit focuses on interpersonal skills and social awareness across various settings and contexts. Students explore leadership qualities and the traits of effective leaders, learning how to apply these attributes to personal and community goals. They delve into the essential elements of effective teamwork and gain insights into leading and contributing within a team, engaging in collaborative problem-solving activities. Students assess their individual contributions and evaluate the overall effectiveness of the team.

Unit 4

This unit involves students in an extended project addressing community issues, from identifying challenges to planning, implementing, and evaluating responses. They choose a community concern, research past approaches, set objectives, and aim to raise awareness. Students conduct research, analyze data, and consider key elements like emotional intelligence and teamwork. They present their projects to peers or the community, assessing their response's effectiveness.



Religion & Society

Unit 1

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time for the individual who is searching for meaning, and for society which is shaped by religious structures, beliefs and ethics. They investigate the contribution of religion generally to the development of human society. Students examine how religions are shaped by 9 Aspects and how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the relationships that exist between individuals, groups, new ideas and religious traditions in the Australian society in which they live.

Unit 2

In this unit, students study ethical decision-making within the framework of multiple religious and philosophical traditions. They examine various methods of ethical decision-making, delve into the underlying concepts, principles, and theories, and explore the ethical perspectives of at least two religious traditions, alongside the philosophical traditions influencing these ethics. This knowledge equips them to analyse debates surrounding ethical issues in societies where diverse worldviews coexist, considering both religious and non-religious viewpoints within the public arena.

Unit 3

In this unit, students examine the general purposes of religion and then analyse the religious beliefs formed by one or more religious traditions or denominations in response to profound existential inquiries. They explore how these beliefs are integrated into various facets of religion and their role in providing significance and purpose for followers. The unit also investigates the interplay between significant life experiences and religion.

Unit 4

This unit focuses on the interaction between religions and societies, over time. There is often tension between religions and societies so religions need to be creative in how they maintain authority and influence. They need to change to survive. We explore the development of Adventism and the challenges its faced.

Compulsory at HC This subject ties in with the school's Christian curriculum. It is a VCAA subject that contributes towards VCE. It also significantly builds the student's analytical and writing skills, which is a benefit to most other subjects, including English.

Sport

Heritage College is a part of the Christian Schools Events Network (CSEN), which partners with 20 member schools throughout Victoria to participate in sporting and cultural events. Over the course of the year the VCE students will take part in the following areas:

- Athletics, Swimming and Cross Country Carnivals. These carnivals all culminate in Championship Carnivals where the best performing students will compete.
- Senior Rally Days (1 day a term). Multiple sports are offered on the day. These sports are 'pick and choose' on the day.



VET

Vocational Education Training (VET) is hands-on experienced training that gives students a nationally-recognised qualification. VET offers an extra qualification, practical training and competency based assessment, connected to the workplace. VM students choose a VET course relevant to their desired career and attend on Wednesdays. VET courses are subject to availability.

Heritage College uses Chisholm as the main provider of VET courses. It is the students responsibility to organise their transport to and from VET. Attendance requirements are necessary to pass the VET course. Failure to pass VET will mean an eligibility to graduate with a VM certificate from Heritage College.



The VCE Program

The VCE program is tailored to each individual Year 10 class to reflect the interests and strengths of that specific cohort of students. After career testing and course advice, Year 10 students express their interest, selecting from a full list of all VCE subjects. This forms the shortlist which informs the VCE program to be offered to that specific class.

VCE subject selection is completed by students in consultation with parents and Year 10 teachers, who make sure a student's future choices are maximised and suited to their ability and interests.

Subjects offered at Heritage College include:

- English - Compulsory
- Religion and Society - Compulsory at HC
- Maths
 - General Maths
 - Maths Methods
- Biology
- Physics
- Chemistry
- Psychology
- Health and Human Development
- Physical Education
- History: Modern History and Revolutions
- Legal Studies
- Art Making and Exhibiting
- Media
- Business Management

Subjects are offered based on the number of subjects interested in each subject.

Useful resources:

- Go to [VCAA Study Designs](#) for detailed curriculum documents for all VCE subjects.
- To check for University courses, use [VTAC Course Search](#).

Curriculum



English

Unit 1

Students focus on connecting personally with *Made in Dagenham*, analysing the director's ideas and values through character, setting, and language features. They strengthen inferential reading skills and relate texts to their own experiences, discussing cultural and social values in the film. They develop their writing through reflection and feedback. Students explore effective writing, examining mentor texts and considering how vocabulary, structure, and ideas create compelling writing. They collaborate and experiment with various writing qualities, drawing inspiration from mentors and creating texts for different purposes and audiences. Mentor texts come in various forms and guide students in their writing processes.

Unit 2

Students develop reading and viewing skills, exploring *Frankenstein* by Mary Shelley to analyse vocabulary, structure, and meaning. They discuss text representations, considering historical and cultural contexts, and extend their observations into analytical writing. Students study arguments in various media, analysing structure, language, and visual elements. They create their own point of view text for oral presentations in the form of a podcast.

Unit 3

Students critically analyse *High Ground*, focusing on dynamics, complexities, and character motivations. They explore how the director constructs meaning through language, considering historical and social contexts. Analytical writing refines their use of language and organisational structures, and discussions help clarify their ideas. Students engage with mentor texts to improve their writing within the context of *Writing about Country*. Close reading of *Gooseberries* by Anton Chekhov, *The Hate Race* by Maxine Beneba Clarke, and *The Conquest of Land and Dream* by Yumna Kassab enhances their understanding of language and structure. These mentor texts inspire creativity, and students experiment with language and reflection. They collaborate in class, explore text examples, and connect their own experiences to enrich their writing.

Unit 4

Students build on their reading and analytical skills developed in Unit 3 by further enhancing their ability to critically analyse *The Memory Police* and delve into the conveyed ideas and values within the novel. They employ reading and viewing strategies to engage with the text, exploring how the author constructs meaning through ideas, concerns, conflicts, vocabulary, text structures, and language features. Students also investigate how historical and cultural contexts influence readers and how these values are presented in texts. They practise sustained analytical writing to refine their skills, confidently apply meta-language, integrate textual evidence, and use the organisational structure of a formal essay. Students analyse arguments, language, and visuals in texts discussing contemporary national and international issues. They consider context, purpose, and cultural background when examining these issues and media texts. Additionally, students create their point of view texts for oral presentations by monitoring, evaluating arguments, and developing their perspective on a chosen topic.

Compulsory for all VCE students. Must be in the student's top 4 subjects when calculating the ATAR.



Religion and Society

Unit 1

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time for the individual who is searching for meaning, and for society which is shaped by religious structures, beliefs and ethics. They investigate the contribution of religion generally to the development of human society. Students examine how religions are shaped by 9 Aspects and how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the relationships that exist between individuals, groups, new ideas and religious traditions in the Australian society in which they live.

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Compulsory at HC This subject ties in with the school's Christian curriculum. It is a VCAA subject that contributes towards VCE. It also significantly builds the student's analytical and writing skills, which is a benefit to most other subjects, including English.

General Maths

Units 1-2

General Mathematics Units 1 and 2 cater for a range of student interests and provides preparation for the study of VCE General Mathematics Units 3 & 4.

On completion of these units the student should be able to:

- Define and explain key concepts as specified in the content from the areas of study and use this knowledge to solve routine application problems.
- Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate, analyse and model situations in a range of non-routine contexts.
- Use a CAS calculator to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches



Areas of Study

There are four areas of study:

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graphs
- Discrete mathematics

Units 3 and 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics.

Overview

On completion of these units the student should be able to:

- Define and explain key concepts as specified in the areas of study and use this knowledge to apply a range of related mathematical techniques and models in routine contexts
- Select and apply mathematical concepts, models and techniques in a range of contexts of increasing complexity
- Use a CAS calculator to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Areas of Study

All areas of study in General Mathematics are prescribed and compulsory.

- Data analysis
- Recursion and financial modelling
- Matrices
- Graphs and networks

Career or tertiary links: General Mathematics is a prerequisite for entry into several university courses, including many in the fields of Business, Economics, Social Sciences, and some Arts and Humanities programs. Additionally, it can provide adjustment points for admissions to certain tertiary courses in Victoria, offering students opportunities to enhance their applications and broaden their academic pathways.

Mathematical Methods

Unit 1-2

Mathematical Methods provide background for further study in areas such as: science, technology, engineering and mathematics (STEM), humanities, economics and medicine. It is a prerequisite for study of Mathematical Methods Units 3 and 4.

Overview

On completion of these units the student should be able to:

- Define and explain key concepts as specified in the areas of study and apply a range of related mathematical routines and procedures
- Apply mathematical processes in non-routine contexts and analyse and discuss these applications of mathematics
- Use a CAS calculator to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches.

Areas of Study

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics



Unit 3-4

Overview

On completion of these units the student should be able to:

- Define and explain key concepts as specified in the areas of study and use this knowledge to apply a range of related mathematical techniques and models in routine contexts
- Select and apply mathematical concepts, models and techniques in a range of contexts of increasing complexity
- Use a CAS calculator to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Areas of Study

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

Career or tertiary links: Mathematical Methods is a prerequisite for entry into several university courses, including Bachelor of Science at the University of Melbourne, Bachelor of Biomedicine at Monash University, and Bachelor of Nursing at Deakin University. It is particularly important for courses in Biomedical Science, Science, some Engineering, Nursing, and Health-related fields. Additionally, completing Mathematical Methods can provide students with valuable adjustment points that enhance their applications for admission to specific tertiary courses in Victoria.

Biology

Unit 1

In this unit, students explore the cell as the fundamental unit of life, studying its structure and function from single-celled organisms to multicellular ones, along with the essential requirements for sustaining cellular processes. They delve into topics such as cell growth, replacement, and apoptosis, with a particular focus on the role of stem cells in cell differentiation, specialisation, and renewal. Additionally, the unit covers the concept of cell specialisation in vascular plants and animals, and the significance of homeostatic mechanisms in regulating an animal's internal environment.

Unit 2

In this unit, students will investigate the transmission of biological information across generations and its impact on species diversity. They will delve into the process of meiosis, applying their understanding of chromosomes. Furthermore, students will explore how genes, environmental factors, and epigenetics influence phenotypic expression, explaining characteristics' inheritance, analyzing inheritance patterns, interpreting pedigree charts, and making predictions about genetic crosses.

Unit 3 - How do cells maintain life?

In this unit, students will explore the intricacies of the cell from various perspectives. They will investigate the crucial relationship between nucleic acids and proteins, emphasising their roles in cellular processes. Furthermore, students will analyze nucleic acids' structure and function as information carriers, gene dynamics in prokaryotic and eukaryotic cells, and the diverse functionalities of proteins. They will also delve into the biological implications of DNA manipulation and biotechnological applications. Additionally, students will examine biochemical pathways, particularly in the context of photosynthesis and cellular respiration, and explore how biotechnologies can potentially enhance agricultural practices. Finally, they will apply their knowledge to investigate selected case studies, engage in data analysis, and explore bioethical issues in areas such as genetic technologies, enzyme inhibitors, and photosynthesis efficiency.



Unit 4 - How does life change and respond to challenges over time?

In this unit, students will explore the ongoing challenges faced by life on Earth, with a focus on the human immune system's response to specific pathogens. They will also examine how biological knowledge can address bioethical issues related to diseases. Additionally, students will study evolutionary biology, including evidence accumulation, gene pool changes, and species relatedness through various fields. Finally, they will apply their knowledge through case studies, data analysis, and consideration of bioethical topics such as cell behaviour in diseases, selective breeding in conservation, and the impact of technology on evolutionary biology research.

Career or tertiary links: This is a prerequisite for some university courses. It is particularly important for courses such as Biomedical, Science, some Engineering, Nursing and Health related courses. Also offers adjustment points towards applications for some tertiary courses.

Physics

Unit 1

In this unit, you will explore fundamental physics concepts and models related to energy, including those concerning light, thermal energy, radioactivity, nuclear processes, and electricity. These ideas are applied to address modern societal issues such as communication, climate change, medical treatments, electrical safety in homes, and Australia's energy requirements.

Unit 2

In this unit, students explore the power of experiments to develop models and theories by making observations, generating questions, and conducting experiments. In Area of Study 1, they investigate forces in motion and stationary objects, applying these concepts to a chosen case study. In Area of Study 2, students select from various physics-related options to investigate a contemporary societal issue or application of their interest. Finally, in Area of Study 3, students undertake a scientific investigation that involves generating primary data and applies key science skills and knowledge from previous areas of study.

Unit 3

In this unit, students use Newton's laws to study motion in one and two dimensions. They delve into the concept of fields, including gravitational, magnetic, and electric fields, and their relationships and impact on particle motion. The unit also explores the production and transmission of electricity, including its role in particle accelerators.

Unit 4

In this physics unit, students explore significant shifts in our understanding of the Universe. Students investigate the limitations of the wave model for explaining light behaviour and consider a particle model for better explanations. Matter, traditionally seen as particles, is reimagined using a wave model, and students delve into the relativistic world of length contraction and time dilation when objects approach the speed of light. Students also ponder how Einstein's groundbreaking ideas have impacted modern technology like GPS. Finally, students conduct a practical investigation related to fields, motion, or light, presenting their findings in a scientific poster format.



Career or tertiary links: VCE Physics is a prerequisite for some university courses. It holds particular significance for programs like Biomedical Science, various Engineering disciplines, Nursing, and Health-related courses. Additionally, successful completion of VCE Physics can provide adjustment points for applications to certain tertiary courses, enhancing students' prospects for admission and success in their chosen fields of study. Specific examples of university courses where VCE Physics may be required include the Bachelor of Science (Biomedical Science) at Monash University, the Bachelor of Engineering at the University of Melbourne, and Nursing programs at various universities in Victoria.

Chemistry

Unit 1

In this unit, students will explore the chemical structures and properties of various materials, including covalent compounds, metals, ionic compounds, and polymers. They will also learn to measure chemical quantities and consider sustainable manufacturing practices that promote renewable resources and a circular economy. The unit includes hands-on investigations covering topics like reactivity series, chromatography, precipitation reactions, empirical formulas, and polymer synthesis, while emphasising the use of chemistry terminology for analysis and evaluation.

Unit 2

In this unit, students will analyse substances dissolved in water and the gases produced in chemical reactions, with a focus on the practical applications of acid-base and redox reactions in society. Practical investigations will cover topics such as water's specific heat capacity, acid-base and redox reactions, solubility, gas molar volume, volumetric analysis, and calibration curve utilisation. Throughout the unit, students will use chemistry terminology and symbols to represent observations, data, and evaluate chemistry-based claims.

Unit 3

In this unit, students will investigate the chemical production of energy and materials while emphasising innovation, design, and sustainability principles to minimise adverse impacts on health and the environment. They will analyse various fuels as energy sources, considering energy transformations, chemical reactions, efficiency, environmental impact, and applications. Additionally, students will examine the suitability of different cells for meeting society's energy and material needs, conduct practical investigations, and consistently utilise chemistry terminology, symbols, and equations to represent observations and evaluate claims.

Unit 4

In this unit, students will explore carbon-based organic compounds present in everyday materials, studying their structures and reactions while considering green chemistry principles. They'll also delve into food metabolism, medicine action, and laboratory techniques for organic compound analysis. Practical investigations will encompass organic synthesis, functional group identification, and redox titrations, all while using chemistry terminology for representation and evaluation.

Career or tertiary links: This is a prerequisite for some university courses. A student with Chemistry and Maths Methods can apply for every university subject. It is particularly important for courses such as Biomedical, Science, some Engineering, Health related courses. Also offers adjustment points towards applications for some tertiary courses.



Psychology

Unit 1

In this unit, students will explore the complexities of psychological development, including cases where it deviates from the norm. Students will investigate the structure and functions of the human brain, its role in mental processes and behaviour, brain plasticity, and the effects of brain damage on psychological functioning. The unit concludes with a student-directed research investigation into contemporary psychological research, involving research exploration, methodology analysis, and critical evaluation of secondary data, drawing from skills and knowledge acquired in previous study areas.

Unit 2

In this unit, students will assess the role of social cognition in shaping attitudes, self-perception, and interpersonal relationships. They will explore diverse factors and contexts influencing individual and group behaviour, with an emphasis on recognizing cultural differences in experiences and values. The unit will delve into classical and contemporary research contributions to human perception understanding, shedding light on the motivations behind specific behaviours. Students will investigate how perception of stimuli facilitates interaction with the external world while acknowledging the potential for perceptual distortion.

Unit 3

In this unit, students will explore the impact of classical and contemporary research on understanding the nervous system's functioning and its influence on learning and memory, encompassing biological, psychological, and social factors. They will investigate how the human nervous system facilitates interaction with the environment and the psychological effects of stress, including the emerging gut-brain relationship research. Furthermore, students will examine the mechanisms underlying knowledge acquisition, behaviour change, and memory formation, considering models of learning and memory and the interconnected brain regions involved.

Unit 4

In this unit, students will investigate the importance of sleep and its effects on mental well-being. They'll explore the biological mechanisms regulating sleep, the differences between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across various life stages, and the impact of changes in sleep-wake cycles and sleep hygiene on psychological functioning. Additionally, the unit covers the contributions of classical and contemporary research to understanding sleep and explores the definition and conceptualization of mental well-being, including the holistic framework of social and emotional well-being (SEWB) and the biopsychosocial approach applied to understanding specific phobia.

Career or tertiary links: This is not a prerequisite for university courses. It offers adjustment points towards applications for some tertiary courses. This is a life-relevant course, but also forms a very good foundation for tertiary courses such as Psychology/ Science, Teaching, Nursing, Biomedical/Health Science.



Health and Human Development

Unit 1

These units empower students with a multifaceted understanding of health and wellbeing. They will explore the complex and global nature of youth health, interpret Australia's health data, and analyse variations in health status. Additionally, they will acquire practical skills in nutrition, enabling them to make informed food choices and evaluate nutrition information, while also learning to identify and address key areas for improving youth health and wellbeing through data analysis and targeted action planning.

Unit 2

In this unit, students will gain insight into health and development across the lifespan. They'll learn about developmental changes from youth to adulthood, factors promoting healthy development during prenatal and early childhood stages, and the intergenerational aspect of health and wellbeing. Additionally, students will understand how to access Australia's health system, its impact on local communities, and analyse issues related to new health procedures and technologies.

Unit 3

In this unit, students delve into the multifaceted nature of health, wellbeing, and illness, recognizing their dynamic and context-dependent qualities. They broaden their perspective by viewing health and wellbeing as global concepts, contemplating their significance at both individual and collective levels, and acknowledging health as a universal right. The unit also covers the essential prerequisites for health improvement, as outlined by the World Health Organization (WHO).

Unit 4

In this unit, students explore health, wellbeing, and human development on a global scale. They utilise data to examine health status and disease burden across various countries, investigating the factors that contribute to disparities in health both within and between nations, including social, economic, and environmental conditions. The unit deepens their understanding of global health by analysing changes in disease burden over time and emphasising key concepts like sustainability and human development. Additionally, students consider the health implications of increased globalisation and prevailing worldwide trends, encompassing climate change, digital technologies, international trade, and mass migration.

Career or tertiary links: VCE Health and Human Development is not a strict prerequisite for university courses. However, it can offer adjustment points towards applications for some tertiary courses. This subject is not only life-relevant but also forms a solid foundation for various tertiary courses, including Psychology/Science, Teaching, Nursing, and Biomedical/Health Science.



Physical Education

Unit 1

In this unit, students study the synergy between the musculoskeletal and cardiorespiratory systems in generating movement. They engage in practical activities to understand how these systems interact with physical activity, sports, and exercise, observing how they adapt to various demands. Furthermore, students examine the functions of key structures within each system and their responses to physical activities, considering how the capacity and performance of these systems can either facilitate or hinder movement and participation in physical activities.

Unit 2

This unit focuses on physical activity, sports, and their societal implications from a participatory perspective. Students learn about different types of physical activity, their impact on health and well-being in various population groups, and experience practical activities to appreciate the required activity levels for health benefits. The unit also explores how participation in physical activity varies throughout life and investigates the factors influencing and enabling regular engagement in such activities.

Unit 3

This unit acquaints students with biomechanical and skill acquisition principles for analysing human movement and energy production from a physiological angle. Practical activities exemplify the application of these principles to enhance performance. Additionally, students explore system characteristics, the interaction of these systems during physical activity, factors leading to fatigue, and strategies to mitigate fatigue and facilitate recovery.

Unit 4

In this unit, students analyse movement skills considering physiological, psychological, and sociocultural factors. They apply training principles and methods to enhance performance in physical activities at individual, club, and elite levels. Practical training sessions are undertaken to assess the effectiveness of various training approaches, and students also examine the long-term training adaptations from a theoretical standpoint.

Career or tertiary links: VCE Physical Education is not a strict prerequisite for university courses. However, it can offer adjustment points towards applications for some tertiary courses. This subject is not only life-relevant but also forms a solid foundation for various tertiary courses, including Bachelor of Exercise and Sport Science at Deakin University, Bachelor of Applied Science (Exercise and Sport Science) at RMIT University, and Bachelor of Health and Physical Education at Victoria University.



History

Unit 1 - Nazi Germany

This unit delves into the transformational changes of the late 19th and early 20th centuries, encompassing social, political, economic, and cultural shifts that moulded the modern world. It examines pivotal events, influential figures, and movements that left a lasting impact. The unit also scrutinises the consequences of post-World War I treaties, which reshaped Europe and its colonies while dismantling defeated empires, alongside an evaluation of the League of Nations' goals and limitations. Additionally, it explores emerging ideologies like socialism, communism, and fascism. Lastly, students analyse the interconnectedness of late 19th and early 20th-century social and cultural life with technological, political, and economic developments.

Unit 2 - The Cold War

This unit covers the transformative late 19th to early 20th-century changes in social, political, economic, and cultural realms that shaped the modern world. It explores key events, figures, ideologies like socialism, communism, and fascism, and their connection to the era's technological, political, and economic shifts. It also delves into the Cold War's nature, impact, causes, and resolution, as well as the challenges to existing structures, ideologies of democracy and communism, and disruptions to traditional values and systems in the latter half of the 20th century and early 21st century.

Unit 3 - American Revolution

Students investigate the significant historical causes and consequences of the American Revolution. They evaluate and assess the significance of events, ideas, individuals and popular movements in the development of the revolutionary situation in America. Students also consider the consequences of the American Revolution and consider the extent to which these brought change to American society and politics. Finally, students analyse the significant challenges that confronted the new regime after the initial and evaluate the impact of the revolution on different social groups.

Unit 4 - Russian Revolution

Students investigate the significant historical causes and consequences of the Russian Revolution. They evaluate and assess the significance of events, ideas, individuals and popular movements in the development of the revolutionary situation in Russia. Students also consider the consequences of the Russian Revolution and consider the extent to which these brought change to Russian society and politics. Finally, students analyse the significant challenges that confronted the new regime after the initial and evaluate the impact of the revolution on different social groups..

Career or tertiary links: Strongly recommended for students who wish to do a Humanities, Arts, Law or Business tertiary course or who are looking for an intellectual challenge. Students will develop strong analytical and writing skills. While not a prerequisite for tertiary courses, a strong historical knowledge is valued for most students.



Legal Studies

Unit 1

This unit explores criminal and civil law, both of which aim to maintain social order and protect individual rights. Criminal law addresses actions that disrupt social harmony and can lead to criminal charges, while civil law deals with infringements upon individual or group rights, potentially resulting in legal disputes. Students in this unit gain an understanding of legal foundations, including the types and sources of law and Victoria's court hierarchy. They apply key concepts from criminal and civil law to real or hypothetical situations, enabling them to assess whether an accused may be found guilty of a crime or liable in a civil dispute. This process helps students appreciate how legal principles and information are used to make informed judgments regarding culpability and liability.

Unit 2

This unit focuses on protecting individual rights through criminal and civil law, resolving disputes, and implementing sanctions and remedies. Students analyze two recent criminal and civil cases to evaluate the effectiveness of sanctions and remedies in upholding principles of justice. Additionally, they explore rights protection in Australia and another country, considering potential reforms and examining a significant Australian case related to rights protection.

Unit 3

In Unit 3, students examine the methods and institutions in the justice system, including the Victorian court hierarchy and legal entities aiding in case resolution. They explore the rights of accused individuals and victims within the criminal justice system, the roles of various stakeholders, and the effectiveness of sanctions and remedies. Additionally, students assess the system's adherence to principles of justice and engage in discussions about recent and proposed reforms to enhance its alignment with these principles.

Unit 4

In Unit 4, students delve into the Australian Constitution's role in defining legislative authority for both Commonwealth and state parliaments while also serving as a safeguard against unchecked law-making. They gain insight into the pivotal role of the High Court in interpreting and upholding the Constitution. Furthermore, the unit explores the dynamic between parliament and the judiciary in the legislative process, and students examine how individuals, media, and law reform entities impact the process of legal reform.

Career or tertiary links: VCE Legal Studies is not a strict prerequisite for university courses. However, it can offer adjustment points towards applications for some tertiary courses. This subject is not only life-relevant but also forms a solid foundation for various tertiary courses, including Bachelor of Laws at Monash University, Bachelor of Laws at the University of Melbourne, and Bachelor of Legal Studies at La Trobe University.



Media

Unit 1

In this unit, students explore the dynamic relationship between audiences and media, understanding how audiences engage with media products and construct meaning. They delve into media codes, conventions, and the construction of meaning in various media forms. By analysing representations, narratives, and media elements, students gain insights into the influence of media creators and institutions, and they develop research skills to investigate and analyse narratives across different media types, including Australian content. Finally, students create their own representations in various media forms to communicate meaning effectively.

Unit 2

In this unit, students explore the fundamental role of narratives in media, encompassing both fiction and non-fiction across various media forms. They develop a comprehensive understanding of narrative concepts in different contexts, including traditional and emerging media like film, television, sound, news, print, photography, games, and interactive digital platforms. The unit also delves into the impact of evolving media technologies on individuals and society, examining how media convergence and hybridization influence narrative design, production, distribution, and audience engagement. Additionally, students engage in production activities to create narratives that align with the codes and conventions of specific media forms.

Unit 3

In this unit, students explore narratives in media and their role in society. They examine how media codes and conventions shape meaning, influenced by social, cultural, and institutional contexts. Students plan media products for specific audiences, experimenting with media technologies and documenting their progress as they develop skills in their chosen media form.

Unit 4

In this unit, students concentrate on the production and post-production phases of media production, refining their designs from Unit 3. They iterate their productions, responding to feedback and reflecting on their work. Additionally, they examine the media's relationship with audiences, including the impact of current industry developments and government regulations on media use and communication.

Career or tertiary links: VCE Media is not a strict prerequisite for university courses. However, it can offer adjustment points towards applications for some tertiary courses. This subject is not only relevant to life but also provides a strong foundation for various tertiary courses, including Bachelor of Arts in Media and Communications at the University of Melbourne, Bachelor of Media and Communication at RMIT University, and Bachelor of Communication (Media) at Deakin University.



Business Management

Unit 1

Businesses, regardless of their size, play a crucial role in a nation's economic and social prosperity. The formation of businesses and the facilitation of conditions for innovative business ideas are integral to a nation's well being. Unit 1 focuses on understanding the factors influencing business ideas, the internal and external business environments, and how these factors impact the planning and development of businesses, emphasising their significance for economic and social advancement.

Unit 2

In this unit, students study the necessary legal prerequisites for establishing a business. They delve into the key components of successful marketing strategies and explore strategies for addressing staffing and financial record-keeping needs. The unit incorporates practical analysis of management practices through the application of this knowledge to recent business case studies from the past four years.

Unit 3

In Unit 3, students delve into the management of businesses, aiming to achieve their objectives efficiently and effectively. They explore various business types and their corresponding goals, while also examining corporate culture, management styles, and skills, and how these elements interrelate. Furthermore, students investigate strategies for managing both personnel and business operations to fulfil objectives, all while recognizing the dynamic nature of businesses and comparing theoretical concepts with current practices through recent case studies from the past four years.

Unit 4

In Unit 4, students focus on the significance of assessing key performance indicators to gauge present performance and the strategic management required for future business positioning. They explore a theoretical model for implementing change and examine diverse strategies to efficiently and effectively manage change for enhancing business performance. Additionally, the unit emphasises the crucial role of leadership in change management and provides an opportunity to evaluate real-world business practices against theoretical concepts through a recent business case study from the past four years.

Career or tertiary links: VCE Business Management is not a strict prerequisite for university courses. However, it can offer adjustment points towards applications for some tertiary courses. This subject is not only life-relevant but also forms a solid foundation for various tertiary courses, including Bachelor of Commerce at Monash University, Bachelor of Business at the University of Melbourne, and Bachelor of Business Administration at La Trobe University.



Art: Making and Exhibiting

Unit 1

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Unit 2

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

Unit 3

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. They must visit or view a minimum of two exhibitions during the current year of study. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

Unit 4

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study.

Career or tertiary links: VCE Art is not a strict prerequisite for university courses, but it can offer adjustment points towards applications for many tertiary courses, including Fine Arts, Graphic Design and Architecture. This subject encourages students to reflect critically on their own experiences and responses to the world around them. They learn, with growing sophistication, to express and communicate experiences. These traits can be invaluable in many fields, especially if they require thinking outside the box.