



# SUBJECT ELECTIVES

**Altitude | 2024**



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Art and Design	<a href="#">Architecture</a>	You will become further acquainted with this design field, which is far broader and has a far more strategically central role than most people realise. Architecture and Industrial design is focused on solving real-world problems with a blend of art, design, technology and science.	<a href="#">14</a>
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# FROM THE PRINCIPAL

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

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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 to be 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.

A handwritten signature in blue ink, appearing to read 'Karen McCoy', with a stylized flourish at the end.

Mrs Karen McCoy

# FROM THE HEAD OF SECONDARY

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

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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. Throughout 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



# 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.

### 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

### Elective Subjects

A student's program typically includes the five core subjects and five electives per semester 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).

### External Options

The elective subjects included in this booklet detail the subjects offered onsite in 2024. If you are interested in exploring other subject options outside of those offered onsite at RRCC the subject selection form will allow you to highlight your area of interest. Any information provided in response to this question will assist the College in exploring further external providers and learning options. Some possible course options may include industry or trade based subjects, service based volunteering or long term work experience

The different elective categories students can choose from are:

Art and Design

Drama

English

Health and Physical Education

Humanities

Languages Other Than English (LOTE)

Mathematics

Music

Science

Technologies

#### Symbol Keys



*Levy required*



*Content advisory*



*Inquiry Option*







## **Inquiry Option within Subjects (available to 2024 Altitude two and three students)**

As a part of the development of our elective program in 2024, we are offering inquiry learning options for students in Altitude 2 and 3 who completed a subject in the previous year and want to continue to explore the subject in greater depth.

### **What is Inquiry learning?**

Inquiry-based learning is an educational approach that puts students at the center of their learning journey, motivating them to pose inquiries and delve into real-world challenges. Within this educational framework, students take an active role in their learning, having the chance to pursue their own interests and questions.

This style of learning often involves practical experiences, enabling students to bridge the gap between classroom lessons and real-life situations. Research indicates that inquiry-based learning not only enhances critical thinking, problem-solving, and creativity but also fosters a deeper understanding of the subject matter.

Inquiry learning is not your typical classroom experience; it's an expedition that empowers you to ask questions, investigate, and unravel the secrets that lie beneath the surface of every subject. It's a chance to become an intellectual detective, a scientific explorer, and a critical thinker all rolled into one.

Imagine a classroom where your voice matters the most, where your burning questions ignite discussions, and where every "Why?" and "How?" is met with enthusiasm. Here, the teacher transforms into a guide, a mentor who equips you with the tools you need to unravel the mysteries of the world. With inquiry learning, the spotlight is on you – your interests, your curiosities, and your thirst for understanding.

But it's not just about the destination; it's about the exhilarating journey you undertake. Through inquiry learning, you'll learn to gather evidence, analyse data, and construct your own conclusions. You'll cultivate skills that go far beyond textbooks, skills that are essential for the world beyond the classroom; critical thinking, problem-solving, communication, and collaboration. These skills are the treasures you'll uncover as you navigate through the twists and turns of your inquiry adventure.

### **How will it work?**

Students who choose the inquiry option can define their own area of study within the subject content of the elective. They will follow a structured process to explore their area of interest, test theories, skills or techniques and then report back on their learning through a medium they choose. As this is a student directed option, the expectation will be on the student to set goals, follow timelines and explore their own area of study. They will be supported by the class teacher through guiding conversations and supportive feedback but will be led by their own interest in the topic. If choosing the inquiry option, the students may have the option to run their inquiry over two subject blocks within the semester.

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

Years	2024	2025	2026	2027	2028
	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		

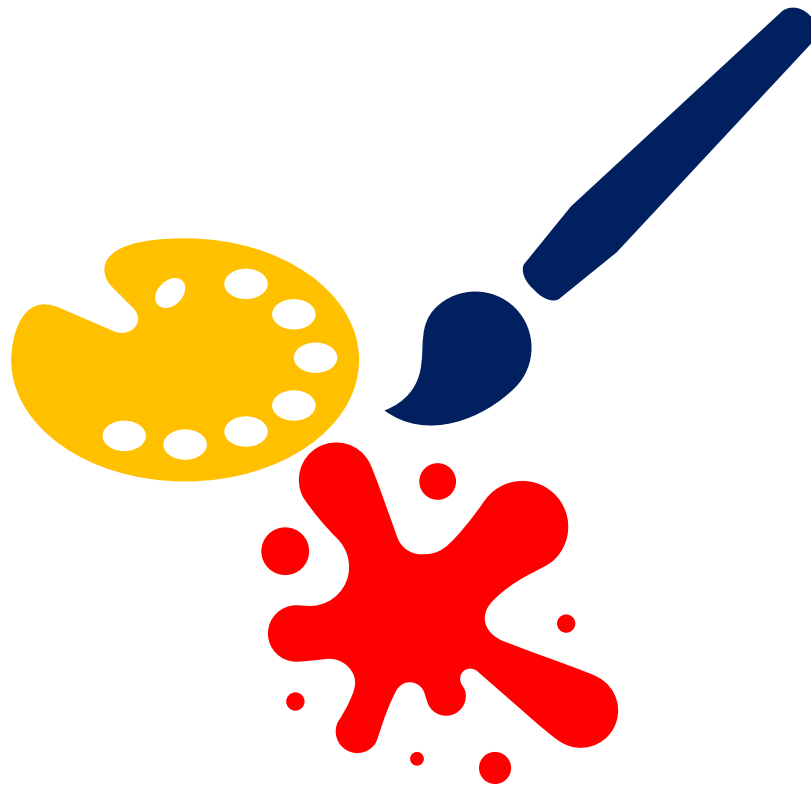
Electives	1	Studies of Religion	Entrepreneurship	History or War	Units 1&2 History	Units 3&4 History
	2	Netball Nation	Basketball Academy	Gamechangers: Sports Journalism	Units 1&2 PE	Units 3&4 PE
	3	The Art of Persuasion	Drama: From Page to stage	Food and Sustainability		
	4	Photography and Print Media	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	Exploring Fantasy Texts	So you think you can play?	Music Units 1&2	
	7	Fashion: Pattern Making	Outdoor Education	Altitude Psychology		
	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	
Health and Physical Education	
Humanities	
Languages other than English	
Mathematics	
Sciences	
Technologies	

# 2024 SUBJECT OFFERINGS

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# ART AND DESIGN

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# Architecture

## This is a level 10 subject

In the first unit on communication design, you will learn the main principles of graphic design: how to create harmonious displays that convey information, attract viewers, and are both effective and beautiful. You will cover the basics of layout design, typography, colour theory, and user interaction. You will also gain insight into historical design trends.

Industrial design affects pretty much every product you touch in your day-to-day life, which is why we will have a full unit dedicated to it. You will become further acquainted with this design field, which is far broader and has a far more strategically central role than most people realise. Industrial design is focused on solving real-world problems with a blend of art, design, technology and science. Not only do Industrial designers focus on the appearance of a product, but also how it functions, is manufactured and ultimately the value and experience it provides for users. The main goals of this unit are to develop a better understanding of the perspective and design process utilised by industrial designers and to gain experience in the practice of utilising design thinking, the design process, produce technical drawings and create 3D prototypes of design solutions.

The final unit on Environmental design will introduce you to thinking like an architect. You will learn how to design spaces that consider sustainability, budget, how the space can serve the target audience, incorporates inspiration from the local environment and effectively responds to community feedback.



# Art

## This is a level 8, 9, and 10 subject

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.

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.



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



# Photography and Print Media

## This is a level 10 subject

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.

# Pre-VCE Art Making and Exhibiting

## This is a level 10 subject

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

## This is a level 10 subject

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.

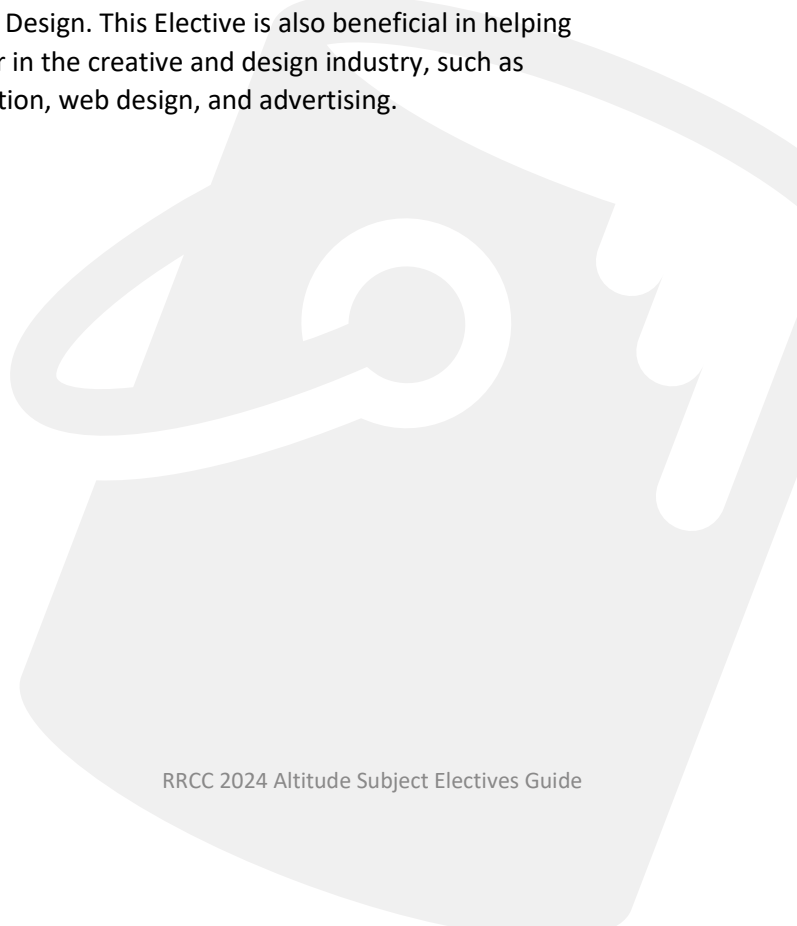
In Pre-VCE Visual Communication Design you will build on your skills and knowledge developed in the elective VCD and will work towards preparing you with the technical skills and knowledge required for the VCE subject.

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

**This is a level 8, 9, and 10 subject**

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, jewellery, and toys, just to name a few.



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







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# DRAMA

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# Drama

## This is a level 10 subject

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 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.

Possible **assessment tasks** include: performance projects; performance analysis; journals; scripted and devised scene work; and/or participation, rehearsal process, and collaboration.

**Key skills** include: working collaboratively to build your skills and knowledge in drama practice and theory; and building confidence and stage presence.

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.



**Inquiry Option:** For students wanting to repeat this subject...

Within the Drama elective there are set tasks and skills however the content and areas of passion for study are co-created with the students to form meaningful investigations of creative development in areas that they care about. Students also can define their own areas for personal inquiry and development.



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

# Drama: From Page to Stage

## This is a level 10 subject

(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

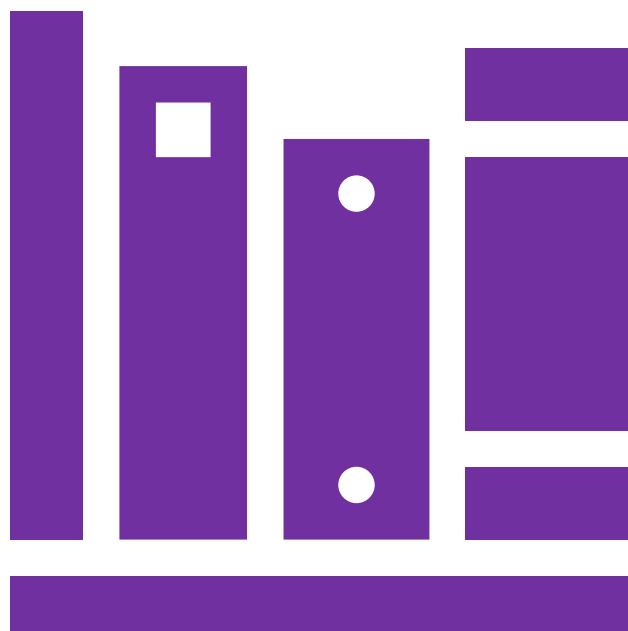
This subject is designed to develop your leadership skills while you help to facilitate the development and running of school production or public performance to an audience. You will develop an understanding of the Production Process from exploring a vision through to a public performance in front of 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** include: performance projects; performance analysis; journals; scripted and devised scene work; and participation, rehearsal process, and collaboration.



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# ENGLISH

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# Applied English

## This is a level 8 subject

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.

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** includes: 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 and texts; relating themes to students' own world and experience; collaboration on a project; and creative and analytical 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.



### **Inquiry Option:** For students wanting to repeat this subject...

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 and skill development in areas that they care about. Students will define their own area for personal inquiry and or skill development to refine their understanding and application of literacy skills and understanding. Because of this student led approach students completing the inquiry option will be assessed at a higher Australian Curriculum standard defined through student and parent consultation.



# Exploring Fantasy Texts

## This is a level 10 subject

In this study, students will engage in an exploration of prominent fantasy texts, aiming to enhance their comprehension of the fantasy genre. Students will closely examine how the genre incorporates whimsical elements to depict cultural nuances and metaphors of historical relevance.

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** include: group discussions; close reading and analysis of passages; reflective, expository, or analytical writing tasks; research projects, creative writing, comprehension activities; film viewing; and discussion of the big ideas and themes.

Possible **assessment tasks** include: creative writing tasks; research tasks; and/or essays.

**Skills focus** includes: analytical ability and writing; creative writing; critical thinking; literary interpretation; cultural awareness.

### 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





# Film and Popular Culture: Past, Present, Future

## This is a level 9 subject

In this English elective you will embark on a journey through the realm of cinema and modern multimedia by delving into the intricacies of storytelling, themes, and hidden messages within films and texts.

This subject provides a dynamic platform for you to unravel the layers of cinematic artistry, explore different genres, and analyse movie scenes to uncover cultural nuances and concealed meanings, as well as reflect on the impact of popular culture on personal identity.

### Content and Ideas

During Semester One, you will decode the art of filmmaking and its resonance with society. You'll explore genres and dissect movie scenes using the CLAMPS and CMINTS frameworks. The film, "The Blind Side" becomes a canvas for understanding themes, characters, and cultural significance, culminating in crafting your Film Analytical Essay. The journey through film lays the groundwork for an insightful exploration of personal identity and cultural reflection.

During Semester Two, immerse yourself in the ever-evolving realm of popular culture where we traverse the '90s with Jumanji, explore the phenomenon of 'Disney Adult,' and unravel the impact of pop culture on personal identity. From iconic superheroes to strong female protagonists, delve into gender representation, societal shifts, and evolving narratives. Conclude your exploration with a critical assessment of TikTok's influence as a modern medium. This semester offers you the opportunity to navigate the dynamic crossroads between film and pop culture, revealing their significant influences on societal trends and personal viewpoints.

Typical **class activities** include: class discussion and debate in response to provocations and ideas; analysing multimodal texts; close analysis of film scenes; exploring the way current events influence the creation of texts; groupwork tasks such as a jigsaw activities and coproduction of a screenplay; and creating original scripts from design briefs.

Possible **assessment tasks** include: film reviews based on evidence and reason; analytical essays; oral presentations; cultural values collage; a short film script; a director's guide; and/or research project and presentation.

**Skills focus** include: analysing the values presented in texts; creating and presenting individual interpretation of a text; analysing the way that social issues shape texts; identifying the way texts seek to challenge thinking; close analysis of texts using metalanguage; and analytical writing.

### Do this subject if:

If you're passionate about a diverse range of films and enjoy thought-provoking discussions on popular culture, then this elective is for you. This course offers a chance to refine your writing skills while immersing yourself in the themes of iconic texts like Indiana Jones, Pirates of the Caribbean, Shrek, The Blind Side, and the vibrant pop music of the 80s and 90s. Delve into the intricate interplay between film, culture, and our future, while gaining fresh perspectives and insights in a captivating journey that bridges entertainment and critical thinking.



**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.**



# Goblins and Gargoyles: Writing Fiction

## This is a level 8 subject

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** include: group discussion; exploration of fictional texts; creative, reflective, and analytical writing tasks; and writing workshops.

Possible **assessment tasks** include: text response essays; developing a portfolio of work; research tasks; group collaboration; and/or presentations.

**Skills focus** includes: creative and analytical thinking; narrative structure, pacing, and delivery; and editing, reviewing, and refining works.

### 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.



**Inquiry Option:** For students wanting to repeat this subject...

If you want to repeat this subject, you will reapply skills developed in your first experience of this subject and create a major fiction work, which could be published and sold at the school market.



# Performative English

## This is a level 8 subject

Performative English 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 and meter 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 alternative meaning could be created
- Compare literal meaning with inferred meaning as you reflect on lyrics and consider the connections you make

Possible **assessment tasks** include writing song lyrics; analysing song lyrics; and description of contexts of songs.

**Prerequisites:** You do not need to have instrumental music skills but having them is an advantage.

### Inquiry Option: For students wanting to repeat this subject...

Students that repeat this elective undertake an inquiry which could include study of Shakespeare's writing.



**Content Advisory:** *This subject may contain songs with mature themes.*



# The Art of Persuasion

## This is a level 10 subject

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** include: group discussions and socratic seminars; close reading and analysis of passages; exploration of media texts; reflective, expository, and/or analytical writing tasks; and research projects.

Possible **assessment tasks** include: text response essays; persuasive essays; research tasks; group collaborations and presentations; and/or discourse analysis.

**Skills focus** include: critical thinking and reasoning; written expression, particularly the justification of ideas; analysis of underlying meanings in texts; and exploring the social values and beliefs within texts.

### 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



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# HEALTH AND PHYSICAL EDUCATION

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# Basketball Academy

## This is a level 9 and 10 subject

At the core of the Basketball Academy 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 local 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 CSEN Basketball Rally Days and Championship events. Experience the highs and lows of competing against Christian schools from all over Victoria!

Possible **assessment tasks** include: demonstrating progress towards basketball performance-related goals; folio work on the historical and cultural significance of basketball; designing a training session; and/or 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 compete against other schools at basketball

**Leads to future subjects:** VCE Physical Education



### Inquiry Option: For students wanting to repeat this subject...

- Continue building your basketball skills (always room for improvement!)
- Continue growing your leadership skills (opportunity for coaching)
- Learn new skills (become a referee?)
- Varied assessments (no repeats from 2023)
- Possibility of an inquiry approach based on your interests within subject



*Please note that there will be a levy for this subject of \$170.*



# Fitness Fusion

**This is a level 9 and 10 subject**

Do you want to improve your fitness, and know the science behind improving your physical performance? In FitFusion, you will have the opportunity to improve your physical performance and fitness through doing. Through practical activities such as: school gym, resistance training, taekwondo, sports video analysis and much more you will improve your general fitness, increase your knowledge of high performance, and learn the science behind how the human body works.

You will learn about human anatomy, the cardiovascular system, biomechanics, muscles, bones, joints, and contact sports such as Taekwondo.

## 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: The bones, muscles, and cardiovascular system to target specific muscle groups in your exercise program.

Types of training methods: Utilise several types of training catered to 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

Science behind contact sports: Students study physical movement through analysis of contact sports such as Taekwondo.

Possible **assessment tasks** include: reflective folio showing progress towards your fitness/health goals; writing training programs; human anatomy quizzes; personal trainer role plays; and/or practical performance of activity.

## Do this subject if:

- You have an interest in health, fitness or skill development in a sport.
- You are interested in learning about how to improve physical performance of the human body.
- You want direction, support and guidance for improving and maintaining your physical fitness.
- You have an interest in learning the science behind contact sports

**Recommended prerequisite:** Personal Fitness

**Leads to future subjects:** VCE Physical Education



# Headliners: Sports Journalism

This is a level 9 and 10 subject

Have you ever thought what it would be like to be a newscaster, journalist, or sports news presenter? In Sports Journalism, students will have the chance to sink their feet into the world of journalism and sport. You will learn about sporting events in the current world and in the local space. You will investigate and debate controversial sports moments and the importance behind them. Students will have the opportunity to provide and present their viewpoints and utilise their creativity to report sports news.

## Within this elective, you will learn:

Significance of importance sporting events: Students investigate and study significant historical and current sporting events.

Sports sociology: Study the issues behind controversial sporting events and their impact to society.

Recording, editing, & presenting skills: Using recording equipment students work to present a sporting event to a given audience.

Working in a team to achieve a common goal: Students are placed in a group to provide regular presentation of school events.

Possible **assessment tasks** include: report of sporting game/event; written assessment; in depth analysis of a sporting issue; construction of video news feed; and/or journal/report of group work.

## Do this subject if:

- You have an interest in journalism
- You have an interest in current events
- You have an interest in investigating the significance of sporting events
- You have an interest in recording, editing, and video

**Recommended prerequisite:** none

**Leads to future subjects:** VCE Physical Education





# Global Games

**This is a level 9 and 10 subject**

Do you love playing sports? This is the elective for you. Upon selecting the Global Games elective, you will be automatically drafted into one of two teams. This elective will be structured so that every three weeks, we 'travel' to a new country to learn and play their national sport. Over the three-week block, the two teams will compete to 'claim' that country. The team with the most countries conquered by the end of the year will win the Global Games Championship!

The Global Games 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 while also learning more about the world.

## **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.

Experience leadership in a sporting setting: Learn what it takes to be a captain, coach or an umpire.

Basic overview of countries from around the world: Learn about capital cities, populations, flags and cultures of different countries around the world.

Possible **assessment tasks** include: progress towards sport-specific skill development; quizzes on sport rules and playing positions; demonstrating leadership and team-building qualities; and/or a folio of work showing the historical and cultural significance of sport.

## **Do this subject if:**

- You want to improve your sport skills
- You enjoy physical activity/sport and competition
- You want to experience sports from around the world
- You want to learn more about different countries

**Recommended prerequisite:** Sport Skill Development

**Leads to future subjects:** VCE Physical Education

# Netball Nation

## This is a level 9 and 10 subject

At the core of the Netball Nation is the acquisition of netball skills and the understanding of detailed netball tactics/strategy. You will participate in a range of netball training activities in preparation for ultimately joining a local netball competition.

### Within this elective you will learn:

Practical skills: A wide variety of netball 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.

Netball 101: Understand the rules and playing positions for netball.

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 netball focus.

Be a part of a netball team: You will be provided with an opportunity to participate in Netball matches at school and at interschool events.

Possible **assessment tasks** include: demonstrating progress towards netball performance-related goals; folio of work on the historical and cultural significance of netball; designing a training session; and/or demonstrating leadership and team-building qualities.

### Do this subject if:

- You like watching or playing netball
- You want to learn more about netball coaching
- You want to improve your netball skills
- You want the opportunity to compete against other schools at netball

**Leads to future subjects:** VCE Physical Education



*Please note that there will be a levy for this subject of \$170.*





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# HUMANITIES

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# Civics and Legal

## This is a level 10 subject

Do you enjoy pondering the inner workings of society, questioning the laws that shape our lives and envisioning a better world for all? If so, then this year-long, “Civics and Legal Studies” Humanities elective is for you! Delve into the heart of democracy, unravel the intricacies of citizenship and explore the Australian Legal System.

During Semester One, students explore civic foundations by delving into the heart of democracy. Students will uncover the essence of citizenship, fundamental rights, and the dynamics of government. Students will participate in a variety of engaging activities, debates, and case studies to develop an understanding of civic virtues, responsibilities, and the role of active participation in shaping society. Students will also analyse the impact of government decisions and learn to advocate for change.

During Semester Two, students unravel the intricacies of the Australian Legal System and the ethical considerations that underpin it. Through mock trials, case studies, and discussions, students will gain practical exposure to courtroom procedures and legal processes. From understanding constitutional principles to addressing contemporary legal dilemmas, you will develop your analytical skills and legal literacy. This semester fosters a deep appreciation for justice, ethical decision-making, and your vital role in upholding the law in shaping societies.

**Skills focus** include: critical thinking and analysis; research and inquiry; advocacy and decision making; and collaboration and engagement.

**Class activities** include: case studies; debates; discussions; persuasive writing ; government simulations; role playing; research tasks; mock trials; and speeches.

Possible **assessment tasks** include: case study analysis; speeches and oral presentations; debates; research task; mock trials; and/or quizzes.

### Do this subject if:

You're curious about how governments work and want to explore the foundations of democracy.

You enjoy engaging in debates, discussions, and activities that shape society and advocate for change.

You're intrigued by our legal system.

You're ready to explore real-world case studies, participate in mock trials, and analyse ethical dilemmas



# Entrepreneurship

## This is a level 9 subject

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.

**Skills focus** include: communication (negotiating, selling, collaborating, demonstrating empathy); thinking (creative, critical, systems, problem-solving); practical skills (research and resourcing, decision-making, technical specialization); elements of the entrepreneurial mindset, including: 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?; and 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



### Inquiry Option: For students wanting to repeat this subject...

Within the Entrepreneurship 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 and development in areas that they care about. Students will be able to define their own area for personal inquiry and practical application.



# From Ancient to Anime: A History of Asia

## This is a level 8 subject

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.

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 focus** include: engaging with skills associated with each specific subject while exploring different topics and ideas; develop a better understanding of the world around us and how Asian cultures and histories have had direct impact on Western societies; and 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

# History of War

**This is a level 10 subject**

*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:

Term 1 -Ancient Civilization (focusing on the Roman army)

Term 2 -the Middle Ages (The Crusades in the Middle East, and Castle warfare in Europe)

-Mongol warfare under Genghis Khan

Term 3 -The Great War (World War One)

Term 4 - World War Two, Holocaust -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.



**Inquiry Option: For students wanting to repeat this subject...**



# Philosophy

## This is a level 9 subject

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 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.*





# Pondering Proverbs

## This is a level 9 subject

Students! Discover the meaning of the Bible and how its timeless wisdom can be applied to the world today. Learn about the myths, ideals, and guiding principles that have shaped ancient cultures. Learn to think critically, empathise, and comprehend. Explore the depths of ancient books and unearth gems that will change the world. If you want your education to be truly transformative, this is the right path to take!

Within this discipline, we engage in an exploration of the fundamental motifs present in the Bible. Examine narratives centred around themes of religious devotion, moral transformation, and interpersonal affection. Explore the principles of compassion, forgiveness, and selflessness. Discover enduring wisdom that surpasses the boundaries of time and resonates throughout generations. Selecting this subject will provide individuals with significant insights into the fundamental ideas that have profoundly influenced the development of human civilisation over the course of history.

### Key Skills Include:

This course delves into a range of methodologies employed for the in-depth analysis of biblical texts. In order to comprehend symbolism and metaphors, it is important to acquire knowledge of historical context, cultural nuances, and literary strategies. Employ critical thinking skills to analyse and evaluate various verses, while also engaging in the practise of cross-referencing, in order to uncover several layers of meaning. Selecting this particular topic matter will facilitate the enhancement of talks and enable the acquisition of profound insights that transcend superficial interpretations.

**Class activities** include: bible readings; scripture analysis; using different analytical methods to understand scriptures; apologetics; and challenging perspectives.

### Why Choose Pondering Proverbs

- Learn more about the core ideas, stories, and lessons of the Bible.
- Learn from the ages and gain insight that will help you in the here and now.
- Improve your ability to think critically by learning to read and interpret the Bible.
- Learning about other cultures and their ways of thinking is a great way to develop compassion and empathy.
- Understanding the Bible requires digging into its cultural and historical background.
- Discuss deep topics that aren't covered in the texts.

# Studies of Religion

## This is a level 8 subject

This course will take students through a study of the world's major religions as well as 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.

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.

### Key Skills Include:

- 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



**Inquiry Option:** For students wanting to repeat this subject...

Conduct an investigation into one continent of the world and the religions prevalent in their societies throughout history. This will be an advanced investigation involving presentation of work and report writing of research. This is a great Inquiry for any students interested in further academic studies of any sort to refine their academic writing abilities.





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# L.O.T.E.

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# Spanish

## This is a level 8, 9, and 10 subject

Spanish is the second most spoken language in the world. There are more than 450 million native speakers of Spanish. Likewise, Spanish has an official language status in over 20 countries. Additionally, 75 million people speak Spanish as a second language. Why not join them? As the commercial says: Porque no los dos?

Learning Spanish immerses you into a whole new world. You can explore great works of Spanish literature, enjoy Spanish movies without relying on subtitles and develop an appreciation for Spanish music.

Learning Spanish will be a cumulative process. In other words, you need to keep practicing the previous content as you learn new things. You must take the new information and practice it with the previous knowledge.

Keep in mind that learning new languages is about messing up, speaking like a fool, being confused, challenged, and giving yourself credit for your hard work.

**The Spanish elective course focuses on:** building up vocabulary and improving reading, writing, and speaking skills in Spanish; enabling students to converse comfortably in various situations; and exploring and analyzing the cultures and traditions of Spanish-speaking countries.

**Topics covered may include** Spanish-language influences on Australia and Australians, and variations of Spanish; Regional diversity of modern-day Spanish-speaking countries; International relations, trade connections and the import/export of goods; Travelling to a Spanish-speaking country or region.

*\*Possibility of excursion to Spanish Film Festival TBC. Levy TBC\**

Possible **assessment tasks** include: conversations; posters, guides, and brochures; bilingual books; visual text with audio commentary; and/or writing short stories.

**Students are expected to:** communicate simple tasks and use Spanish in real-life situations; take part in independent and collaborative reading. You will also be asked to read basic, but longer, passages, and identify certain elements; and independently practice Spanish outside of school.

**Do this subject if you:** would like to develop your language skills further; have ever thought of travelling to Spain or Latin America or dreamed of living among the natives to learn and explore the language; enjoy and appreciate Spanish music and literature; want to make friends with people who speak Spanish.



**Inquiry Option:** For students wanting to repeat this subject...

You can explore some of the following: planning, advertising and running a “Spanish” day at Red Rock; Survivor: research cities in Latin America/Spain and local foods, shelters, resources, occupations, etc. in order to survive and become a contributing individual in that society; Researching a Spanish speaking artist or musician; and/or research a Pre-Colombian tribe.



## \*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.

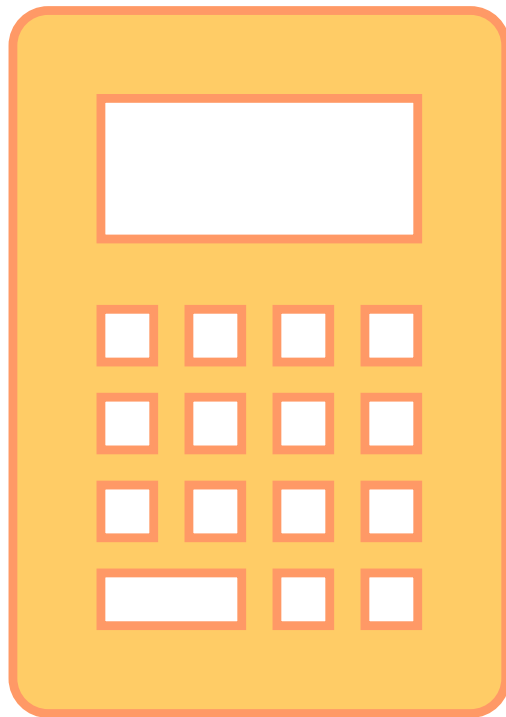
The VSL curriculum provides a balanced set of learning experiences that give students maximum opportunity to realise their potential in their chosen language. Curriculum development is based on the communicative approach to language teaching which is aimed at the intellectual, social, emotional, and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

Learning Pathway Mentors will consult with students to assess their suitability to undertake the language course 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](http://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.



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# MATHS

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# Advanced Maths 1

## This is a level 8 subject

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.

### 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.

Possible **assessment tasks** include: projects; assignments; problem-solving tasks; and/or 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

## This is a level 9 subject

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.

### 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

Possible **assessment tasks** include: using digital tools such as Excel, and graphing or CAS tools to explore mathematical relationships; projects; assignments; problem-solving tasks; and/or tests.

### Do this subject if:

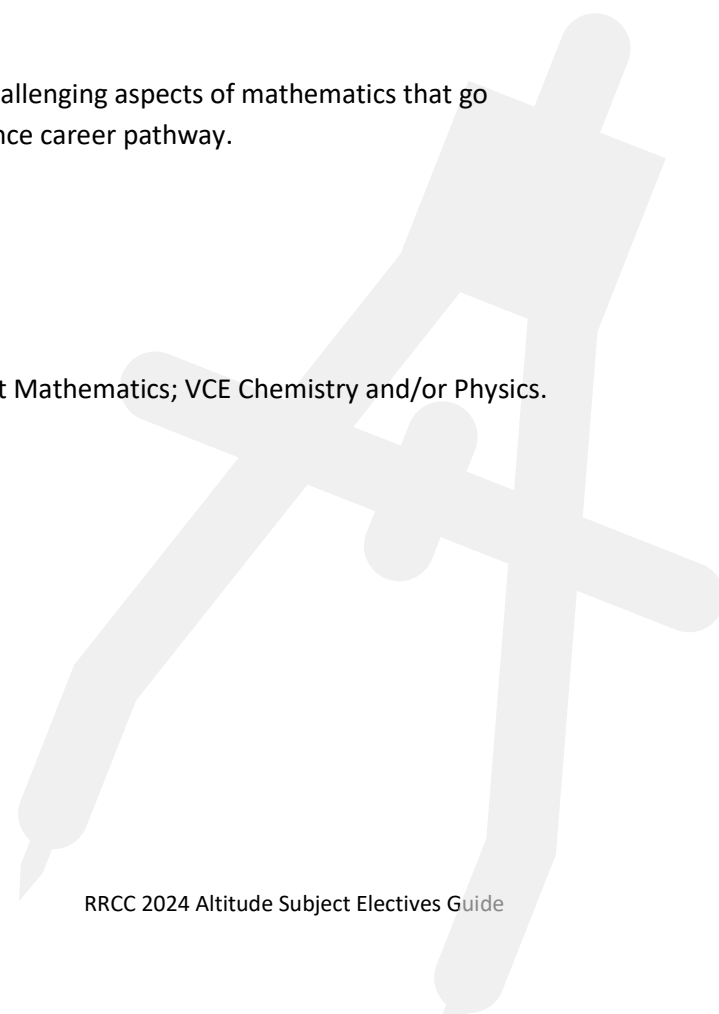
You enjoy maths and want the chance to succeed in the more challenging aspects of mathematics that go beyond everyday life skills, or are interested in a maths and science career pathway.

### 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

## This is a level 10 subject

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.

### 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

Possible **assessment tasks** include: using digital tools such as Excel, and graphing or CAS tools to explore mathematical relationships; projects; assignments; problem-solving tasks; and/or 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

## This is a level 8 subject

*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

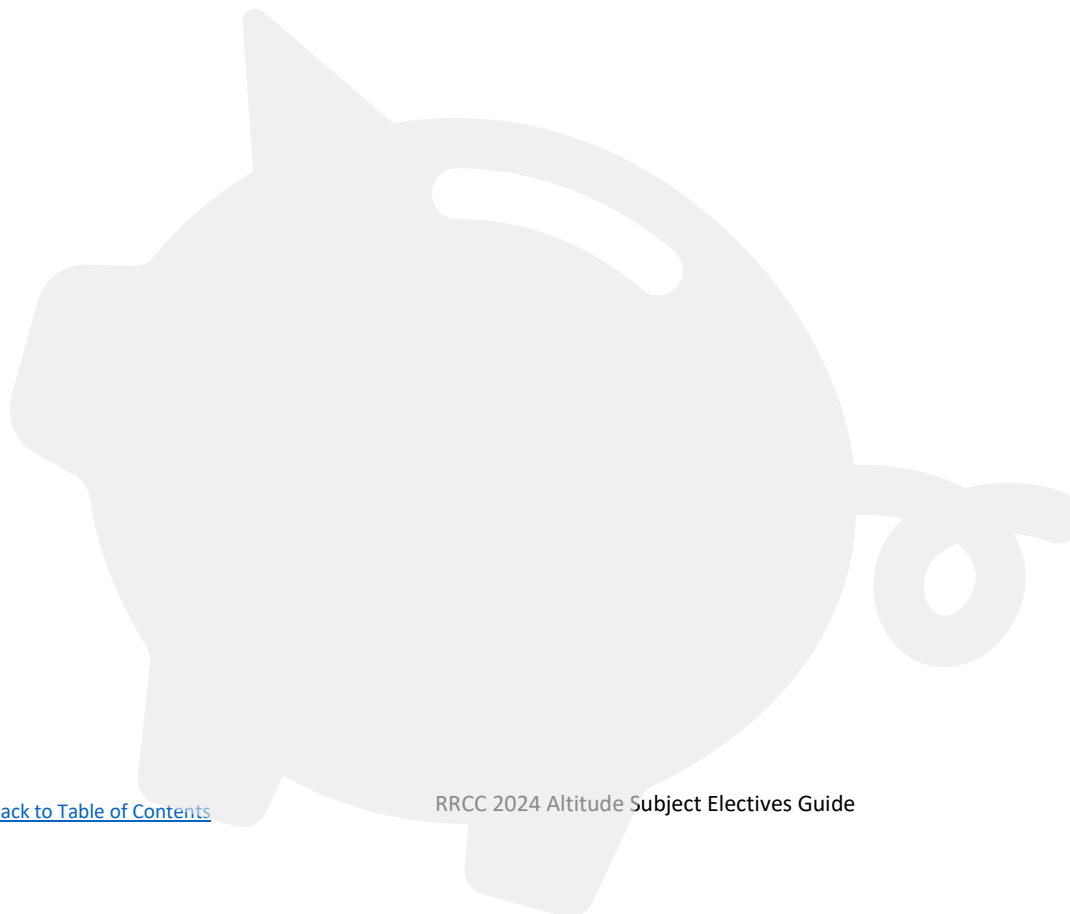
Any maths skills that you may be finding difficult in your core maths subject.

### 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

## This is a level 10 subject

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.

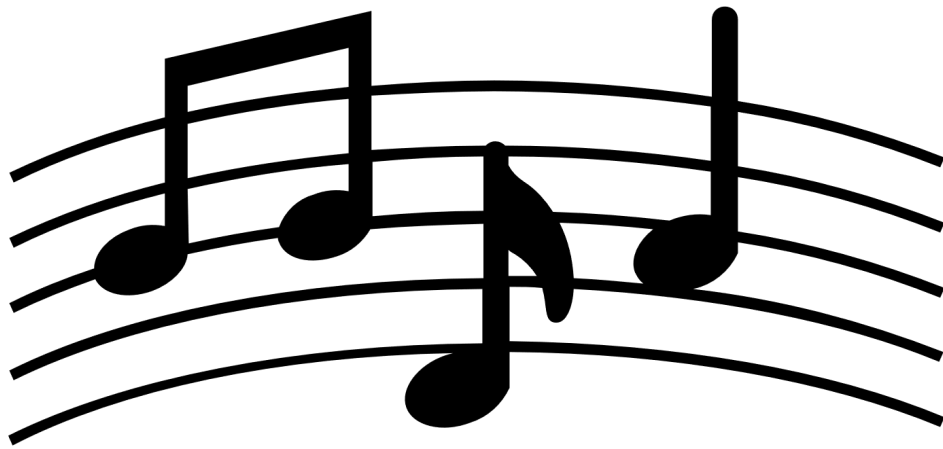
### Recommended prerequisites:

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.





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# MUSIC

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# Creating Music with Technology

This is a level 10 subject

Creating Music with Technology provides students with opportunities to develop and apply creativity by exploring digital tools and designing music for 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 Cakewalk or Garage Band
- 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

Possible **assessment tasks** include: creating music for a short film; creating music for video games; creating a backing track for a contemporary song to accompany lyrics; creating music for an advertisement; and/or recording your own Foley effects to accompany a short film.

## Do this subject if:

- You love listening to music
- You like to play create your own music, but 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



**Inquiry Option:** For students wanting to repeat this subject...

Students that repeat this elective undertake an inquiry. Some example inquiry topics include

- Study of production techniques used by music industry professionals to create an artist's signature sound
- Study of compositional techniques used by renowned composers to create specific moods



# Instrumental Music

## This is a level 8 subject

Instrumental Music provides students with opportunities to develop specialised instrumental skills with an instrument of their choice. Employers value staff that monitor their own performance and apply feedback to produce better performance outcomes 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.
- Perform solo music or music in small ensembles with students learning like instruments.
- Learn techniques required to produce captivating performances with your chosen instrument.
- 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.
- Refine instrumental skills that you use in other music electives.

**Instruments available (subject to staffing availability):** electric and acoustic guitar; piano/keyboard; drums; electric bass; and vocals.

Possible **assessment tasks** include: performing for students at school and local community groups; improvising a solo with provided accompaniment; analysing music and making technical decisions that improve performance; and/or reflecting on videos of your performances.

### Do this subject if:

- You love music and want to learn specialised instrumental skills.
- You are committed to developing skills with an instrument by practicing at home.
- You want to perform in front of your classmates and eventually the school community.
- You have or can hire an instrument to practice with.



**Inquiry Option:** For students wanting to repeat this subject...

Students that repeat this elective undertake an inquiry. Some example inquiry topics include

- Study of specific instrumental techniques applied by a renowned artist.
- Study of selected definitive works by a renowned artist.



# School of Rock

## This is a level 8 subject

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?
- How do we balance musician levels when our band performs?
- Work in groups of up to five students
- Develop your musical language to support communication between musicians

Possible **assessment tasks** include: performing for students at school and for the local community; recording a class performance; creating your own songs; and/or organizing a performance.

### Do this subject if:

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



**Inquiry Option:** For students wanting to repeat this subject...

Students that repeat this elective undertake an inquiry. Some example inquiry topics include

- Study of the stylistic influences that led to the development of a renowned artist's original composition.
- Study of renowned artists' performances that explores how the elements of music have been manipulated to produce an original sound.



# So, You Think You Can Play?

## This is a level 10 subject

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

Possible **assessment tasks** include: performing for students at school and local community groups; composing music with notation; improvising a solo with provided accompaniment; listening tests; and/or reflecting on videos on your performances.



**Inquiry Option:** For students wanting to repeat this subject...

Students that repeat this elective undertake an inquiry. Some example inquiry topics include

- Study of specific instrumental techniques applied by a renowned artist.
- Study of selected definitive works by a renowned artist.
- Study of musical techniques required to improvise.

**Prerequisites:** Experience with one instrument (of your choice); ideally having lessons with an instrumental teacher outside of school; experience with Altitude music electives

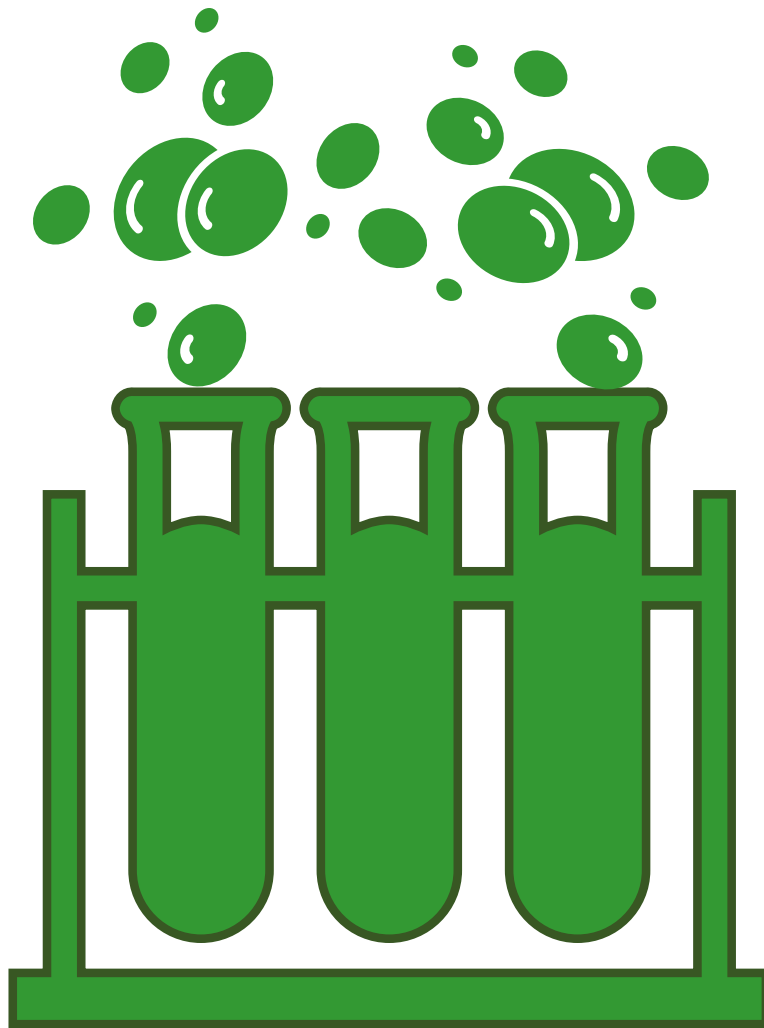
**Leads to future subjects:** VCE Music

**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.







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# SCIENCE

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# Altitude Biology

## This is a level 9 and 10 subject

This subject is intended for students in their 2<sup>nd</sup> or 3<sup>rd</sup> Altitude 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; and/or 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*.

**Leads to future subjects:** VCE Biology.



**Inquiry Option:** For students wanting to repeat this subject...

Altitude Biology is a year-long 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 and development in areas that they care about. Students will be able to define their own area for personal inquiry and practical application.



# Altitude Chemistry

## This is a level 9 and 10 subject

This subject is intended for students in their 2<sup>nd</sup> or 3<sup>rd</sup> 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; and/or 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*.

**Leads to future subjects:** VCE Chemistry.



# Altitude Physics

## This is a level 9 and 10 subject

This subject is intended for students in their 2<sup>nd</sup> or 3<sup>rd</sup> 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.

**Requirements:** Most weeks there will be around 1—2 hours of prescribed homework tasks.

### 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  
Electric Circuits  
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; and/or 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*.

**Leads to future subjects:** VCE Physics.

**Students who have previously completed Altitude Physics should not select it a second time.**



# Altitude Psychology

## This is a level 10 subject

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:

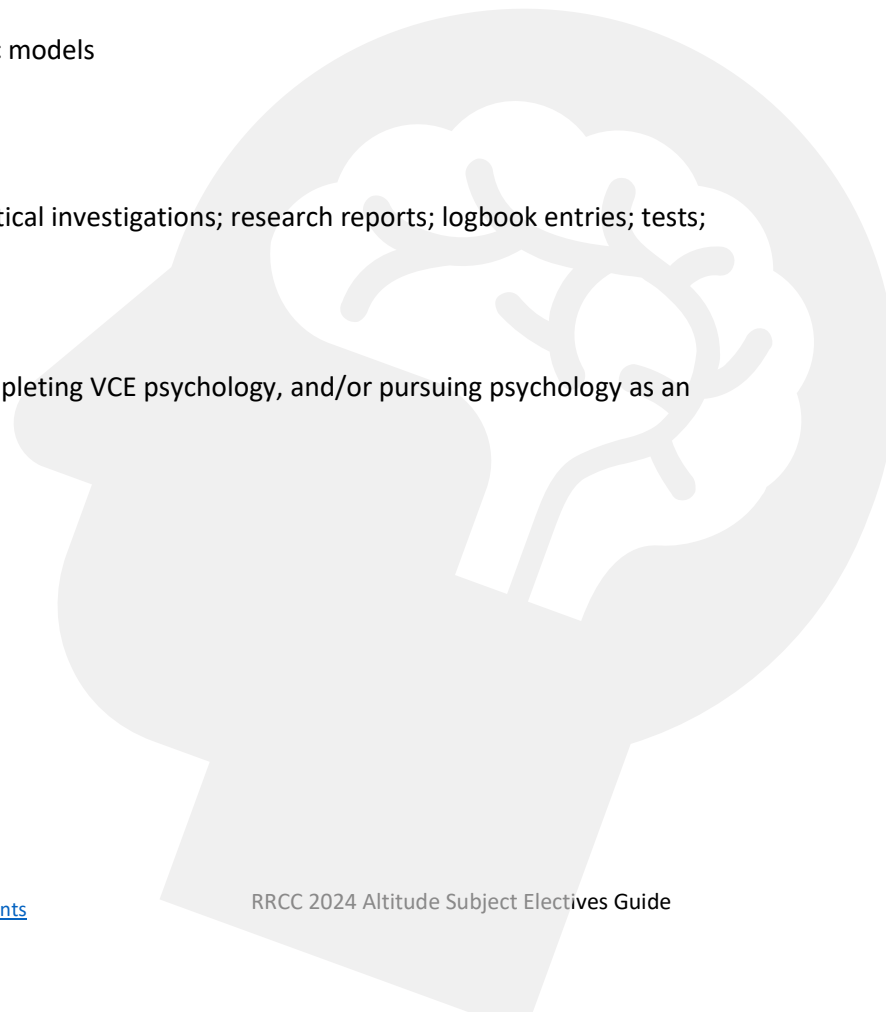
- Plan and undertake investigations
- Conduct investigations to collect and record data
- Analyse and evaluate data, methods, and scientific models
- Communicate and explain scientific ideas
- Draw evidence-based conclusions

**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 is a level 8, 9, and 10 subject

This subject is intended for Altitude students with a passion for 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. Interested students new to computer programming or game design are encouraged to select this subject providing they meet the requirements below.

*This class is **limited** to a maximum of 6 students.*

### Requirements

- Recommendation from your homegroup teacher or the teacher leading Computer Game Design.
- There is an ongoing requirement of your commitment to investing 10 hours or more per week into production of your computer games and relevant learning, along with appropriate documentation of your progress and learning.
- Be able to, or willing to learn how to, solve problems independently by finding and utilising resources that help you solve the various problems you encounter.

### You will develop the following skills:

- 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 occasional 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 (10+ hours per week) 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

# Geo-Quest: Rocks, Minerals, and Fossils

This is a level 9 and 10 subject

Geology Rocks! is a year-long Humanities elective focused on the study of Earth's minerals and Fossils. 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.

Geo-Quest! 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.

**Skills focus** include: developing scientific understanding of minerals; building environmental science skills; and research and hands-on work.

**Class activities** include: fieldwork; research projects; text study; and interactive activities.

Possible **assessment tasks** include: portfolios of work; presentations; scientific reports; and/or 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.

**Leads to future subjects:** Geography, Outdoor Education, Environmental Science.



# Life in a Harsh World

## This is a level 8 subject

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.

*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:

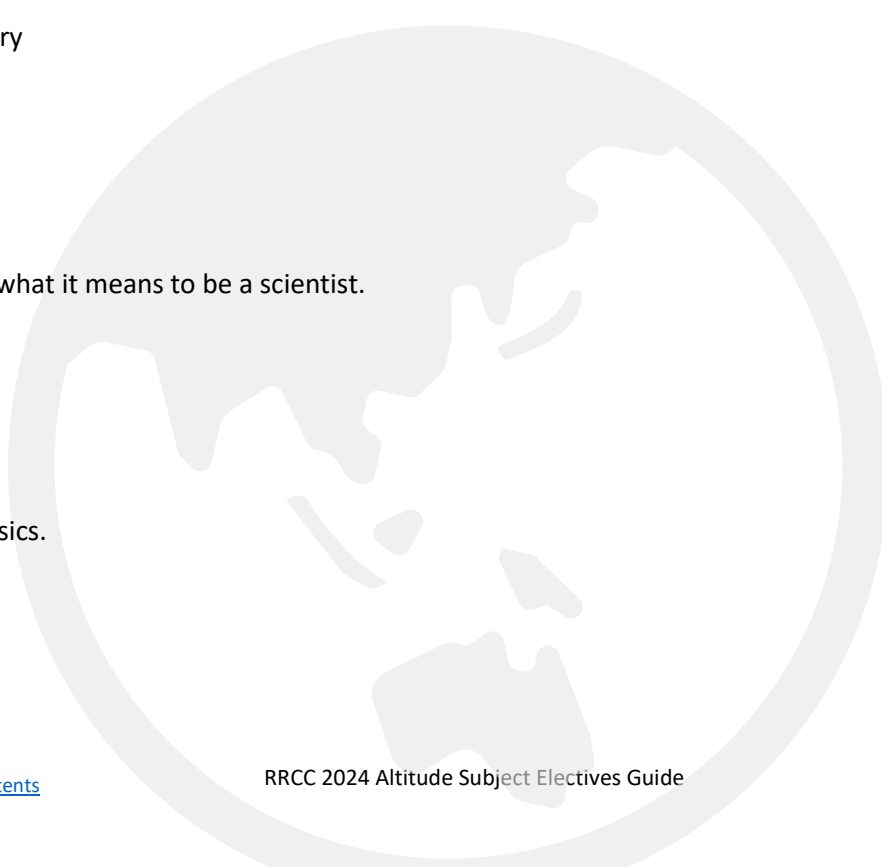
You are curious to learn more about science and what it means to be a scientist.

### Recommended prerequisite:

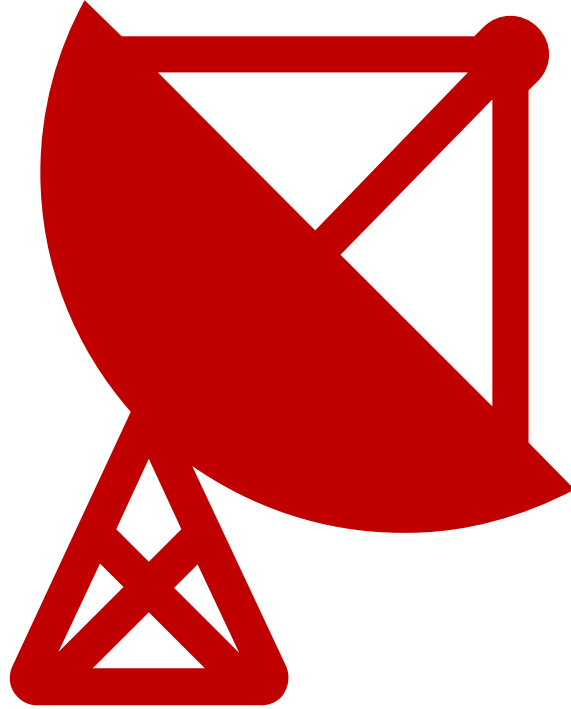
None.

### Leads to future subjects:

Altitude Biology, Altitude Chemistry, Altitude Physics.







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# TECHNOLOGIES

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# Food Studies: Celebrating Food Around the World

## This is a level 8 subject

Studying 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, Southeast 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 **class tasks** include: cooking meals; recipe evaluations; creating an around the world cookbook; and designing a birthday cake.

Possible **assessment tasks** include: going wild for bush foods design task; recipe book pages; cuisine summary pages; and/or birthday cake design.



**Inquiry Option:** For students wanting to repeat this subject...

This is for students who have already completed this subject and would like to explore a particular element of cooking in more depth. **Some ideas for inquiry are:**

- Study a country's cuisine in more depth
- Exploring a particular type of food (e.g. pastry)
- Examine how a particular cooking method is used worldwide

### Pre-requisites for inquiry:

- Achieved an At Standard in Celebrating Food Around the World with a B average
- Achieved an At Standard in their Core English Subject with a B average



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



# Food Studies: Developing Food Products

## This is a level 10 subject

You will have the opportunity to examine the process that food technicians use to develop new foods. The class will explore why new foods are developed and the influences that food trends and advertising have 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 **assessment tasks** include: cooking meals; research projects; recipe evaluations; creating your own recipes; analysing food advertisements; developing and testing a new food product; creating your own food advertisement; Filled Easter Egg Design Task; Vegetable Makeover Dish; Own Food Product Design; and Food Product Advertisement.

*Students are unable to repeat this subject.*

### This subject connects with:

Other food technology electives  
Psychology  
English  
VCE Food Studies



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



# Food Studies: Food and Sustainability

## This is a level 10 subject

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"

*Students are unable to repeat this subject.*

### This subject connects with:

Other food technology electives

Geography

VCE Food Studies



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



# Food Studies: Hospitality and Running a Food Business

## This is a level 10 subject

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. The class will also look at coffee production and you will get the opportunity to learn how to use a coffee machine. You will also be able to design your own food business concept and present this idea to an audience.

### 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 **class activities** include: cooking meals; research projects; recipe evaluations; creating your own recipes; demonstrating hospitality skills by running a restaurant; developing a food business concept and prototypes of a menu; and budgeting.

Possible **assessment tasks** include: vanilla cake comparison; latte art design; canape design task; and/or food business design task.

*Students are unable to repeat this subject.*

### This subject connects with:

Other food tech electives  
Mathematics  
Business Management  
VCE Food Studies



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



# Fashion: Costume

## This is a level 9 subject

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.

### 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)

**Recommended prerequisites:** Year 7 textiles; Garment construction/pattern making

### This subject connects with:

Other fashion electives

Mathematics

Art

History



# Fashion: Fabrics & Styling

## This is a level 9 subject

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.

### 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

## This is a level 8 subject

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.

### 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:

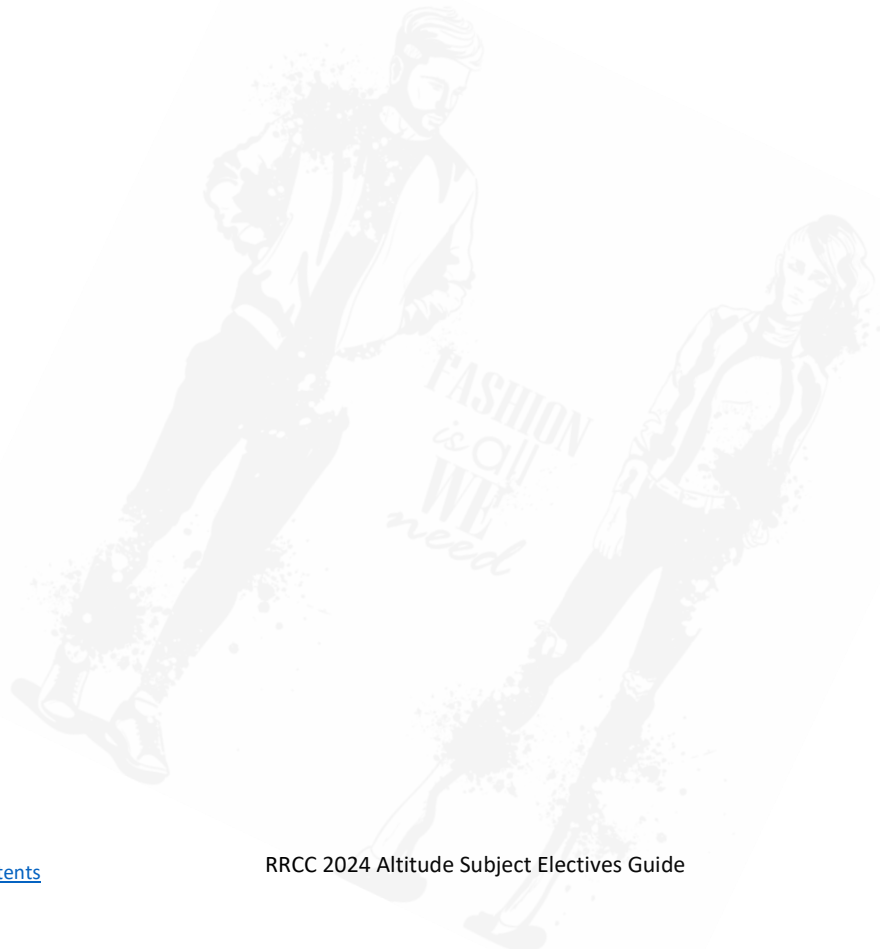
- Experimenting with illustration techniques
- Research Project
- Designing and illustrating your own capsule fashion collection
- Fabric draping and drawing

### This subject connects with:

Other fashion electives

Art

Design





# Fashion: Garment Construction and Pattern Making

## This is a level 8 subject

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.

### 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)

**Recommended prerequisites:** Year 7 textiles; Garment construction/pattern making

### This subject connects with:

Other fashion electives

Mathematics

Art