SUBJECT ELECTIVES

Altitude | 2023

RED ROCK CHRISTIAN COLLEGE
CHRIST WISDOM KNOWLEDGE

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FROM THE PRINCIPAL

Proverbs 25:2 says, "It is the glory of God to conceal a matter, and is the glory of kings to searchit out."

I love this verse for several reasons, firstly, because it reminds us that we are hardwired to explore, investigate, to dig deep and discover and unravel mysteries. Secondly, because when we make those discoveries, it should be celebrated - learning and making discoveries is our glory! Also, I love the notion of God creating the world with multiple layers of hidden jewels and taking great delight in watching generations of people finding them.

Your years at Red Rock is a time to embrace opportunities to search out and unravel the mysteries of this world. Without a doubt though, like all great expeditions, the journey you are on to search out the mysteries of the world will have its challenges and will involve labour and tasks that don't appeal to you, or you'd rather not do, but there will also be a great sense of reward, and achievement. We know you are going tobe excited and gain great joy in making new discoveries and, equally, we are going to enjoy watching you make those discoveries.

As you embark on this great expedition of learning and discovery, keep in mind the treasure you will end up with, and the journey will be all the richer, and fulfilling. I hope that your time here will be like one big treasure hunt- discovering as much about yourself as you do about the world we live in.

Welcome to your secondary years at Red Rock. I look forward to watching all of you flourish as you are supported and empowered to influence your world with integrity.

Mrs Karen McCoy

FROM THE HEAD OF SECONDARY

A very warm welcome to you as you begin mapping your **Individulised learning Pathway.**

This will come as no surprise to you: we believe that every person was created by a loving Father for a purpose. My hope and prayer for you is that you would begin to uncover the treasures that God has placed inside you so that you can influence our world with integrity. Thoughout your secondary years our goal is to create opportunities for learning which simultaneously inspire, challenge and deepen your understanding and experience.

My heart desires that you will take time to think deeply about what you enjoy about learning and discover - asking the hard questions and daring to explore beyond! To live purposefully - knowing that you belong to someone who loves you more than you and has given you gifts and talents to share. Finally, you will place others before yourself by serving with all your heart, mind and strength.

This guide will assist you in the course selection process and it is important that you take the time to read through it before selecting your options. As you explore your options please remember you are a unique human being with incredible ability and ideas and my vision for you in your secondary years is that you will experience growth.

Right from the outset, I want you to know that this is **your** path.You are in control. Where you want to on this journey is up to you and we want to support you where possible. So, if you get stuck or have a desire to explore something that is not in this guide, do not be afraid to ask. As they say - nothing ventured, nothing gained.

May God bless you in your selection process.

Mr Christopher Ellis

FROM THE HEAD OF WELLBEING

The focus on your wellbeing at Red Rock is a vital part of our culture. It is something we intentionally build into everything we do, so that it is more of an approach and mindset rather than another program.

We believe that by modelling, explicitly teaching and making wellbeing visible, you can grow and be your best through your journey and develop the skills needed to support yourself not only when times are tough but to help you reach your goals.

In secondary, we have timetabled wellbeing lessons to help you develop a positive identity, greater resilience, growth mindset and self-regulation. We do this by utilising the strong evidence base for embracing our unique strengths and finding ways to use these to be your best and overcome obstacles. Through our partnership with Visible Wellbeing, a wellbeing framework developed by Professor Lea Waters, we know that helping you develop these skills and mindsets can lead to improved wellbeing, confidence, hope, engagement in learning and academic outcomes. Outcomes to help you thrive in your time at school and beyond.

At Red Rock, we have focused on setting up a framework and culture within the school that allows for ALL students to benefit from developing these skills. As such, wellbeing is integrated into the entire curriculum bytraining all Red Rock staff in the Visible Wellbeing framework, by offering timetabled lessons and by supporting staff to identify and teach to your strengths.

I wish you God's richest blessing as you being to discover who God has created you to be.

Mrs Sharon Garro

ALTITUDE SUBJECT ELECTIVES

Important Information

At Red Rock Christian College students have the opportunity to personalise their learning experience by selecting electives they wish to undertake, within any subject area. There is a wide selection of electives that students will be able to access throughout their Altitude program. These electives work alongside core subjects to support student interests and passions.

All subjects, both core and elective, will run as year-long subjects.

Core Subjects

The core subjects are designed for students to meet the Australian Curriculum Standards for their year level. These include:

English

Mathematics

Science

Humanities

Personal Development

Symbol Keys

Levy required

Content advisory

Elective Subjects

A student's program typically includes the five core subjects and nine electives chosen by the student. Students may choose from any subject category to make up their elective subjects, however, a minimum of two choices must come from core subject categories (English, Mathematics, Science, and Humanities).

The different elective categories students can choose from are:

Art and Design

Drama

English

Health and Physical Education

Humanities

Languages Other Than English (LOTE)

Maths

Music

Science

Technologies

One possible example of a student's 5-year learning plan

Years		2023	2024	2025	2026	2027
		Altitude Years			Graduate Years	
Core Subject progression		English Core A1	English Core A2	English Core A3	English Units 1&2	English Units 3&4
		Science Core A1	Science Core A2	Science Core A3		
		Humanities A1	Humanities A2	Humanities A3		
		Mathematics A1	Mathematics A2	Mathematics A3		
Electives	1	Measly Middle Ages	Entrepreneurship	History or War	Units 1&2 History	Units 3&4 History
	2	Sport Skill Development	Personal Fitness	Sport Performance Studies	Units 1&2 PE	Units 3&4 PE
	3	Agree to disagree	Drama: From Page to stage	Food and Sustainability		
	4	Photography and Print Media	Fashion Garment Construction	Pre-VCE Art	Units 1&2 Art (Making and Exhibiting)	Units 3&4 Art (Making and Exhibiting)
	5	Hospitality	Life in a harsh world	Altitude Chemistry	Chemistry Units 1&2	Chemistry Units 3&4
	6	Spanish 1	Language and lyrics	So you think you can play	Music Units 1&2	
	7	Fashion: Pattern Making	Outdoor Education	Spanish 2		
	8	Pre- VCE Legal Studies	Basketball Academy	From Ancient to Anime		
	9	Computer Game Design	Maths for Fun	Film and Popular Culture		

Key	
Subject Areas	**Colour**
Arts and Design	
English	
Humanities	
Languages other than English	
Mathematics	
Sciences	
Technologies	

2023 SUBJECT OFFERINGS

ART AND DESIGN

Art

For all you budding artists out there that love to get their hands busy on a wide variety of creative projects, this elective is for you!

This Art Elective is all about the discovery and exploration of a range of 2D and 3D art forms, techniques, and art styles, which will help to develop and build your art-making skills and personal exploration of ideas in artworks.

Some of the art media you may have the opportunity to explore include; Clay, oil pastel, lino-printing, painting (acrylic, gouache, and/or watercolour), collage, and mixed-media techniques. You can also expect to learn and appropriate the work of notable artists and art styles, appreciating their place in history and role in revealing interesting truths and ideas to humankind.

So, if you want to stretch yourself creatively and try new skills in art and learn to see the world through the lenses of different artists and art movements, then this is the elective for you! This elective is designed for both the seasoned creative used to diving headfirst into creative projects, as well as those who wish to delve into the world of art a little more by expanding their skills and understanding.

This Elective is not specifically aimed at any level and can adapt to suit students in A1-A3.

Please note that there will be a levy for this subject TBC.

Photography and Print Media

In this Elective, you will take on the role of both Photographer and Graphic Designer.

You will initially delve into the world of photography, gaining a historical appreciation and perspective of this unique and constantly evolving art form. You will have the opportunity to explore and develop your photographic skill set through Masterclasses and Personal Projects. You may utilise your camera of choice, whether that involves bringing in a DSLR, your smartphone camera, or the school's digital cameras.

The Masterclasses are designed to facilitate particular skills and knowledge based on certain themes in Photography. Masterclasses may entail tutorials on skills such as; utilising the aperture settings on your camera to change the depth of field, exploring the chiaroscuro lighting technique, black and white photography, digital editing techniques in Adobe Lightroom, and macro photography, etc.

Through these Masterclasses you will learn the skills required to develop your unique voice as a photographer and artist, culminating in a personal project that will be printed and exhibited.

The next unit will delve into the world of Adobe Photoshop and Graphic Design. In this unit, you will have the opportunity to apply contemporary digital editing techniques utilising Adobe Photoshop. This will enable you to create and prepare Photography artworks and designs to be utilised across several print and digital media formats.

You will learn how to think like a Graphic Designer, by applying a design process to various briefs involving photography to produce finished designs appropriate for print media such as movie posters, ads for magazines and billboards, postcards, and product packaging.

Consider taking this unit if you are interested in:

- Learning how to properly use the settings on a camera and apply lighting techniques to take better photos.
- Learn how to apply editing tools to enhance your photography
- Learning how to use Photoshop
- Exploring how to create products for use in print media (movie posters, ads, product packaging, etc.)

The Photography elective is a strong pathway to complete VCE Media, Visual Communication Design, Art: Making and Creating Units 1-4, and other Photography-based pathways post-school.

This Elective is designed to suit an A2 and A3 level, though could be appropriate for an A1 student who is up for the challenge.

Please note that there will be a levy for this subject TBC.

Pre-VCE Art Making and Exhibiting

If you are considering taking VCE Art (Making and Exhibiting), then this Elective will be highly beneficial in preparing you with the necessary skills and knowledge to make the most out of your VCE Arts experience.

In this Elective, you will build a repertoire of skills in art making by being introduced to several methods used to make artworks. You will also learn about the presentation and exhibition of artworks and the roles of the various personnel within galleries such as curators, exhibition designers, and conservators.

Through both teacher-directed and student-directed inquiry learning, you will develop and refine your use of materials and techniques across several art forms. Additionally, you will learn how art elements and art principles are used to create aesthetic qualities and will expand your understanding of how ideas are communicated through the use of visual language.

In this Elective, you will have the opportunity to visit exhibition spaces and learn first-hand how artworks are selected and presented thematically. You will also have the opportunity to work collaboratively in teams, working in a community setting to plan and promote your exhibit of artworks for the school community.

This Pre VCE course is aimed at an A3 level and sets the foundation for students preparing for VCE Unit 1 and 2 arts subjects such as VCE Art (Making and Exhibiting) and VCE Visual Communication Design. This Elective is also beneficial in helping students develop the skills required to pursue a career in the creative and design industry.

Pre-VCE Visual Communication and Design

If you are considering taking VCE Visual Communication Design, then this Elective will be highly beneficial in preparing you with the necessary skills and knowledge to make the most out of your VCE VCD experience.

In Pre VCE Visual Communication Design you will build on your skills and knowledge developed in the elective VCD and will work towards preparing you with the technical skills and knowledge required for the VCE subject.

This Elective will explore visual language utilised in designs across the three fields of design; communication design, industrial design, and environmental design. You will build on your awareness of how designers work within their respective fields and employ design processes to meet a variety of client needs. You will learn how to manipulate design elements and principles to effectively communicate ideas with a specific purpose, respond to client briefs, and learn how to target a specific audience and industry group in your design.

You will also analyse contemporary and historical design styles and investigate the practices of designers both past and present. There will also be an artistic focus as you explore a range of media, methods, and materials and how they can be used appropriately to influence and inspire resolved design solutions.

There will be a specific focus on exploring a range of technical drawing methods utilised in VCE Visual Communication Design. These include three-dimensional drawing methods (such as isometric, planometric, and perspective drawing), two-dimensional drawing methods such as floor plans and packaging nets, and third-angle orthogonal drawings utilised in industrial design.

This Pre VCE course is aimed at an A3 level and sets the foundation for students preparing for VCE Unit 1 and 2 in VCE Visual Communication Design or Product Design. This Elective is also beneficial in helping students develop the skills required to pursue a career in the creative and design industry, such as graphic design, engineering, landscape design, illustration, web design, and advertising.

Visual Communication Design (VCD)

What is Visual Communication Design?

Great question. Essentially if you know a designer, whether they are an architect, illustrator, or Graphic Designer, they work within the broad field of Visual Communication Design. VCD are types of design that combine art and technology that convey ideas and information to an audience. Whether you realise it or not, VCD is everywhere! It takes a broad range of forms that can be seen including signs, typography, drawing, illustration, industrial design, advertising, animation, web design and architectural blueprints.

Visual communication, when done well, can be very powerful and design a better world for us to live in. In this Elective, you will learn to harness and apply creative design solutions to real-world problems across three different design fields, including Communication design (such as Graphic Design), Environmental design (such as Architecture), and Industrial design (such as Product design).

You will also develop skills necessary across each design field, such as creative problem solving, critical thinking, applying a design process, manual technical drawing skills , and digital proficiencies in Adobe Illustrator and Photoshop.

- Some of the projects may include:
- Graphic Design- Posters, packaging, branding
- Design history demonstrated in a Photoshop task
- Illustration and animation for the web using Adobe software
- Industrial design solutions produced in AutoCAD software
- Industrial design prototypes for objects (such as Lego sets, Minecraft characters, or household appliances or furniture) using 3D processes (such as 3D printing)
- Floorplans, and proposed perspective drawings of designed outdoor spaces and/or buildings
- Designed spaces in Google Sketch Up

VCD students could move into careers that involve designing buildings (architecture), landscapes/gardens, interiors, movie and theatre sets, websites, illustration, fashion, technology (such as phones and computers), transportation (cars, planes, trains, etc.), logos, type and publications (posters, CD covers, magazines, etc.), furniture, jewelry, and toys, just to name a few.

This Elective is not specifically aimed at any level and can adapt to suit students in A1-A3.

Please note that there will be a levy for this subject TBC.

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DRAMA

Drama

Introduction

Drama teaches transferable skills that students can take into any field of work in the 21st and ongoing centuries. With a key emphasis on collaboration, connection, critical thinking, and creativity, Drama students develop attributes essential to being a good leader and team member. This elective is designed to allow for student choice and individualised performance pathways. The possible streams include: Performance, Direction, and Design

The Drama elective fosters creativity in a supportive and student-centered environment that promotes a sense of play and fun. Students explore performing and play-making techniques, with rigorous, project-based learning. They work solo and in groups to learn about and draw on a range of performance styles and theatre practitioners. Students can hone their skills in acting, performing, writing, dramaturgy, directing, set designing, sound designing, lighting designing, make-up designing and costume designing.

Key skills

This subject is for you if you enjoy working collaboratively to build your skills and knowledge in Drama practice and theory. Students interested in building their confidence and stage presence will also enjoy Drama.

During the year, students go on an excursion to view a professional production and participate in workshops led by professional theatre practitioners. Semester 2 culminates in a presentation of student work to a wider audience.

Assessments may include:

- Performance project
- Performance analysis
- Journal
- Scripted and devised scene work
- Participation, rehearsal process, and collaboration.

Please note that there will be a levy for this subject TBC.

Drama: From Page to Stage

(working through the process of developing a school production- From idea to implementation)

Is this you?

- I love the Performance and want to take it to the next level.
- I can demonstrate a commitment to practice and a desire to improve.
- I may want to take the VCE Drama or Theatre studies class in the future.
- 'From page to stage' builds upon the framework you have experienced in the Drama elective but gives you even more opportunities to develop your skills and achieve your potential.

We are looking for students who want to:

- Get on stage and improve their performance skills
- Engage in workshops and intensives to broaden their performance and design experience
- Dive into the key aspects of how to set and develop a school production
- Investigate a pathway to get their performance or design skills up to excel in VCE Theatre studies or Drama

Content and Ideas

This subject is designed to develop your leadership skills while you help to facilitate the development and running of school production or public performance to an audience. You will develop an understanding of the Production Process from exploring a vision through to a public performance in front of an audience. The development of a school production requires multiple skills and talents. This elective is NOT just for students who want to perform, it will also require people interested in directing, Designing sets, sound or lighting design, and make-up or costume design.

Elements to consider

For students to be able to come together and rehearse competently, we require all students to commit to extra rehearsal time, either through lunchtime or after school. The exact schedule will be developed with the individual class cohort

It is possible to choose both From Page to Stage and the Drama elective. Both classes require lots of practice and can differ significantly, so it is important to understand that you will need considerable time in your week to practice for both classes.

Possible Assessment Tasks:

- Performance project
- Performance analysis
- Journal
- Scripted and devised scene work
- Participation, rehearsal process, and collaboration.

ENGLISH

AdventureCraft: Worldbuilding with Friends

Subject Overview

Adventurecraft is a year-long English elective focused on the creative writing that goes into tabletop, board, and video games. In this subject you will be immersed in the many worlds of games, exploring the important aspects of creating worlds, environments, characters and events that make stories in games engaging and fun for a target audience.

Adventurecraft looks at the evolution of stories in games over the decades, and will provide you with the tools necessary to craft your own adventures for years to come.

Content and Ideas:

Students will consider how language is used to set a scene, inspire creativity, and facilitate fun. You will study the way that games feature writing for a variety of purposes in order to weave an intricate web that becomes an adventure.

Students will explore the ways in which language is used to guide an audience through an interactive story experience. You will consider questions such as: What makes a world believable? How do I create complex and interesting characters? How does game-based storytelling help promote wellbeing and foster community?

Typical Class Activities:

Group discussion
Exploration of interactive texts
Creative, reflective, and analytical writing tasks
Research project

Skills Focus:

Creative and critical thinking.
Plot, character, and world development.
Facilitation of groups and individuals.

Assessment Tasks:

The range of assessment tasks for this subject may include:
Text Response Essay
Developing a portfolio of work
Research tasks
Group collaborations and presentations

Do This Subject if:

You are interested in the creation of stories for interaction.
You want to engage in a fun and creative English subject.
You want to consider the ways games are stories too.
You're interested in the way story delivery has changed over the years.

Leads to Future English Subjects:

Unit 1 English and Sociology

Agree to Disagree: Debate Club

Subject Overview

Agree to Disagree is a year-long English elective focused on the argumentative process that goes into debating. In this subject you will spend time developing your skills in the art of debate, discussing your perspectives using persuasive techniques and learning how to construct effective arguments.
Agree to Disagree looks at the process of planning for and participating in debate, argument analysis, and persuasive speech and writing in general.

Content and Ideas:

Students will consider how language is used to persuade and convince. You will study the way that writing and speech are used for a variety of purposes to provide an opinion or perspective to an audience.
Students will explore the ways in which dialogue is used to agree or disagree with challenging topics. You will consider questions such as: What are the values I believe in? How do I persuade others to my point of view? Why is being an effective speaker important in society?

Typical Class Activities:

Group discussion
Exploration of persuasive multimodal texts
Persuasive, comparative, and analytical writing and oral tasks
Debating

Skills Focus:

Critical and argumentative thinking.
Development of analytical and oratory skills.
Facilitation of debates and oral presentations.

Assessment Tasks:

The range of assessment tasks for this subject may include:
Oral presentations
Analytical responses
Research tasks
Group collaborations, presentations and debates

Do This Subject If:

You enjoy arguing with your teacher, friends and family.
You are interested in the spoken side of English and telling others what you think.
You want to get better at persuading those around you that you are right.
You're interested in a career in politics.
Someone convinced you to take this subject using their amazing persuasive skills.

Leads to future English subjects:

Unit 1 English and Sociology ; The Art of Persuasion

Applied English

Do you want to focus on the English skills that will be most relevant in the workplace? This subject will create a pathway for students looking to improve their Literacy skills and further their English study, with a focus on practical, work-related skills. The subject will be suitable for many students, particularly those who are currently undertaking a VET subject or considering undertaking a VET. While the subject will focus on preparing students looking at pursuing a VCE VM pathway, it will also keep pathways open to VCE English.

Content and Ideas

The subject will be broken down into different themes throughout the year, such as: careers and the workplace, Australian stories and conflict. Within each of these themes, you will look at short, sharp engaging texts and focus on creating texts for specific purposes and audiences. There will be some focus on improving your writing, but the writing you do will have a practical focus

Skills Focus

Entry level resume writing,
articulating rights and responsibilities in the workplace,
oral tasks such as interviewing workers offsite.
Extension activities for students who want a challenge
Viewing and commenting on films, short stories and novels
Note-taking
Comparing ideas in texts
Relating themes to students' own world and experience
Collaboration on a project
Creative and analytic writing

Do this subject if:

You want to see direct connections between the skills taught and your real-world context
You need time and assistance to complete tasks
You prefer a more informal approach to learning
You are often unsure about the meaning of words and how to construct sentences, paragraphs, and essays
You require content and learning tasks to be modified
You need support for either a VCE or VCE VM pathway
You require explicit teaching of how to structure written and oral responses
You like variety in lessons and content through themes provided

Leads to future English subjects:

Other English electives
The VCE VM pathway,
It will also keep pathways open to VCE English.

Exploring Fantasy Texts

In this study, students will explore well-known fantasy texts to further understand how the fantasy genre. Students will investigate the genre's use of whimsicality in presenting culture and historically relevant metaphors.

Through engaging with some classic childhood texts, students will be guided through an exploration of how big ideas can be accessible to a childhood audience, often impacting children's perspectives and cultural understandings.

Content and Ideas

We will start the course by understanding and developing our analysis of simpler forms of fantasy. This will build into developing each student's own opinions on texts and how they represent culture amongst often surreal settings.

Students will develop their creative writing abilities, attempting to create texts which have a greater meaning but are hidden among a simpler story that can be understood by varying ages.
Students' overall abilities in creative writing and analysis will be strengthened throughout the entirety of this course while viewing and reading texts that are exciting, detailed, and engaging.

Typical Class Activities

Group discussion
Close reading and analysis of passages
Reflective, expository, or analytical writing tasks
Research project
Creative writing
Comprehension activities
Film viewing
Discussion of the big ideas and themes

Skills Focus

Analytical Ability and Writing
Creative Writing
Critical Thinking

Assessment Tasks:

Research Tasks
Essays
Creative Writing Tasks

Do this subject if:

You enjoy fantasy texts
You find many English texts hard to read
You want to strengthen your analytical ability in a way that is engaging
You want to analyse texts you have likely already engaged with
You enjoy weirder and sometimes childish texts

Leads to Future English subjects:

The Art of Persuasion, Units 1&2 English

Film and Popular Culture: Past, Present, Future

This English elective considers what films and popular culture tells us about our past, present, and future. We consider how the world around us is reflected through multimodal texts, and what authors' and filmmakers warn us about our future.

Content and Ideas

In this subject you will consider the following questions: How can we justify what makes a 'good movie'? What sort of big ideas can film show us about ourselves? What are the threats to the future of society and what are filmmakers trying to tell us about them?

Our exploration will be based on film studies and conveying meaning through multimodal mediums. You will study a range of films and modern multimedia texts considering what makes them popular. You will explore the structure of films and how stories are told in cinema. We will look at popular films and through discussion consider how the ideas in these films reflect our own experiences.

In the second semester, you will analyse texts about the future by exploring the trend of dystopian films, literature about the ever-looming 'apocalypse', and the rise of texts set in dystopian societies. There is a creative component to this study, where students design their own scripts and screenplays to reflect key ideas. We will explore how our current social concerns influence the production of dystopian texts, as well as the big question: is this the end of civilisation as we know it?

Typical Class Activities

Class discussion and debate in response to provocations and ideas
Analysing multimodal texts; close analytical viewing of film scenes
Exploring the way current events influence the creation of texts
Groupwork tasks such as jigsaw activities and coproduction of a screenplay
Creating original scripts from design briefs

Skills Focus

Analysing the values presented in texts – what is the author trying to tell us?
Creating and presenting our own interpretation of a text
Analysing the way that social issues shape texts
Identifying the way texts seek to challenge our thinking
Closely analysing texts using metalanguage
Analytical writing

Assessment Tasks:

Film reviews based on evidence and reason
A 'Short Film Script'
A 'Directors Guide'
Research project and presentation

Do this subject if:

You enjoy viewing and discussing a wide range of films and popular culture. You want to improve your writing and structure for text response and comparative essays. You're worried, concerned, intrigued, or interestediny what might be waiting for us in the future of the world. You're interestediny ideas raised in texts like The Hunger Games, Divergent, The Matrix, Arrival, The Handmaid's Tale, Nineteen Eighty-Four,and Blade Runner.

Content Advisory: This subject contains an in-depth study of films with a variety of mature subject matter. Films studied will be rated M or below.

Leads to future English subjects:

Units 1&2 English, Units 1&2 Sociology

Goblins and Gargoyles: Writing Fiction

Subject Overview

Goblins and Gargoyles (G&G) is a year-long English elective focused on the narrative writing process involved in creating fiction. In this subject you will explore the many genres of fiction; fairy tales, fantasy, science fiction, horror and mystery, classic and contemporary fiction, and more, with the purpose of improving your own creative writing process.
G&G looks at the different styles of fiction writing and equips you with the tools necessary to become your very own fiction author!

Content and Ideas:

Students will explore the different genres and styles that are used to create fiction. You will study the way that authors choose and use language to cater to a particular audience and discover your own style along the way. Students will explore the narrative structure, engaging with concepts such as the hero's journey, the coming of age cycle, and narrative pacing. You will consider questions such as: How do I create engaging dialogue? How do I write a satisfying story? And how can I express messages and ideas through my creative work?

Typical Class Activities:

Group discussion
Exploration of fictional texts
Creative, reflective, and analytical writing tasks
Writing workshops

Skills Focus:

Creative and analytical thinking.
Narrative structure, pacing, and delivery.
Editing, reviewing, and refining works.

Assessment Tasks:

The range of assessment tasks for this subject may include:
Text Response Essay
Developing a portfolio of work
Research tasks
Group collaborations and presentations

Do This Subject If:

You are interested in the creation of stories for entertainment.
You want to build your skills as an author.
You want to explore fictional texts in a variety of genres.
You enjoy writing creatively.

Recommended Prerequisite:

The PreFlight English course
Leads to future English subjects:
Unit 1 English and Sociology
Exploring Fantasy Texts

Language and Lyrics: Song Writing

Language and Lyrics provides students with opportunities to develop and apply creativity by exploring how language has been used in songs to achieve a range of different purposes. Capturing people's emotions through song is a useful skill for building community and raising awareness of issues in the community. Creative skills are crucial for meeting the demands of a changing world regardless of the field in which you work in the future.

Key Knowledge, Skills and Content

- Identify poetic devices used in song lyrics
- Identify rhyming schemes used to structure song lyrics
- Explore songs that tell stories, advocate for social change, and express an individual's experience
- Explore songs from different time periods and genres of music
- Reflect on song lyrics to infer meaning and consider how alterative meaning could be created
- Compare literal meaning with inferred meaning as you reflect on lyrics and consider the connections you make

Assessments

- Write your own song lyrics
- Analysis of song lyrics
- Description of song context

Prerequisites

- You do not need to have instrumental music skills but having them is an advantage
- Students require a mature attitude as songs studied may have adult themes

Leads to future subjects:

- Combined with the Composition and Music Technology subject you could create and record your own song
- Ideas explored in this subject could lead you to study Shakespeare

Shake-it Up with Shakespeare

This subject focuses on the influential works of William Shakespeare. During this study, we will read through Shakespeare's plays and poetry, as well as watching adaptations of his works such as "She's the Man", "Ten Things I Hate About You", "The Lion King", and "Gnomeo and Juliet". Students will write analysis on these texts, and will create their own adaptation of a Shakespeare play.

Content and Ideas

In Semester One, you will look at the Shakespearean era and the language Shakespeare uses. You will explore several plays, examining the ways Shakespeare utilises literary devices to form different genres: tragedy, drama, comedy, and history.

In Semester Two, you will look at the ways Shakespeare has influenced modern texts. You will watch a series of TV shows and movies, and read several texts which have been adapted from Shakespeare's works.

Typical Class Activities

Note-taking
Socratic circles
Creative writing
Comprehension activities
Film viewing
Discussion of the big ideas and themes
Working with the teacher on each task
Word search, Crosswords, Kahoot activities
Extension activities for students who want a challenge

Skills Focus

Analysing written and multimodal texts
Essay writing
Language analysis
Thematic studies

Assessment Tasks:

Essays
Analytical annotations
Creative writing

Do this subject if:

You are interested in literature and getting into the nitty gritty of language.

Leads to future English subjects:

Units 1&2 English

The Art of Persuasion

The Art of Persuasion is a year-long English elective designed to develop critical thinking and engagement with real-world 'big ideas' around language, power, and control. In this subject you will explore the relationship between language and power across a range of texts, including film, radio, news and plays. This subject is influenced by political and social sciences. It aims to give you a taste of possible different directions for your future English studies and to extend your critical literacy skills.

The Art of Persuasion looks at how society and bias influence literature and how it can be used to give more power to certain groups and take power away from others. It also looks at how cultural ideas leak into literature.

Content and Ideas

Students will consider how the language we speak shapes our understanding of the world; how language can be used as a tool to gain power, and the relationship between language and truth. You will study the way that regimes or governments use words for particular purposes, and the impact of this on citizens.
Students will explore the recurring ideas of 'Mediocre Monsters' in different literary texts. You will consider questions such as: how is fear used as a tool of control in our society? How do representations of 'Mediocre Monsters' create fear of the unknown? How are our understandings of mental health and ill-health influenced by popular culture and literature?

Typical Class Activities

Group discussion, and Socratic seminars
Close reading and analysis of passages
Exploration of media texts
Reflective, expository or analytical writing tasks
Research project

Skills Focus

Critical thinking and reasoning
Written expression, particularly the justification of ideas
Analysing the 'hidden meaning' in texts
Exploring the social values and beliefs shaping texts

Assessment Tasks:

The range of assessment tasks for this subject may include:
Text Response Essay
Persuasive essays
Research tasks
Group collaborations and presentations
Discourse analysis (media texts activity)

Do this subject if:

You are interested in culture and sociology
You want to engage in an engaging and thoughtful English subject
You want to consider big ideas about the way we live
You're interested in the way that we discuss current events

Content Warning: This subject contains in-depth study of films with an M15+ rating. It is recommended that students are aged fifteen or over when undertaking this subject.

Leads to future English subjects:

Units 1&2 English, Units 1&2 Sociology

HEALTH AND PHYSICAL EDUCATION

Basketball Academy

Elective Overview

The Basketball Academy elective is intended to provide you with many authentic sporting experiences, opportunities to work as part of a team and take on an active role within sport at Red Rock.
At the core of the Sport Team elective is the acquisition of basketball skills and the understanding of detailed basketball tactics/strategy. You will participate in a range of basketball training activities in preparation for ultimately joining a basketball competition.

Within this elective you will learn:

Practical skills: A wide variety of basketball skills and apply them in training and matches.
Teamwork: Combine your skills, strategic thinking and tactical knowledge to improve your individual and your team's performance.
Basketball 101: Understand the rules and playing positions for basketball
Team management: Provide responsible leadership by engaging in many varied roles within sport settings such as captains, coaches and umpiring.
Coaching: Create, plan and lead lessons with a basketball focus.
Be a part of a basketball team: You will be provided with an opportunity to participate in a basketball competition – experience the highs and lows that come with being part of a team!
Basketball biomechanics: The science behind the perfect shooting, passing, dribbling and defending techniques.

Samples of assessment

- Demonstrating progress towards basketball performance-related goals
- Biomechanical analysis of shooting technique
- Design a training plan
- Demonstrating leadership and team-building qualities

Do this subject if:

- You like watching or playing basketball
- You want to learn more about basketball coaching
- You want to improve your basketball skills
- You want the opportunity to verse other teams in a basketball competition

Leads to future subjects:

VCE Physical Education

Outdoor Education

Subject overview

Outdoor Education provides students the opportunity to develop positive relationships with others and themselves through interactions with the natural world. Outdoor Education engages students in practical and active learning experiences in understanding the natural environments that lie outside the classroom walls. Students develop the skills and understandings necessary to enjoy these environments safely while developing an appreciation of the world around them.

Content and ideas:

Students will explore different outdoor settings through activities and expeditions to local environments. They will engage in activities within these environments to develop practical skills and a better understanding of the environments around them. They will also learn to reflect introspectively and grow their own wellbeing in nature.

They will build their knowledge of environment through case studies, exploring the science of the environment and building a repertoire of safety skills to address any hazards and risks along the way. Students will also develop resilience, leadership skills, and team-building skills as they undertake adventures together.

Typical class activities:

Group Discussion
Case Studies
Expeditions
Journaling

Skills focus:

Practical Outdoor Skills
Environmental knowledge
Leadership and Teamwork

Assessment Tasks:

Portfolio of work
Practical assessments
Research presentations

Do this subject if:

You love being out in nature.
You want to learn more about the environment around us.
You have a sense of adventure and want to explore the wilderness.
You want to engage in activities outdoors and challenge yourself.

Recommended prerequisite:

The PreFlight PE Course
Leads to future subjects:
Unit 1 Outdoor Environmental Studies

Please note that there will be a levy for this subject TBC.

Personal Fitness

Elective overview

In this elective, students learn how to plan a fitness program to develop their own cardiovascular fitness, general health and wellbeing. They may also include skills, drills and activities to increase their skill level and fitness for any sport of their choosing.

Within this elective you will learn:

Principles of a fitness training program: Use research-based principles to design an effective, fun and relevant training program for yourself or others
Human anatomy: Target specific muscle groups in your exercise program
Types of training methods: Utilise different types of training depending on your fitness goals
Correct technique for gym exercises: Learn how to correctly and safely perform different exercises at the gym to maximise muscle strength/tone
How to set goals and monitor your progress: Setting goals is important for maintaining motivation and tracking your progress
Physical activity/sedentary behaviour guidelines: Track your exercise against the national guidelines created to optimise health
Benefits of physical activity on all aspects of health: Research shows physical activity improves all aspects of health: physically, mentally and socially.

Samples of assessment

- Reflective folio showing progress towards your fitness/health goals
- Writing training programs
- Human anatomy quizzes
- Personal trainer role plays

Do this subject if:

- You have an interest in health, fitness or skill development in a sport.
- You hate working out alone but want to keep fit.
- You love being active and want to work out with others.
- You want a subject that will help you achieve better results in their other classes.
- You want direction, support and guidance for improving and maintaining your physical fitness.
- You're interested in becoming a personal trainer/fitness instructor

Leads to future subjects:

VCE Physical Education

Sports Performance Studies

Elective Overview

The SPS elective is intended to provide a wide range of skills and knowledge across all aspects of sport. This subject is an elective that allows students to research and learn about psychological influences on performance, explore motivation and strategies for problem solving, improve on their leadership qualities and learn the ability to analyse all aspects of sports performance. This subject will combine practical hands on experiences, with classroom theoretical investigation and practices.

Within this elective, you will learn:

Performance Analysis – analysing self, peer and team match day performance through video, observations, match reviews, statistics and self-assessment.
Strength, Conditioning & Human Anatomy – investigating the importance of body maintenance through training methods and nutrition.
Psychology- understanding how elite athletes cultivate specific mental states to improve their physical performance and exploring emotional, social and physical factors affecting confidence and performance.
Coaching - Developing fundamental coaching knowledge by investigating and applying strategies for sports specific skill acquisition and personal improvement.
Management – working collaboratively to manage a successful sporting event involving the organisation of roles, fixtures, equipment and promotional materials.
Passion **–** find your passion within sport by exploring relevant sporting professionals and further developing an understanding of how to progress towards a career in sport.

Samples of assessment:

- Skill analysis
- Human anatomy quiz
- Coaching/management portfolio

Do this subject if:

- You enjoy watching or playing sport
- You are considering a career in sport (management or playing)
- You are interested in sports psychology

Leads to future subjects:

VCE Physical Education

Sports Skill Development

Elective overview

The Sport Skill Development elective is intended to provide you with many authentic sporting experiences and opportunities to work as part of a team. The end goal is to improve on your individual skill level in a fun and engaging way, and the elective will not have a competitive ('must-win') focus. This elective is for those people who have always wanted to improve their skills but without the pressure that sometimes comes with performance.

Being a part of the Sport Skill Development elective will assist you in becoming a competent, confident and enthusiastic player, with the hope that a renewed enjoyment of physical activity will enable you to enjoy sport and physical activity for life.

Within this elective you will learn:

Sport-specific skills: This elective will cover a range of sports, which means you will develop skills that can be transferred from one sport to another.
Understanding of basic rules, tactics and strategy: Learn the basic rules, tactics and strategies of different sports/games and develop your confidence in your ability and knowledge.
Applying your skills: There will be many opportunities for you to apply your skills into team game contexts so you can experience success with others.
Understand the playing positions for sports: Learn the differences in playing positions for different sports and understand where your skills are most valued.
Experience leadership in a sporting setting: Learn what it takes to be a captain, coach or an umpire.

Samples of assessment

- Progress towards sport-specific skill development
- Quizzes on sport rules and playing positions
- Demonstrating leadership and team-building qualities

Do this subject if:

- You want to improve your sport skills
- You enjoy physical activity/sport but are not naturally competitive
- You want to experience team games without the pressure of winning/losing

Leads to future subjects:

Basketball Academy, Sports Performance Studies, VCE Physical Education

HUMANITIES

Entrepreneurship, CE

Desire alone won't change the world! But with an idea you can create social change with purpose and profit

In this student-led elective, students develop an entrepreneurial mindset and skills through a series of challenges, but also have the opportunity to pursue their passion and experiment with creating their own product and building a business.

The skills developed include:

- Communication (negotiation, selling, collaboration, empathy)
- Thinking (creative, critical, systems, problem-solving)
- Practical skills (research and resourcing, decision-making, technical specialisation)
- Elements of the entrepreneurial mindset include:
- Problems are opportunities
- Ideas need action to be valuable
- There is more than one right way
- If I can't do it, can I learn, or who can help?
- Failure is not final or personal; it is a necessary part of the success cycle

Samples of possible challenges:

- Buy something
- Sell something
- Make something
- Trade up
- Solve it, pitch it
- Invent something
- Help someone

This subject connects with:

Other Humanities electives

Business management

Maths for fun

From Ancient to Anime: A History of Asia

Purpose

This course will teach students about the history of Asia as a region as well as delving into specific major countries. Through studying the important history of Asia students will have a better understanding of Australia's closer neighbours and will add further appreciation to the Asian influences in Australian society.

Content

Students will explore major countries histories such as the Japanese Shoguns, the Vietnam War, The Independence of India and The Korean War. Furthermore, students will have the opportunity to do depth studies on other countries such as, Kazakstan, Myanmar, Nepal and The Philippines researching their history and how they interplay in the Asian region.

Skills

- Students will engage with skills associated with each specific subject while exploring different topics and ideas.
- It will allow them to better understand the world around us and how Asian cultures and histories have had direct impact on Western societies.
- It will also allow them to critically engage with ideas around historical significance and connectedness.

Reasons to choose From Ancient to Anime a History of Asia

- If you love Anime, Manga or Asian foods and want to know more about the cultures which create them
- If you enjoy learning about war and war strategies
- If you want to expand your understanding of the world in a way that will help your interaction with people
- If you are interested in cultures and how they come about
- If you are looking to study other humanities subjects and broaden your general knowledge

Geology Rocks!

SUBJECT OVERVIEW

Geology Rocks! is a year-long Humanities elective focused on the study of Earth's minerals and rocks. In this subject you will explore the way rocks and minerals form, the types of and uses for different minerals, and the geological processes involved.
Geology Rocks! sends you on a journey of scientific exploration as a geologist learning about the stuff used in almost everything around us.

Content and ideas:

Students will explore the features of geological study, examining the different types of rocks, minerals and crystals present in the earth around us. They will learn how to identify minerals, describe the processes that formed them, and explain how they are used in the world around us. They will get the opportunity to visit local examples of unique rock formations.

Typical class activities:

Field work.
Research projects.
Text study and interactive activities.

Skills focus:

Developing a scientific understanding of minerals.
Building environmental science skills.
Research and hands-on work.

Assessment Tasks:

Portfolios of work.
Presentations.
Scientific Reports.
Field Activities.

Do this subject if:

You are enthusiastic about rocks.
You want to build your skills as an environmental scientist.
You want to get hands on experience studying minerals.
You enjoy learning about the processes of the earth around us.

Recommended prerequisite:

The PreFlight Humanities course
Leads to future subjects:
Geography, Outdoor Education, Environmental Science.

History of War

War! What is it good for?

Absolutely nothing!

Singer Edwin Starr released *"War (What is it good for?)"* as a protest song about the Vietnam War in 1970. The catchy song has been used for comedic effect in popular culture but at its heart has a sincere message about the horrors of war and raises an important question worth contemplation.

There is no doubt as to the atrocities of war. However, can it really be avoided or does human nature make it inevitable? And what lessons can be learned from conflict? Regardless of the responses, throughout history, warfare has transformed social, political, cultural, and religious aspects of our lives.

This Elective will examine some of these philosophical questions as well as investigate the reasons for going to war and warfare tactics over several historical periods, such as:

-Ancient Civilization (focusing on the Roman army)

-the Middle Ages (The Crusades in the Middle East, and Castle warfare in Europe)

-Mongol warfare under Genghis Khan

-The Great War (World War One)

-World War Two

-The Cold War

This Elective is aimed at an Altitude 2 or Altitude 3 level. You can expect your learning experience to involve hands-on activities such as role-plays and building castles or historic war machines, as well as research-based written and video tasks, and debates about war ethics. This Elective also includes an excursion to Melbourne's Shrine of Remembrance.

Reasons to choose History of War:

- If you are interested in learning more about World War One and Two and how they have shaped society today.
- If you want to learn about the Spirit of the Anzacs.
- If you are interested in warfare strategy and tactics.
- For the range of activities, you will get to participate in – role plays, castle building, ethical debates, etc.
- If you are looking to study other humanities subjects and broaden your general knowledge.

Measly Middle Ages

Were eels sometimes used as a currency in England?

Did Ninjas really exist in Japan?

Could animals really be convicted of crimes and sentenced to death in France?

Could you really be imprisoned for playing football in London?

Were hairless faces and clown shoes ever 'on trend'?

The answer to all of these questions is a resounding 'yes'! Welcome to the Middle Ages, where some of the most peculiar, bizarre, and downright hilarious trends and laws ruled the day.

There are few periods of history that are regarded as strangely as the Middle Ages. More often than not the Middle Ages are stamped as "Measly" and an unlucky time to be born because the majority of people were poor, dirty, and dropping like flies (thanks to the Black Death). However, what we don't hear about the medieval period is all of its lovable and laughable eccentricities. This elective aims to shed light on all of this period's quirks, and help students to gain an appreciation for the significant role it has played in shaping the western world into what it is today.

The Middle Ages timeline is a story that spans from 500-1500 A.D. We will look at medieval society in Europe and Japan, comparing the many similarities and differences between these two distinct cultures.

We will study a wide variety of topics. For example, our topics may range from European knights in shining armour to Samurai in Shogunate Japan. We will examine culture and entertainment, from court jesters and castle feasts to Medieval lavatories (aka dunnies) and obscure medical treatments. We will investigate crime and punishment, exploring trials by ordeal and torture methods to the signing of the Magna Carta and the beginnings of democracy. And of course, what trip to the Middle Ages would be complete without getting to know the likes of Joan of Arc, Charlemagne, Marco Polo, William the Conqueror, Thomas Aqu,inas and St Francis of Assisi?

You can expect learning to be quite hands-on, utilising several learning styles and assessment techniques such as writing and performing scripts, role plays, medieval art projects, journal activities, choice-board research tasks, and games. The elective also includes an excursion to Kryal Castle in Ballarat, where you will have an immersive Middle Ages experience involving activities such as archery, leather-working, Medieval dancing, sword-fighting techniques, calligraphy, and a tour through the torture chamber.

This Elective is aimed at an A1 level.

Reasons to choose Measly Middle Ages:

- For the range of activities you will get to participate in – role plays, research, castle building, debates – the list goes on!
- If you enjoy History or are interested in the past.
- If you are looking to study other humanities subjects and broaden your general knowledge.

Philosophy

Philosophy is the study and pursuit of knowledge. In this subject, students are encouraged and taught to develop their critical thinking skills to pursue deep and difficult questions about the world around them.

Classes are predominantly discussion based where students are encouraged to share their views and listen to others as we investigate and debate a wide range of longstanding philosophical questions.

We look at many case studies from the real world and apply our philosophical learnings to these real-world examples. We also watch television shows and films that demonstrate certain philosophical problems and potential solutions to these big questions.

We study a wide variety of philosophies ranging from Ancient Greece, contemporary Australian philosophers, and other forms of spirituality such as Buddhism.

Topics that we may discuss are:

What motivates ethical behaviour?

Is everyone capable of evil?

Are ethical decisions based on reason or emotion?

Is what we see around us real? Can we trust our senses?

Can we know anything for certain?

Where do human rights come from?

What rights should animals have?

Are our decisions free or pre-determined?

Is there a 'right way' to live an ethical life?

Is time travel possible?

Do non-physical things exist?

What role should spirituality have in our lives?

You should study Philosophy if:

You have strong opinions about justice and how the world works

You enjoy questioning the way things are done

You enjoy classes that have debates and a lot of class discussions

You enjoy classes where there may not be just 'one right answer'

You enjoy watching films or reading books that question the morality of people

You have an interest in learning about different cultures, belief systems, and practices across the world

Philosophy is a year-long Humanities elective. There are set tasks and skills however the content and areas of passion for study are co-created with the students to create meaningful investigations on issues that they care about.

Society and Culture

Purpose

This course will take students through a study of different aspects of both Western and global cultures. This will help students understand their place in Australian society and how that works alongside similar places in other cultures. This class will help expand students' knowledge and encourage their polite engagement with other cultures.

Content

Students will explore Western Society and how Australia differs to that of Great Britain and The United States of America. They will then use this foundation to draw parallels and develop understanding of other key cultures. There will be an emphasis on Australian Indigenous Cultures, but students will also have the opportunity to learn about Indigenous cultures across the world.

Skills

Students will engage with skills associated with each specific subject while exploring different topics and ideas.
It will allow them to better understand the world around us cultures and traditions impact our worldviews
It will also allow them to critically engage with ideas around culture and society.

Reasons to choose Studies of Religion

To experience different cultural foods and customs
The excitement of learning about other cultures
Wanting to expand your understanding of the world in a way that will help your interaction with people
If you are looking to study other humanities subjects and broaden your general knowledge

Studies of Religion

Purpose

This course will take students through a study of the world's major religions a well a minor study in a couple of minor religions. Through exploring the different religions of the world students will have a greater appreciation for how religions shape society and will have a broader worldview useful for interacting with other cultures in our multicultural society.

Content

Students will explore Abrahamic religions, Christianity, Judaism and Islam, as well as Eastern religions, Hinduism and Buddhism. From this foundational understanding of the world's main religions, we will then learn about smaller sects of growing contemporary religions such as Spiritualism. Through understanding the foundational tenets of all these religions students will be capable of critically evaluating world religions and it can affirm and further their understanding of their own beliefs.

Skills

- Students will engage with skills associated with each specific subject while exploring different topics and ideas.
- It will allow them to better understand the world around us and how religions influence culture and traditions
- It will also allow them to critically engage with ideas around religion, culture and society.

Reasons to choose Studies of Religion

- The excitement of learning about other belief systems
- Wanting to expand your understanding of the world in a way that will help your interaction with people
- If you are interested in cultures and how they come about
- If you are looking to study other humanities subjects and broaden your general knowledge

L.O.T.E.

Spanish 1

This introduction to Spanish will expose you to the language and culture and give you a chance to reflect on your own cultural background. You will begin by becoming familiar with classroom instructions and language useful for playing games and self-organisation. An introduction to the grammar of Spanish will help you to understand the structure and how it differs from English.

Proven benefits of learning a second language

- Enhanced Problem Solving Skills.
- Improved Verbal and Spatial Abilities.
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity.
- Better Memory.
- More Flexible and Creative Thinking.
- Improved Attitude Toward the Target Language and Culture.

Skills explored in this course

By the end of this course, you will be able to introduce yourselves and others (including family and friends) using Spanish describing a variety of information including name, where they are from, and favourite things.

Assessments may include:

- 3D models
- Exploring Food
- Conversational language development
- Folio tasks

Do this subject if:

You are interested in gaining an insight into the Spanish language and would like to develop your language skills further.

Spanish 2

This course is designed to assist you in the development of your understanding and use of the Spanish Language. You will be exposed to the language and culture and give you a chance to reflect on historical influences. You will review the content taught in Spanish 1.

Proven benefits of learning a second language

- Enhanced Problem Solving Skills.
- Improved Verbal and Spatial Abilities.
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity.
- Better Memory.
- More Flexible and Creative Thinking.
- Improved Attitude Toward the Target Language and Culture.

Skills explored in this course

This course will assist you to expand your use of functional language around school, life, and, society.

By the end of this course, you will be able to utilise functional langue around day-to-day experience (School, ordering food, and routines). You will also look at food from around the Hispanic world.

You will discover reflexive verbs and build on our knowledge of irregular verbs in the present tense.

Topics covered may include:

- Latin American countries (then and now)
- Exploring cultural influence
- Navigating school and life

Assessments may include:

- 3D models
- Exploring Food
- Conversational language development
- Folio tasks

Do this subject if:

You have completed Spanish 1 and would like to develop your language skills further.

*Victorian School of Languages

The Victorian School of Languages (VSL) offers quality and innovative language programs. The school's language programs are delivered through face-to-face teaching in language centers across Victoria and also through Distance Education.

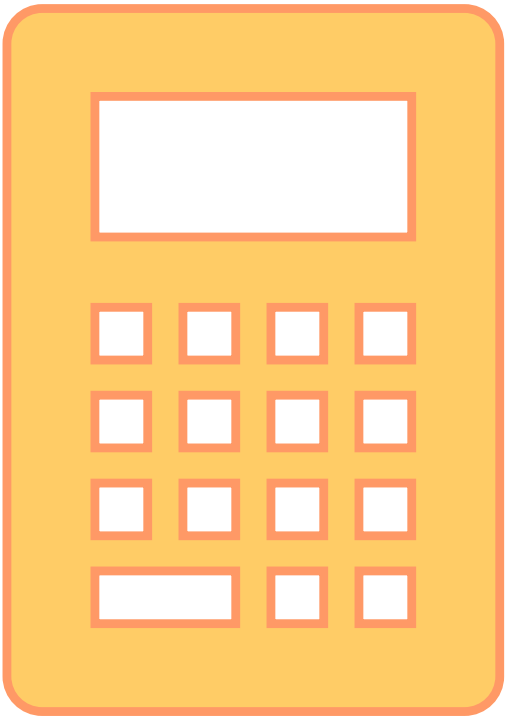
The VSL curriculum provides a balanced set of learning experiences that give students maximum opportunity to realise their potential in their chosen language. Curriculum development is based on the communicative approach to language teaching which is aimed at the intellectual, social, emotional, and creative development of all students.

Learning Pathway Mentors will consult with students to assess their suitability to undertake the language couthe rse and the appropriate learning mode.

Students who wish to undertake this option must apply to the College first before seeking to enrol.

For more information regarding VSLs language offerings, please visit www.vsl.vic.edu.au

***ASSOCIATED COSTS:** Please note that there are additional costs to families associated with undertaking this option. All costs are set by VSL and are to be paid by families to them directly.



MATHS

Advanced Maths 1

Advanced maths is for students who enjoy mathematics and like to be challenged. You will learn about additional extension topics not included in Core Maths.

This subject is designed to meet an Australian Curriculum Year 8 standard, focusing on the skills related to an academically oriented maths or science pathway, and is intended to be done in the same year as Core Maths 1.

You will develop the following skills

Index laws; representation of numbers using algebra; algebra skills (expanding, factorising, substituting and evaluating); fractions; decimals and percentages; linear equations and graphs; describing rational and irrational numbers; transformations in the plane; identifying congruent figures; deducing properties of quadrilaterals; classifying shapes; working with angle properties; statistical skills (calculating mean, median, mode) and probability skills (two-way tables, Venn diagrams, describing events and experiments).

Topics covered may include:

Algebra
Measurement
Geometry
Statistics and Probability.

Assessments may include:

Projects
Assignments
Problem-solving tasks
Tests

Do this subject if:

You enjoy maths and want the chance to succeed in the more challenging aspects of mathematics that go beyond everyday life skills, or are interested in a maths and science career pathway.

Leads to future subjects:

Advanced Maths 2 and 3; VCE Mathematical Methods and/or Specialist Mathematics; VCE Chemistry and/or Physics.

Advanced Maths 2

Advanced maths is for students who enjoy mathematics and like to be challenged. You will learn about additional extension topics not included in Core Maths.

This subject is designed to meet an Australian Curriculum Year 9 standard, focusing on the skills related to an academically-oriented maths or science pathway, and is intended to be done in the same year as Core Maths 2.

You will develop the following skills

Describing rational and irrational numbers; solving number problems; index laws; algebra (including expanding and factorising simple quadratic expressions); advanced linear graph skills (line segment lengths and midpoints); graphing and solving simple quadratics (including with technology); mathematical modelling using quadratics; families of graphs; absolute, relative and percentage error in measurements; geometric constructions; representations of probability experiments including lists, trees, and tables; probability calculations; chance experiments and interpretation of their results.

Topics covered include:

Algebra and Graphs
Measurement
Geometry
Probability.

Assessments and activities may include:

Using digital tools, such as Microsoft Excel and graphing or CAS tools (physical or digital) to explore mathematical relationships
Projects
Assignments
Problem-solving tasks
Tests

Do this subject if:

You enjoy maths and want the chance to succeed in the more challenging aspects of mathematics that go beyond everyday life skills, or are interested in a maths and science career pathway.

Recommended prerequisites:

Advanced Maths 1.

Leads to future subjects:

Advanced Maths 3; VCE Mathematical Methods and/or Specialist Mathematics; VCE Chemistry and/or Physics.

Advanced Maths 3

Advanced maths is for students who enjoy mathematics and like to be challenged. You will learn about additional extension topics not included in Core Maths.

This subject is designed to meet an Australian Curriculum Year 10 standard, focusing on the skills related to an academically-oriented maths or science pathway, and is intended to be done in the same year as Core Maths 3.

You will develop the following skills

Representation of approximate and exact values; algebra skills (solving, factorising and expanding, index laws); advanced linear equation skills including simultaneous equations; nonlinear graphs; working with experimental error; geometry in the plane and proof; conditional probability calculations; probability experiments and interpreting results.

Topics covered may include:

Algebra
Measurement
Geometry
Probability

Assessments and activities may include:

Using digital tools, such as Microsoft Excel and graphing or CAS tools (physical or digital) to explore mathematical relationships
Projects
Assignments
Problem-solving tasks
Tests

Do this subject if:

You enjoy maths and want the chance to succeed in the more challenging aspects of mathematics that go beyond everyday life skills, or are interested in a maths and science career pathway.

Recommended prerequisites:

Advanced Maths 2.

Leads to future subjects:

VCE Mathematical Methods and/or Specialist Mathematics; VCE Chemistry and/or Physics.

Maths for Fun

Maths for Fun is for students of all ages. It aims to help you build up your maths skills to help you do better in core maths. Rather than being an “extra” maths subject, it will instead be structured like a tutoring group to support you in what you are already doing in core maths. You need to be willing to work hard to get the most out of this extra support.
Note that class size will be small (10 students maximum). Entry to this subject is only by recommendation from your maths teacher.

You will participate in activities such as

We will use games, real-world scenarios and activities to help develop maths skills, as well as individualised instruction targeted to your point(s) of need.

You will develop the following skills

Any maths skills that you may be finding difficult in your core maths subject.

Assessments may include:

This subject will have limited (if any) formal assessment tasks such as tests, but may include some extra projects to help you develop your maths skills.

Do this subject if:

You are willing to work hard to build up your maths skills, but need extra help to do so.

Technical Maths

Technical Mathematics is an accelerated mathematics subject designed for students who enjoy learning mathematics for its own sake, with a focus on maths that can be applied to computer science and computer game programming.

The maths concepts explored throughout this subject are not normally covered in schools at the 7—10 curriculum standards. Hence, this subject is intended to complement (not replace) the standard Australian Curriculum for mathematics.

Topics and skills covered may include:

Binary counting, discrete logic and Boolean algebra
Logic circuit design
Vectors and matrices
Calculus
Complex numbers
Counting methods.

You will participate in activities and assessments such as

Modelling, simulation and programming using software
Exploring applications of the skills covered (example for really keen students: building a simulated working calculator)
Problem-solving tasks
Standard assessments like tests and assignments.

You should do this subject if you:

- Feel confident about, or enjoy, learning challenging maths concepts,
- Want to learn skills that you can apply to the field of computer science or computer game programming,
- Just want to learn some fun maths concepts that you won't get the chance to discover in mainstream maths classes.

Recommended prerequisites:

This subject is recommended for students in Altitude 3, although very keen students in Altitude 2 may find it accessible with a bit of extra effort. Advanced Maths 1 and 2 are highly recommended. If you are in Altitude 3, you should do Advanced Maths 3 alongside this subject.

Leads to future subjects:

VCE Specialist Mathematics, further study in mathematics or computer science.

MUSIC

Creating Music with Technology

Introduction

Creating Music with Technology provides students with opportunities to develop and apply creativity by exploring digital tools and designing music that to a range of contexts. Creative and design skills are crucial for meeting the demands of a changing world whether you work in the music industry or another field in the future.

Key Knowledge, Skills and Content

- Manipulating MIDI to create music online
- Develop skills using Sound Trap
- How to match music to film
- What makes musical styles unique?
- Foley and other sound effects
- Using Digital effects to edit sound
- What makes one version of a song different to another?
- How can I apply the elements of music to create a unique composition?
- Develop your musical language to understand how music is created

Assessments

- Create music for a short film
- Create music for video games
- Create a backing track for a contemporary song (to accompany lyrics)
- Create music for an advertisement
- Record your own Foley effects to accompany a short film

Links to concepts taught within:

Lyrics and Language English elective

Do this subject if

- You love listening to music
- You like to play create my own music, but I prefer to avoid performing in public
- You love the way music is used in film to capture different moods
- You love to use technology to create
- You want to explore song writing

School of Rock

Introduction

School of Rock provides students with opportunities to develop skills at engaging an audience as they collaborate with peers to prepare performances. Engaging an audience is crucial when promoting your business or gaining support from the community whether you work in the music industry or another field in the future.

Key Knowledge, Skills and Content

- Play guitar, bass, piano / keyboard, drums or other solo instruments (like trumpet, trombone, alto saxophone, tenor saxophone, clarinet, flute, violin, cello)
- Songs that you perform
- What makes one version of a song different to another?
- What makes musical styles unique?
- How can I apply the elements of music to create a unique performance?
- Balancing musician levels when your band performs
- Work in groups of up to five students
- Develop your musical language to support communication between musicians

Assessments

- Perform for students at school
- Perform for local community groups
- Record a class performance
- Create your own song
- Organize a performance

Do this subject if

- You love music and want to learn how to play in a band.
- You are committed to developing my skills with an instrument by practicing at home.
- You are in the first two years of my musical journey.
- You want to learn musical skills while jamming with my friends in a group setting.
- You want to perform in front of my classmates and eventually the school community.
- You want to share songs I have written with my classmates to develop in class.

So, You Think You Can Play?

Introduction

So You Think You Can Play provides students with opportunities to challenge themselves by setting goals to develop specific musical skills that could include performance, composition, or inquiry. Employers value staff that set challenging goals and develop plans to achieve them whether they work in the music industry or another field in the future.

Key Knowledge, Skills and Content

- Set goals to develop specific instrumental abilities
- Play multi part music in small to medium sized groups
- Learn about the elements of music through performance, composition, and listening
- Analyse how performers and composers have applied the elements of music
- Apply the elements of music to create an original interpretation of music
- Build your understanding of musical language
- Build upon the frameworks experienced in the Altitude music electives, with more opportunities to develop musical skills

Assessments

- Perform for students at school
- Perform for local community groups
- Compose music with notation
- Improvise a solo with provided accompaniment
- Listening tests
- Reflect on videos of your performances

Prerequisites

- Experience with one instrument (of your choice)
- Ideally having lessons with an instrumental teacher outside of school
- Altitude music electives

Leads to future subjects:

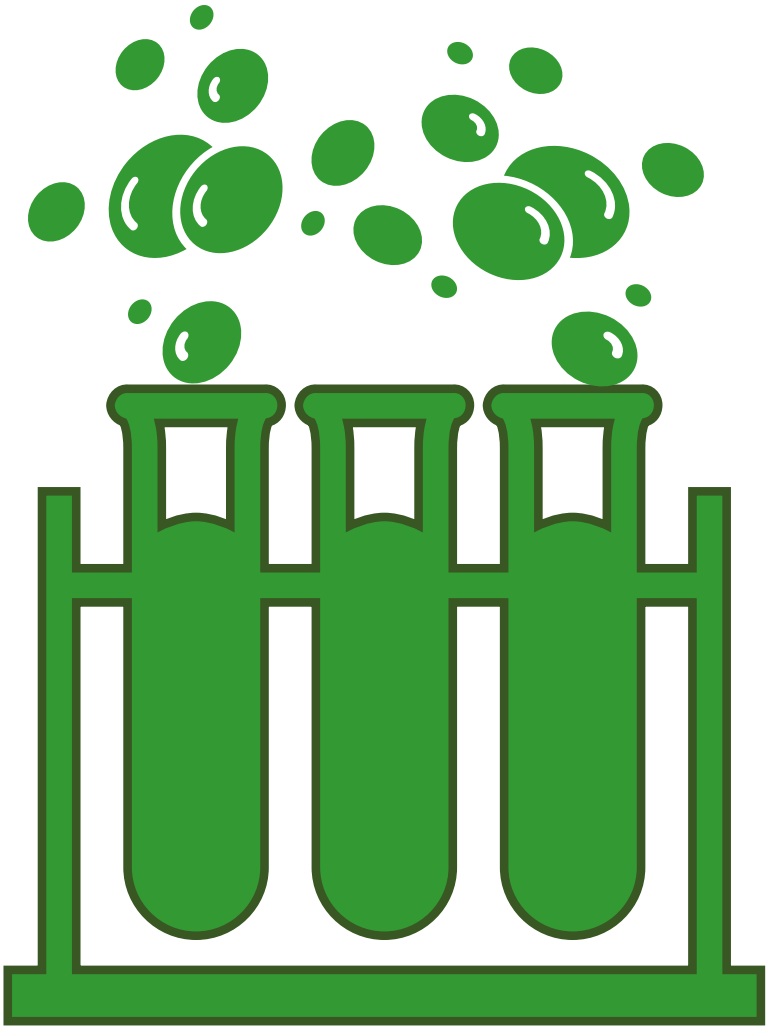
VCE Music

Do this subject if

- You love performing music and want to take it to the next level.
- You are experienced on an instrument (at least 12 months) and can demonstrate a commitment to practice and have a desire to improve.

We are looking for students who want to:

- Get on stage and improve their performance skills
- Engage in workshops and intensives to broaden their musical experience
- Record performances of their music and share it with the school community
- Develop their ability to create new music
- Investigate a pathway to get their musical skills up to excel in VCE Music



SCIENCE

Altitude Biology

This subject is intended for students in their 2nd or 3rd year with an interest in biology, the science of living things, and who want to broaden their scientific thinking and communicating skills. It is designed to meet Australian Curriculum level 9 and 10 standards for science (specifically relating to the field of biology), alongside Core Science 2 and 3.

Altitude Biology is designed to provide students more experience in the field of biology, and prepare them for further study in this area in VCE and beyond.

You will develop the following skills

Describe the structure of DNA; explain the role of mitosis and meiosis in reproduction; explain the role of DNA and genes in heredity; use Mendelian inheritance theory to make predictions about traits in offspring based on their parents; critically evaluate the theory of natural selection from a Christian worldview and analyse the scientific evidence supporting it; develop questions and predictions and plan investigations to address them; assess the validity of experiments and conclusions and claims based on experiments; construct evidence-based arguments to support or refute a hypothesis; scientific communication skills.

Topics covered may include:

DNA, genetics and heredity
The theory of natural selection.

Activities and assessments may include:

Interactive lessons and activities
Practical activities and simulations exploring theory
Projects
Assignments
Tests

Do this subject if:

You are curious to learn more about biology and what it means to be a biologist, or if you wish to follow a life sciences, pharmaceutical or medicine pathway in the coming years.

Recommended prerequisite:

Advanced Science 1: *Life in a Harsh World*. (Not essential, but highly recommended.)

Leads to future subjects:

VCE Biology.

Altitude Chemistry

This subject is intended for students in their 2nd or 3rd year with an interest in chemistry, the science of matter and its interactions, and who want to broaden their scientific thinking and communicating skills. It is designed to meet Australian Curriculum level 9 and 10 standards for science (specifically relating to the field of chemistry), alongside Core Science 2 and 3.

Altitude Chemistry is designed to provide students more experience in the field of chemistry, and prepare them for further study in this area in VCE and beyond.

You will develop the following skills

Describe the current model of the atom; explain the placement of elements in the periodic table; describe radioactive decay processes that transform unstable atoms into stable ones; model the rearrangement of atoms in chemical reactions using a range of representations (such as chemical equations); relate this to the law of conservation of mass; identify patterns in chemical reactions and classify various reaction types; investigate factors affecting chemical reaction rates; develop questions and predictions and plan investigations to address them; assess the validity of experiments and conclusions and claims based on experiments; construct evidence-based arguments to support or refute a hypothesis; scientific communication skills.

Topics covered may include:

The atomic model
Periodic table
Describing chemical reactions
Types of chemical reactions
Reaction rates.

Activities and assessments may include:

Interactive lessons and activities
Practical activities and simulations exploring theory
Projects
Assignments
Tests

Do this subject if:

You are curious to learn more about chemistry and what it means to be a chemical scientist, or if you wish to follow a chemical sciences, engineering, pharmaceutical or medicine pathway in the coming years.

Recommended prerequisite:

Advanced Science 1: *Life in a Harsh World*. (Not essential, but highly recommended.)

Leads to future subjects:

VCE Chemistry.

Altitude Physics

This subject is intended for students in their 2nd or 3rd year with an interest in physics, the science of how objects in our universe behave, and who want to broaden their scientific thinking and communicating skills. It is designed to meet Australian Curriculum level 9 and 10 standards for science (specifically relating to the field of physics), alongside Core Science 2 and 3.

Altitude Physics is designed to provide students more experience in the field of physics, and prepare them for further study in this area in VCE and beyond.

You will develop the following skills

Use wave and particle models to describe energy transfer through different media; apply the law of conservation of energy to analyse efficiency of a system; investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration; critically evaluate the Big Bang theory from a Christian worldview, describe how it models the development of the universe and analyse the supporting evidence for the theory; develop questions and predictions and plan investigations to address them; assess the validity of experiments and conclusions and claims based on experiments; construct evidence-based arguments to support or refute a hypothesis; scientific communication skills.

Topics covered may include:

Energy
Forces and Motion (including Newton's laws)
The Universe.

Activities and assessments may include:

Interactive lessons and activities
Practical activities and simulations exploring theory
Projects
Assignments
Tests

Do this subject if any of the following points apply to you!

- You are curious to learn more about physics and what it means to be a physicist
- You are interested in computer game programming and need to learn the basics of how motion is modelled mathematically
- You wish to follow a physical sciences or engineering (civil construction, mechanical, electronic, etc.) pathway in the coming years

Recommended prerequisite:

Advanced Science 1: *Life in a Harsh World*. (Not essential, but highly recommended.)

Leads to future subjects:

VCE Physics.

Altitude Psychology

Year 10 Psychology introduces students to the scientific nature of Psychology. Students investigate the history of Psychology, and consider influences on human behaviour from biological, behavioural, cognitive, and socio-cultural perspectives. They examine the contribution that classic studies have made to the development of different psychological theories. Students will also have the chance to conduct scientific research and learn how to write a formal scientific report based on the evidence they have collected. The purpose of Year 10 Psychology is to provide students with a pathway into VCE Psychology and provide sound preparation for the rigors of VCE Psychology.

Typical class activities:

Note-taking
Practical activities
Film viewing
Discussion of psychological concepts
Working with the teacher on each task
Word search, Crosswords, Kahoot activities
Extension activities for students who want a challenge

You will develop the following skills

Plan and undertake investigations
Conduct investigations to collect and record data
Analyse and evaluate data, methods, and scientific models
Communicate and explain scientific ideas
Draw evidence-based conclusions

Activities and assessments may include:

Practical investigations
Research reports
Logbook entries
Tests
Reviews

Do this subject if:

You are interested in the study of psychology, completing VCE psychology, and/or pursuing psychology as an occupation.

Leads to future subjects:

Units 1&2 Psychology

Computer Game Design

This subject is intended for any altitude students with an interest in the development of computer games. *Computer Game Design* is structured to provide students with experience in the field of computer game programming and support them to develop their skills in this area further.

This class is limited to a maximum of 6 students and entry is only by recommendation from your homegroup teacher.

You will develop the following skills

Examples of the skills you'll be developing are:

- Programming with C# using Unity software as a platform. Students already comfortable with languages and platforms other than C# / Unity are welcome to use them here as well.
- A variety of programming skills relevant to game design (game systems, player input, graphics, user interface, saving and loading, etc etc.)
- Important mathematical structures and physics concepts essential to game design, such as vectors.
- Locating or creating your own assets such as pixel art.

Activities and assessments may include:

The key idea of this subject is to provide you with a supportive environment to develop your own game(s). If you don't have any experience yet, or don't have a game concept to work on, example projects and challenges will be provided along with basic skills to get you started. Classes will generally be interactive programming sessions where you can work on a personal project, accompanied by weekly lessons and tutorials to keep building your game design skills (this could include the development of assets such as visuals or sound, as well as writing actual code).

You will be assessed on your effort and progress throughout the year, rather than the specific games or projects you produce.

Do this subject if any of the following apply to you:

- You want to know what it's like to create computer games and are willing to put in a year's worth of your best effort (this is a year-long elective) to try it for yourself.
- You already have experience with programming or game programming and want a supportive environment at school to keep doing what you're already doing.

Recommended prerequisite:

Advanced Maths 1, 2, or 3 (depending on your year level); Technical Maths (for older students)

Leads to future subjects:

(note that the VCE does not have a game design subject, but both of the below relate to computer programming in non-game design contexts)
VCE Algorithmics
VCE Applied Computing
Further studies in computer game design

Life in a Harsh World

This subject is intended for students with an interest in the sciences and who want to enrich their understanding of scientific knowledge, particularly relating to chemistry and physics (energy), as well as broaden their scientific skills. It is designed to meet an Australian Curriculum level 8 standard for science, alongside Core Science 1.

Life in a Harsh World is designed to extend some of the ideas being learned in Core Science 1, as well as introduce students to rigorous scientific thinking and provide exposure to the "hard" sciences, by following the theme of survival, fire, volcanoes and energy.

You will develop the following skills

Classify energy types and describe energy transformations; define elements, compounds and mixtures; compare physical change with chemical change, and connect this to energy change in chemical reactions; describe how evidence is used to define scientific knowledge; develop questions and predictions that can be tested by experiment; plan and conduct experiments to test questions and predictions; construct evidence-based arguments to support or refute a hypothesis; communicate findings scientifically.

Topics covered may include:

Energy
Matter
Scientific communication skills.

Activities and assessments may include:

Interactive lessons and activities
Practical activities and simulations exploring theory
Projects
Assignments
Tests

Do this subject if:

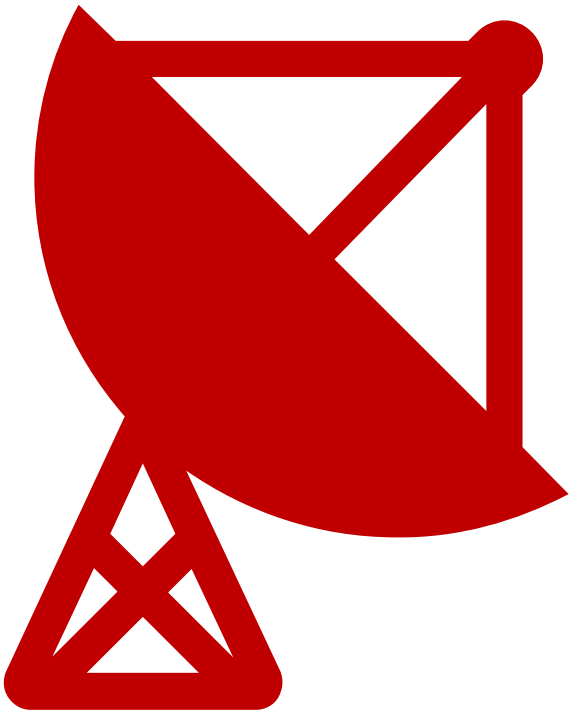
You are curious to learn more about science and what it means to be a scientist.

Recommended prerequisite:

None.

Leads to future subjects:

Altitude Biology, Altitude Chemistry, Altitude Physics.



TECHNOLOGIES

Celebrating Food Around the World

This subject will be like taking a global holiday where you are immersed in the culture and flavours of each food region around the world. You'll learn about where different foods originate, traditional cooking methods, and the food associated with cultural festivals and celebrations.

Topics we may discuss:

- Middle Eastern Food, South East Asian Food, Italian Food, Indian Food, Hispanic Food
- What are staple foods?
- What are the feasts celebrated by different religions around the world
- Different techniques to decorate cakes

Possible Learning Tasks:

- Cooking meals
- Research Project
- Recipe evaluations
- Creating your own recipes
- Creating an around the world cookbook
- Designing a birthday cake

This subject connects with:

Other food tech electives
History
VCE Food Studies

Developing Food Products

You will have the opportunity to examine the influence that food advertising has on our food choices. You will also create, develop and market a new food product.

Topics we may discuss:

- The persuasive techniques used in advertising
- How the food we eat has been influenced over time by our lifestyles and advertising
- Why people are influenced by advertising
- How to develop a successful new food product
- The process that developers go through when designing food products

Possible Assessments:

- Cooking meals
- Research Project
- Recipe evaluations
- Creating your own recipes
- Analysing food advertisements
- Developing and testing a new food product
- Creating your own food advertisement

This subject connects with:

Other food technology electives
Psychology
English
VCE Food Studies

Fashion: Costume

In this unit students will be able to apply their learning of fashion history to costume making. Students will learn practical sewing and pattern making skills for costume making.

It would be preferrable if Students have completed Yr 7 textiles and Yr 8 Garment Construction/Patternmaking.

Summarised objectives for the course:

- Prepare young people to think and intervene creatively in a rapidly changing technological world
- Develop student learning to become autonomous problem-solvers with creative ideas around sustainable design.
- Equip students with a degree of knowledge, skills and understanding about materials, design and production processes
- Project-based learning that offers the ability to apply knowledge, skills and understanding in a hands-on and collaborative approach to the design process.

Possible Learning Tasks:

- Historical Design project
- Research Project
- Costume design project
- Creating your own costume (team or individual)

This subject connects with:

Other fashion electives
Mathematics
Art
History

Fashion: Fabrics & Styling

In Fabrics & Styling students will learn about the different types of fabrics, how they're created and what they're used for. We will approach fashion design from a "street" perspective, looking at how to use the design elements and principles, along with our growing knowledge of fabrics, to create a "styled" outfit.

No previous experience of the subject is necessary.

Summarised objectives for the course:

- Prepare young people to think and intervene creatively in a rapidly changing technological world
- Develop student learning to become autonomous problem-solvers with creative ideas around sustainable design.
- Equip students with a degree of knowledge, skills and understanding about materials, design and production processes
- Project-based learning that offers the ability to apply knowledge, skills and understanding in a hands-on and collaborative approach to the design process.

Possible Learning Tasks:

- Creating fabrics
- Research Project
- Creating your own styled outfit
- Demonstrate understanding of design elements/principles In creating a shop display window

This subject connects with:

Other fashion electives
Science (fabric fibres)
Art

Fashion: Fashion Illustration

In this unit you will learn different fashion illustration techniques. As well as learning the design process, how to put together a design concept board and putting together ideas for a fashion collection.

No previous experience of the subject is necessary.

Summarised objectives for the course:

- Prepare young people to think and intervene creatively in a rapidly changing technological world
- Develop student learning to become autonomous problem-solvers with creative ideas around sustainable design.
- Equip students with a degree of knowledge, skills and understanding about materials, design and production processes
- Project-based learning that offers the ability to apply knowledge, skills and understanding in a hands-on and collaborative approach to the design process.

Possible Learning Tasks:

- Experimenting with illustration techniques
- Research Project
- Designing and illustrating your own capsule fashion collection
- Fabric draping and drawing

This subject connects with:

Other fashion electives
Art
Design

Fashion: Garment Construction & Pattern Making

In this unit students will learn the basic sewing & pattern making techniques needed for making a piece of clothing.
To showcase the skills learnt, students will design and make a garment of their own choice.

It would be preferable if Students have completed Yr 7 textiles and Yr 8 Garment Construction/Patternmaking.

Summarised objectives for the course:

- Prepare young people to think and intervene creatively in a rapidly changing technological world
- Develop student learning to become autonomous problem-solvers with creative ideas around sustainable design.
- Equip students with a degree of knowledge, skills and understanding about materials, design and production processes
- Project-based learning that offers the ability to apply knowledge, skills and understanding in a hands-on and collaborative approach to the design process.

Possible Learning Tasks:

- Small sewing tasks eg. Apron/tote bag
- Research Project
- Small pattern making tasks eg. Making a skirt, making a collar, making a hoodie
- Creating your own design (patternmaking and sewing)

This subject connects with:

Other fashion electives
Mathematics
Art

Food and Sustainability

You will have the opportunity to explore the journey that food takes from the paddock to our plates, and how our agricultural practices impact the environment. They explored the topic of food security, analyzing the factors that influence food distribution and people's access to healthy food around the world.

Topics we may discuss:

- Human alteration of the environment to produce food.
- Environmental, economic and technological factors that influence crop food production in Australia and across the world
- Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world
- The capacity of the world's environments to sustainably feed the projected future global population
- How to grow your own food
- Globalisation of food and how we transport products around the world

Possible Learning Tasks:

- Cooking meals
- Research Project
- Recipe evaluations
- Creating your own recipes
- Kitchen Garden Project
- Persuasive presentation "How to feed the 9 Billion"

This subject connects with:

Other food tech electives
Geography
VCE Food Studies

Hospitality and Running a Food Business

You will have the opportunity to explore the hospitality industry, develop your skills in plating and presenting food, and run a lunchtime restaurant for staff and students. You will also be able to design your own food business concept and present this

Topics we may discuss:

- Different techniques used to present food
- Different roles within the hospitality industry
- The rules and regulations that govern the hospitality industry
- Types of food business
- How to write a business plan

Possible Learning Tasks:

- Cooking meals
- Research Project
- Recipe evaluations
- Creating your own recipes
- Demonstrate hospitality skills by running a restaurant
- Develop a food business concept and prototypes of your menu
- Budgeting

This subject connects with:

Other food tech electives
Mathematics
Business Management
VCE Food Studies