

WARRANDYTE HIGH SCHOOL



YEAR 9 & YEAR 10 CURRICULUM HANDBOOK



2025



Our Vision

Warrandyte High School empowers all members of the school community to challenge every learner in a safe and supportive environment.

Our Values

As a school community we expect the highest standards in everything that each community member does. Underpinning the behaviour of students, staff and parents are three important values:

- Excellence
- Integrity
- Respect

Warrandyte High School Expectations

The three school values will continue to be used by students as they move into the Middle School. We expect that all students will be striving for **excellence**, being prepared for classes, setting goals and completing work in and outside of classes. Students will be expected to act with **integrity** in the way they interact and behave with others in our community. They will show **respect** to themselves and others, by wearing the correct uniform and using manners at all times within and beyond the learning environment.

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Welcome to Year 9 & Year 10

As students progress from their junior years of secondary school and enter the middle years – at Year 9 and Year 10 – opportunities open up for them to begin making decisions about what they study. These years are often an exciting period for students as they begin to forge new friendships, meet new teachers and embark on an educational journey that is designed to meet their desired learning journey.

Having experienced the wide-range of curriculum that is taught in Year 7 and Year 8, students in our middle school begin to develop the skills and qualities required to commence selecting some aspects of their curriculum. With a continued focus on ensuring our students are developing strong literacy and numeracy skills through our English and Maths programs, our students also continue to develop their understanding and skills through their core classes in Humanities and Science.

To complement the compulsory core subjects, students in Year 9 and 10 now begin the exciting journey of selecting their elective subjects. These subjects are designed to offer all students a breadth of opportunity, through a vertical-based program, which sees students in Year 9 and 10 come together to study subjects that interest them. As you read through this curriculum handbook, you will investigate and learn about the wide-range of elective offerings.

All students will also select their preferred 'Trail of Discovery' which adds even more student agency into the learning journey. The final component of our Year 9 and Year 10 curriculum is our 'Explore' subject which affords all students the opportunity to develop the skills they will need to enter the workforce as 21st century learners.

We look forward to developing the strengths and passions of our young people through our comprehensive middle school curriculum program.

Luke Ventieri
Principal



What can I select in Year 9 and 10?

The curriculum offered in Years 7-10 has been developed in line with the Victorian Curriculum. This handbook presents information on the Year 9 and Year 10 curriculum available at Warrandyte High School.

In Years 7 and 8 all students undertook a broad range of subjects including core subjects and practical subjects. In Year 9 and 10, in addition to our core subjects, we offer an elective program to allow greater student choice and to prepare students for senior years as they enter the VCE. Our vertical elective blocking structure allows students in Year 9 and Year 10 to have greater choice in their subject selection, while empowering them to make decisions that will inform their own learning pathway. Working in combined Year 9/10 classes students will develop and strengthen their understanding and knowledge in their chosen areas.

All students in Year 7-10 will also participate in our 'Trails of Discovery' program, designed to provide a breadth of opportunity for all students in a 'trail' of their choice. Trails of Discovery ensures all students have the opportunity to follow one of their passions and provides an additional two hours of learning and development in one of eight of our trails. This program is a vertical program, and classes will have students from Years 7 through to Year 10. Students will select their three top preferences from the following list of trails:

- The Art Box
- Lights, Camera Action
- Top of Your Game: AFL
- Top of Your Game: Basketball



- STEM: Invent & Create
- The Power of Words
- Tech Savvy
- Beyond the Classroom - Pay it Forward

Students in Year 9 and Year 10 are also able to select six electives for the year (three per semester). Students in Year 10 will also be given the opportunity to study one Year 11 VCE subject or a Year 11 VET (Vocational Education and Training) subject, should they meet the academic requirements of undertaking an accelerated study. This will provide them with an academic challenge as well as introduce them to the rigours and expectations of VCE.

Warrandyte High School offers extensive opportunities for all students to extend and develop their talents, skills and understandings outside of the classroom to further challenge students. This includes interschool sport, instrumental music, the school production, Student Voice Council, various subject-based competitions and leadership opportunities. We encourage all students to take part in these enrichment programs.



Year 9 & 10 Program

Students in Year 9 and 10 study the following core subjects for the whole year:

- English
- Humanities
- Mathematics
- Science
- Trails of Discovery
- Explore

Students will also choose six single-semester elective subjects. Course descriptions for all these electives are included in this Handbook.

**Students select six of the semester-based subjects - (three from each semester)
See list below**

Semester 1

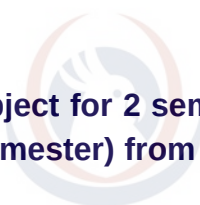
Health in the Community
Game Sense C
Human Body in Motion
Team Sports A
Film Studies
Money Matters
Grim Crimes and Convicts
Crime Scene Investigation
Mind Matters
Everyday Cooking
VCD - Illustration in Context
Systems and Technology 2
Open Studio - Ceramics
Project Runway
Jewellery Design
Digital Video, Animations & Sound
Italian **
VET (Sport & Recreation) **
VET (Creative Media) **
VCE Acceleration Subject**

Semester 2

The World Around Me
Game Sense D
Sports First Aid & Coaching
Training to Improve Performance A
Spaceships, Robots and Monsters
Shipwrecks and Sailors
Poles Apart
Environmental Science B
Science Discoveries
Sweet and Savory Baking
Visual Communication Design
Igniting Curiosity in STEM
Image to Icon
Urban Art
Materials Design
Photoshop & Illustrator 101
Italian **
VET (Sport & Recreation) **
VET (Creative Media) **
VCE Acceleration Subject**

****Italian **VET Courses **VCE Subjects**

Students choosing any of the electives with an asterisk must do the subject for 2 semesters and therefore they can only choose 4 other electives (two from each semester) from the list above.



VCE and VET - Year 10 Only

VCE Accelerated Program - Year 10

Year 10 students also have the opportunity to study one Year 11 (Unit 1/2) subject.

VCE and VET subjects will be offered to Year 10 students in 2025.

Students successfully undertaking these subjects will then have the option of completing Units 3 & 4 in 2026.

Course and Career Information

It is essential Tertiary Entrance Requirements are checked before selecting a VCE program. Some courses have pre-requisite subjects or requirements that must be fulfilled before enrolment.

Resources

- www.vtac.edu.au (comprehensive information for Year 10-12 students)
- The Age/Herald Sun-Tertiary Entrance Requirement supplement for Year 10 students
- VTAC Course Search
- Careers Newsletters and room has a lot of tertiary information

Tertiary institutions include:

- www.latrobe.edu.au
- www.monash.edu.au
- www.deakin.edu.au
- www.rmit.edu.au
- www.swin.edu.au
- www.unimelb.edu.au
- www.acu.edu.au
- www.vu.edu.au
- www.ballarat.edu.au
- www.bhtafe.edu.au
- www.melbournepolytechnic.edu.au
- www.angliss.vic.edu.au

It is important to note that subjects that run are dependent upon the number of students that select each elective subject. Students will be asked to enter more than six elective preferences in the case their first/second preferences etc. do not run.



VCE and VET - Year 10 Only

What is VET?

Vocational Education and Training (VET) programs are designed to meet the needs of industry and increase student pathway options by:

- Developing employability skills, and building industry specific knowledge and practical skills they can apply directly into the workforce.
- Providing students with a smooth transition and head-start into the workforce, or credits towards further study.

A nationally recognised vocational certificate:

- Counts towards the VCE & VCE-VM certificate.
- Develop general work related competencies. Examples include skills in communication, team work, using technology, problem solving, using mathematical ideas and concepts, planning and organising activities, gathering and analysing information and occupational health and safety.
- Develop the skills and knowledge required to work in a particular industry.
- Give students a competitive edge in looking for both casual, part time and full time employment
- Some VET programs incur a materials charge for consumable items (such as food, timber, text books).

Warrandyte High School is a member of the Mullum VET Cluster (MVC) which provides access to a large group and broad range of VET courses within the region at local secondary schools. Whilst we encourage students to undertake VET courses provided within the MVC, students interested in a course not provided by a cluster school may be able to enrol into a course offered elsewhere (ie TAFE - Melbourne Polytechnic).

As details of all VET Delivered in Secondary Schools (VDSS) courses are constantly changing, information booklets on available courses are on Compass for you to access. Click on - Compass Community (2 People Icon) and click on School Documentation, then Careers and 2025 VET Handbooks.

In addition to VDSS courses, Warrandyte High School offers 2 courses on site, details on these are in this VCE Handbook.

- VET Sport Aquatics & Recreation
- VET Creative Digital Media.

There are NO GUARANTEES of getting into a VDSS subject, as places are limited.

We also cannot guarantee places in any VDSS course as we must also ensure that external VDSS courses do not affect/clash with your 2025 Warrandyte High School timetable.

Students must have a USI (Unique Student Identifier) Number to enrol in a VDSS course. For information - www.usi.gov.au

VCE and VET - Year 10 Only

Box Hill Institute

Many students at Warrandyte High School find Box Hill TAFE is an ideal location to do a VDSS course.

Box Hill Institute provides access to VDSS which is ideal for secondary students who are completing their VCE or VCE-VM and want to gain practical skills in a specific industry.

While you're completing your 2-year Certificate II or III VDSS programs, you'll attend classes at Box Hill Institute one afternoon a week usually on a Wednesday to gain industry-specific training. Classes are run across Box Hill, City and Lilydale Lakeside campuses.

After successfully completing your course:

- You will obtain a nationally recognised qualification or partial qualification depending on your chosen field of study, as well as your VCE or VCE-VM qualification
- You are guaranteed entry into an equivalent or higher certificate qualification at Box Hill Institute

Click on the link to download the Box Hill Institute VET Course booklet.

www.boxhill.edu.au/course-areas/vdss



VCE and VET - Year 10 Only

Subject Selection Policy

Year 10 students will be able to choose one VCE or VET subject. Selection into VCE and VET programs will be based on the following:

- Consistent attendance throughout Year 9
- A demonstrated positive and mature approach to learning
- Completion of all set work in Year 9 and appropriate academic results
- Recommendation from relevant classroom teacher and/or Year Level Co-ordinator

Please note that:

- Year 10 students will only be able to enrol in a VCE subject if there is room in that subject.
- If the number of Year 10 applicants exceeds the number of available places, the Principal will make the final decision.
- The Principal will determine which VCE and VET subjects run at Warrandyte High School and which external VET subjects will be available to Warrandyte High School students.

All VCE subjects run for a full year.

In Year 11, students undertake 6 subjects, generally consisting of Unit 1 & 2 studies, which may include Unit 3 and 4 studies.

In Year 12, students undertake 5 subjects, generally consisting of Unit 3 & 4 studies.

If you require additional information please contact any of the Senior School team which includes:

Mr Joseph Caruana - Year 7 Co-ordinator

Ms Cassandra Parsons - Year 8, 9 and 10 Co-ordinator

Mr Andrew Blair - Year 11/12 Co-ordinator

Ms Claire Bloom - Careers Leader



Year 9 & 10 Core Subjects

ENGLISH

YEAR 9

Aim:

- To develop reading, writing, speaking, listening, viewing and creating skills.

Learning Focus:

- **Listening, reading and viewing:** Students engage in a variety of texts with challenging themes and issues. Students analyse the ways that text structures can be manipulated for effect. for ways texts position an audience and explore ideas relevant to their own lives.
- **Speaking, writing and creating:** Students produce texts for a variety of purposes that demonstrate the ability to inform, create, persuade and reflect. They use a variety of language features to create different levels of meaning and edit for effect.

YEAR 10

Aim:

- To develop reading, writing, speaking and listening skills.
- To prepare students for VCE English.

Learning Focus:

- **Reading:** Students engage in a variety of text with complex themes and issues. They identify ideas and infer meanings in their reading. They analyse how social values are conveyed and justify their interpretations with evidence.
- **Writing:** Students produce texts for a variety of purposes that demonstrate the ability to speculate, hypothesise, persuade and reflect. They write arguments that state and justify a personal viewpoint.
- **Speaking and Listening:** Students express creative and analytical responses to texts themes and issues. They critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes.

Year 9 & 10 Core Subjects

HUMANITIES

YEAR 9

Aim:

- To further develop the use of research skills and inquiry processes
- To plan investigations and ask key questions
- To analyse and evaluate a range of data and sources
- To form conclusions supported by evidence
- To present information in a variety of ways
- To develop an understanding of their roles in society

Learning Focus:

In Humanities, students study human societies and environments, people and their cultures in the past and the present. Students develop the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions.

The History curriculum examines the making of the modern world from 1750 to 1918, was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

The Geography curriculum examines the topic of Biomes and Food Security focusing on the biomes of the world, their alteration and significance as a source of food and fiber, and the environmental challenges and constraints on expanding food production in the future. Geographies of Interconnections then goes on to examine the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

Year 9 & 10 Core Subjects



HUMANITIES

YEAR 10

Aim:

- Use of research skills and inquiry processes
- Plan investigations and ask key questions
- Analyse and evaluate a range of data and sources
- Form conclusions supported by evidence
- Present information in a variety of ways
- Develop and understanding of their roles in society.

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

Learning Focus:

History: Under the umbrella of 'The Modern World and Australia' Students investigate wartime experiences through a study of World War II (1939-45), the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. They investigate the struggle for human rights including how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

Geography: Students investigate environmental geography looking at environmental functions that support all life, the major challenges to their sustainability and the environmental worldviews that influence how people perceive and respond to these challenges. Students also investigate global, national and local differences in human wellbeing between places and their causes. These distinctive aspects of human wellbeing are investigated using studies drawn from across the world as appropriate.

Business/Economics: In studying of how different societies allocate scarce resources to satisfy the wants and needs of its members, students develop an understanding of how the Australian economy is managed and the role of trade and globalisation. They describe the impact of innovation and enterprise and the relationship between economic growth, ecological sustainability and the standard of living, and explore what it means to be an ethical producer and consumer.

Year 9 & 10 Core Subjects

MATHEMATICS

YEAR 9

Aim:

This course aims to enable students to develop:

- Confidence in one's personal knowledge of mathematics and ability to apply it
- Specialist knowledge that provides for further study in mathematics
- General numeracy skills for successful functioning in employment and society
- Ability to apply mathematical concepts, skills and processes in posing and solving mathematical problems
- Understanding the role of mathematics in history, life, society and work
- Mathematical reasoning and thinking through problem-solving, investigations and modelling
- Computational skills, including technology

Learning Focus:

Mathematics follows the prescribed course of the Victorian Curriculum. Mathematics involves the study of material from a range of dimensions. In Number and Algebra, students cover algebraic techniques such as expanding and factorising, linear relationships and variation. In Measurement and Geometry students learn about concepts such as Pythagoras' Theorem, trigonometry and calculating areas and volume of prisms. In Statistics and Probability, students learn techniques that involve gathering, interpretation and representation of data. Working mathematically involves open-ended questions, problem solving, investigations, and use of technology.

Year 9 & 10 Core Subjects

MATHEMATICS

YEAR 10

Aim:

This course aims to enable students to develop:

- Skills that provide for study in VCE mathematics
- General numeracy skills for successful functioning in employment and society
- Ability to apply mathematical concepts, skills and processes in posing and solving mathematical problems
- Understanding of the role of mathematics in history, life, society and work
- Mathematical reasoning and thinking through problem-solving, investigations and modelling
Computational skills, including the use of technology.

Learning Focus:

Year 10 Mathematics involves the study of material from a range of dimensions. In Number and Algebra, students cover different mathematical techniques involving indices, surds and exponentials, algebraic techniques such as expanding and factorising, linear relationships and variation. In Measurement and Geometry, students learn techniques in geometric reasoning, trigonometry, measurement and their applications in real life situations. In Statistics and Probability, students cover chance, data representation and interpretation.

Our Year 10 Mathematics course is fully differentiated, allowing students to achieve growth at their level and to be challenged to improve their skills. The course helps to prepare students for VCE Maths courses.

Year 9 & 10 Core Subjects

SCIENCE

YEAR 9

Aim:

This course aims to develop in students the ability to:

- Work safely and effectively with a range of laboratory equipment
- Listen carefully and follow instructions
- Take measurements and make observations accurately during experiments
- Interpret and display experimental results and draw relevant conclusions
- Further learn how to explain things in a scientific way
- Gain understanding of a wide range of science topics
- Research and further investigate areas of personal interest
- Understand how important science is to society

Learning Focus:

The above abilities will be developed by studying the following topics:

- **Heat, Light and Sound:** Convection, conduction, radiation, sound waves, ear, light waves, bending light, lenses, mirrors, eyes, optic fibres, colours.
- **Body coordination:** Nervous system, endocrine system, brain structure and function, types of neurons, types of hormones, water balance, blood sugar balance, controlling body temperature, metabolism, removal of waste
- **Electromagnetic spectrum and Electrical energy:** Voltage, current, resistance, series and parallel, watts, power stations, alternative energy
- **Atom and Periodic Table:** Protons, neutrons, electrons, atom structure, elements, compounds, metals, non-metals, metalloids, ions, structure of the periodic table
- **Reaction types:** Endothermic and exothermic reactions, acids and bases, combustion reactions, corrosion and rusting, respiration and photosynthesis.
- **Ecosystems** consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.

Year 9 & 10 Core Subjects

SCIENCE

YEAR 10

Aim:

This course aims to develop in students the ability to:

- Increase knowledge of key scientific ideas
- Provide sufficient background for VCE Science subjects
- Show how important science is to society
- Further develop the ability to think about and analyse controversial claims.

Learning Focus:

The topics covered include:

- **Chemistry:** The periodic table, radioactivity, chemical bonding, types of reactions
- **Motion:** Speed, acceleration, Newton's 3 Laws, work, energy, car safety
- **Global system:** recycling in nature, influences on climate, currents and climate, global warming
- **Genetics:** Cells, DNA, genes, inheritance, mutations, genetic testing, gene technology
- **Evolution:** Classification, Earth's history, fossils, natural selection, evolution
- **Astronomy:** Stars, Origin of the universe and life, Life outside Earth, science fiction.

Year 9 & 10 Core Subjects

EXPLORE

Year 9 and Year 10

Aim:

In Year 9 and 10, students will also participate in our new 'Explore' class which encompasses a range of important learning opportunities.

At Year 9 there is a strong focus on Careers Education including resume writing, further development of the Career Action Plan, mock interviews and expanding knowledge of possible pathways and future careers.

At Year 10 there is also a strong focus on Careers Education, building upon the foundations from Year 9 as well as developing a clear understanding of possible pathways for Year 11 and 12 and life beyond school.

To complement the careers component of this subject, students will also develop their skills and knowledge in leadership, engagement and wellbeing and hear from a range of guest speakers throughout the year on age-appropriate and relevant topics.

Trails of Discovery

The Art Box

Do you have a passion for drawing, painting or sculpture? This trail provides students the opportunity to open the 'art box', embrace their creative flair, and explore a wide range of art mediums to produce their own masterpieces. Students will drive the creative and design process in this subject which aims to ensure students are part of the decision-making process in their own learning.



Lights, Camera, Action

Acting, singing, dancing, performing, writing....the list goes on....This trail embraces those students wanting to explore their own talents and style, while developing a range of skills and learn all about 'lights, camera and action' in the world of performing arts. Students will be part of the decision-making process when it comes to the kinds of performing arts studied, and will have the opportunity to guide their own learning be it through performance or the technical side of the world of dramatic arts. Though not compulsory, students who select this subject will also likely be part of our annual School Production – whether that is on the stage or behind the scenes.



Trails of Discovery



Beyond the Classroom-Pay it Forward

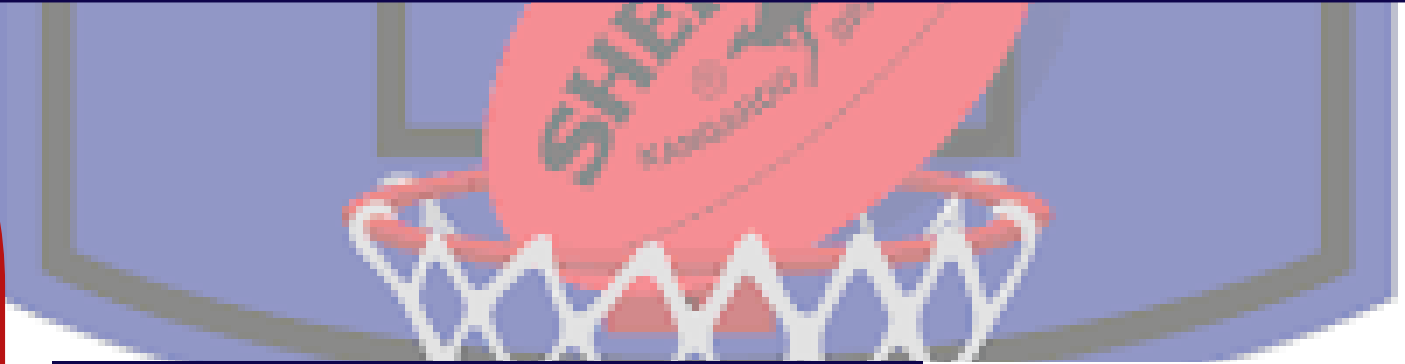
In our fast-paced society it is so important to learn the basic skills of life. Want to know more about taxes, animal care, changing a tyre, repairing a table....? The choice is yours....take your learning 'beyond the classroom' with this student-directed trail. Life outside of the classroom is just as important as life inside the classroom and this trail will provide students with the opportunity to focus on what really matters to them. Working with a range of external organisations, students will design their learning journey, sourcing materials and experts in their chosen areas, and look to build skills they will need to function in society outside of school.



Do you have a strong passion for the environment? Is being kind to the community your thing? Then this trail is designed for you. Participate and create your own journey to 'Pay it Forward' through acts of kindness in the Warrandyte community. As part of this Trail of Discovery, you will investigate a range of community groups, meet with members of the local community, collaborate, collect information and develop and design your own investigation to help those around you.



Trails of Discovery



Top of Your Game - Basketball

Are you a particularly skilled basketball player? Do you have a keen interest in basketball but want to further develop your skills? Either way, this trail provides students the opportunity to participate in highly focused and targeted training sessions designed to enhance your sporting skills so you are at the 'top of your game'. Complementing the theory component, the practical component of this trail will inspire you to take your basketball skills to the next level. Alongside skill development, there will also be the opportunity to compete against other schools and show case your talent.



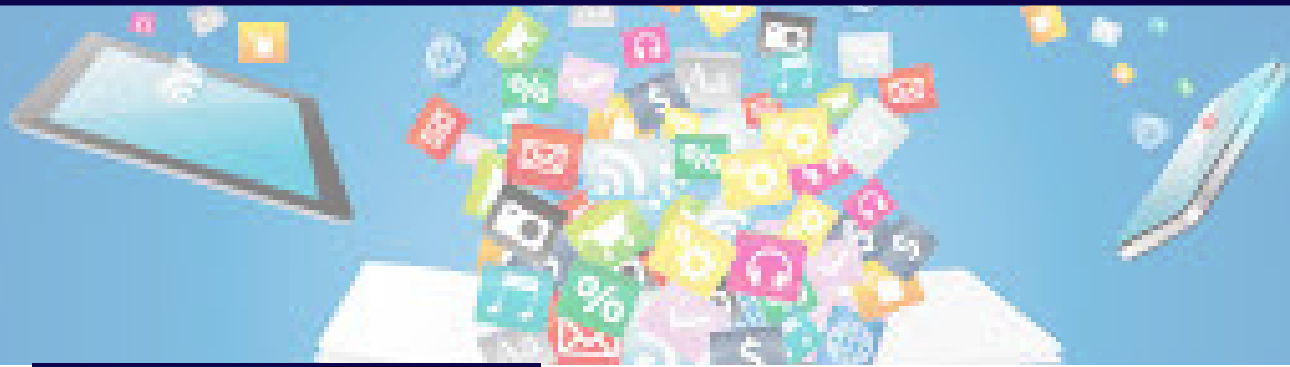
TOP
OF YOUR
GAME

Top of Your Game - AFL

Are you a particularly skilled AFL player? Do you have a keen interest in AFL but want to further develop your skills? Either way, this trail provides all students the opportunity to participate in highly focused and targeted training sessions designed to enhance your sporting skills so you are at the 'top of your game'. Complementing the theory component, the practical component of this trail will inspire you to take your AFL skills to the next level. Alongside skill development, there will also be the opportunity to compete against other schools and show case your talent.



Trails of Discovery



Power of Words

Have you always had a passion for writing? A love for the 'power of words'? Then look no further - this trail is designed to provide students the opportunity to explore their thoughts, creativity and passions through writing and publications in many different forms. Students will be the decision makers in this trail, deciding on the form, audience and purpose for their writing and explore a range of different mediums for presentation which could include journals, online blogging, podcasting, newsletters, story-writing....the list is endless and there is a world of possibility to explore.



Tech Savvy

Do you love 'hands-on learning'? Maybe you prefer technology of the digital kind? This trail allows students to explore a range of design and product mediums bringing the world of digital technology and handiwork to life for those who are 'Tech Savvy'. Whether creating something with wood, metal, our 3D Printer, Laser Cutter or other mediums is your preference, you will use digital technology to design your vision and then bring it to life in first-class Art & Technology precinct. You will develop a range of skills and create a range of exciting products – but the choice is all yours!



Trails of Discovery

STEM -Invent and Create

STEM = an approach to learning integrating Science, Technology, Engineering and Maths. If you like to 'invent and create' then this trail is for you. Explore a range of 21st century technologies and become a future innovator and creator using a range of hands-on learning approaches to solve real world issues. The skills you will develop in this trail will also assist you in your core subjects, while providing you with a fun and engaging way to learn.



The Arts Electives



Project Runway

Aim:

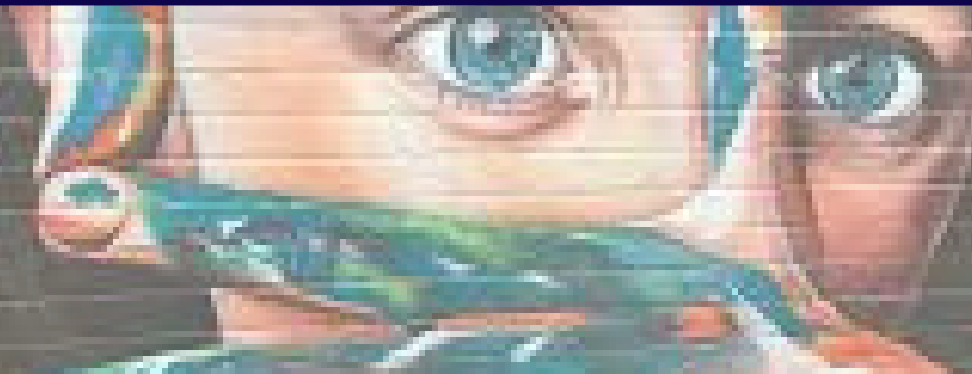
Project Runway is designed for students who are interested in innovative design, fashion, sustainability and wearable art. They will be stepped through master classes to explore techniques such as printing on textiles, sculptural form building and sewing and construction techniques using recycled and upcycled fashion. Students will manage their own passion project using the Design Process so they can expand on their creativity and ideas through problem solving, refinement and resolution of their wearable artwork that they will then present to an audience

Learning Focus:

- Build upon knowledge and skills related to materials, techniques, processes and the safe use of equipment
- Understand environmental, social, and economic impact of materials, processes, and products.
- Develop strong investigative, design, analytical, and evaluative skills
- Apply aesthetics, functionality, imagination, and lateral and critical thinking throughout design, developmental, and production processes
- Develop skills to independently work through a design process and in collaborative small groups.

This course is designed to prepare students for VCE Art Creative Practice, Visual Communication Design and Product Design and Technology and any other folio-based subject.

The Arts Electives



Urban Art

Aim:

In Urban Art, students will get to explore the art that fills city streets around the globe and the artists who create it. They will discover and investigate the work that fills laneways and the murals that bring life and culture to our cities and beyond. By experimenting with new materials, techniques and processes in the skill builder master classes students will develop new skills and confidence that they can apply to projects. They will then work through a Studio Design Process in a passion project to create innovative works of art that explore themes to express their ideas to an audience. In this elective, students will also get to work collaboratively with their peers so they can create 'big idea' artworks of different scales

Learning Focus:

- Develop imaginative and expressive capacity to communicate personal messages and meanings in art works
- Build upon knowledge and skills related to materials, techniques, processes and the appropriate use of equipment
- Use the art elements and principles combined with materials and techniques to develop unique visual language
- Develop analytical skills of contemporary, historical and cultural artworks using visual thinking strategies
- Develop skills and confidence to independently work through a studio process and in collaborative small groups

This course is designed to prepare students for VCE Art Creative Practice, Visual Communication Design and any other folio-based subject.

The Arts Electives



Open Studio - Ceramics

Aim:

In this Ceramics elective students will do a series of skill building master classes to explore a wide variety of techniques and ceramic artists so they can develop new skills and confidence to express their ideas in 3-D form. Students will use a Studio Design Process to manage their own projects so they can expand on their creativity and ideas, problem solving, refinement and resolution of their artwork that they will then present to an audience.

Learning focus

- Develop imaginative and expressive capacity to communicate personal messages and meanings in art works
- Build upon knowledge and skills of materials, techniques, processes and the appropriate use of equipment
- Use the art elements and principles combined with materials and techniques to develop unique visual language
- Develop analytical skills of contemporary, historical and cultural artworks using visual thinking strategies
- Develop skills and confidence to independently work through a Studio Process and in collaborative small groups.

This course is designed to prepare students for further study in VCE Art Creative Practice. It is also useful for students with an interest in Visual Communication Design and any other folio subject.

The Arts Electives

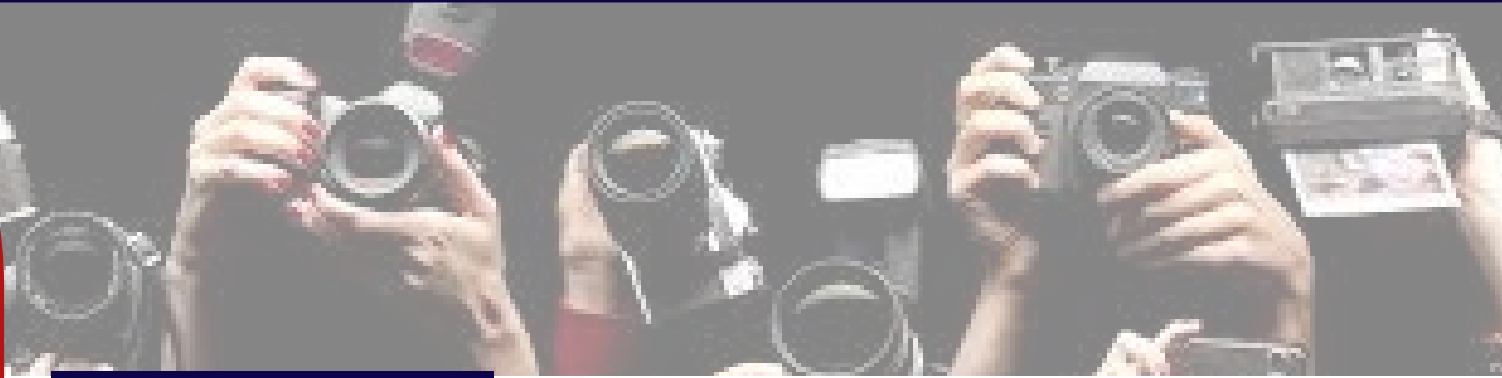


Image to Icon

Aim:

In this Photography and Printmaking elective students will learn how to turn images into icons through exploration of a wide variety of materials, techniques and processes. They will develop skills in the master classes and learn how to creatively use their smart phone in combination with printmaking to express ideas in their own exciting projects. Students will use a Studio Design Process so they can expand on their creativity and ideas, problem solving, refinement and resolution of art works that they will then present to an audience.

Learning Focus:

- Develop imaginative and expressive capacity to communicate personal messages and meanings in art works
- Build upon knowledge and skills of materials, techniques, processes and the appropriate use of equipment
- Use the art elements and principles combined with materials and techniques to develop unique visual language
- Develop analytical skills of contemporary, historical and cultural artworks using visual thinking strategies
- Develop skills and confidence to independently work through a studio process and in collaborative small groups

This course is designed to prepare students for further study in VCE Art Creative Practice. It is also useful for students with an interest in Visual Communication Design and Information Technology Multimedia.

The Arts Electives



VCD: Illustration in Context

Aim:

This illustration course is designed to reinforce and extend skills, develop experience and confidence in techniques, media and materials. An illustration is a visual created to explain information clearly, whether it's a drawing, photo, or collage. Unlike art, which is open to personal interpretation, illustrations are meant to show facts and details. They can help tell a story, like a newspaper photo, or even replace text, like in an infographic that uses images and charts to convey information. Students will get to explore a range of contexts such as calendars, greeting cards, magazines etc, developing illustrations working with a brief, client and specified audience.

Learning Focus:

- Develop skills in project-based learning by independently working through a design process
- Develop and expand on imaginative and creative thinking through experimentation and the exploration of different media, techniques and styles
- Use design elements and principles and understand how they contribute to visual communication
- Exploration of diverse illustrators to develop knowledge and appreciation of contemporary, historical and cultural based illustration
- Identify ethical and cultural considerations related to visual communication

This course is designed to prepare you for VCE Visual Communication, Design Art Creative Practice, and any other folio-based subject.

The Arts Electives



Visual Communication Design

Aim:

In Visual Communication and Design, students will be presented with a design brief requiring them to follow the design process and solve real-life problems. They will produce solutions in the three main and sub fields of design such as Communication (Graphic design), Environmental (Architecture, Interior, Landscape) and Industrial Design (Product design and Engineering). Students will have opportunities to explore a variety of media and rendering techniques, technical drawing systems, elements and principles of design and computer applications. They will also get to examine the work of innovative and exciting graphic designers and analyse the ways in which designs communicate to target audiences.

Learning Focus:

- Develop skills in project-based learning by independently working through a design process and collaborating in small groups
- Develop and expand on imaginative and creative thinking through experimentation and the exploration of different media, techniques and styles
- Use design elements and principles and understand how they contribute to visual communication
- Exploration of innovative designers to develop knowledge and appreciation of contemporary, historical and cultural design
- Identify ethical and cultural considerations related to visual communication
- Build and expand on foundational skills using digital tools and technologies

This subject is designed to prepare for VCE Visual Communication Design. It is also a good basis for further study in VCE Information Technology, Product Design & Technology, Art Creative Practice, and VET Multimedia.

Technology Electives



Every Day Cooking

Aim:

This subject is designed as an extension of the Food Technology program that students completed in Year 7. It will provide an opportunity for students to extend their practical knowledge and skills in the kitchen, through the preparation of everyday meals and snack foods. It will also deepen their understanding of the design process

Learning Focus:

Students will:

- Investigate a range of different cooking techniques and ingredients that can be used in the preparation of everyday meals and snack foods, taking into consideration the requirements of a healthy diet.
- Plan and prepare quick and easy meals, along with a range of delicious snack foods.
- Investigate different recipe modifications to meet both taste and dietary requirements.
- Use the design process to plan, prepare and evaluate different meal solutions.

Technology Electives



Sweet and Savoury Baking

Aim:

This subject is designed as an extension of the Food Technology program that students complete in Years 7, with a focus on baking. It will provide an opportunity for students to learn a range of specific pastry and cake making techniques. It will also deepen their understanding of the design process.

Learning Focus:

Students will:

- Investigate a range of specific pastry and cake making techniques used by bakers around the world.
- Build on their practical skills and learn how to successfully prepare a range of sweet and savoury pastries.
- Investigate different recipe modifications to meet both taste and dietary requirements.
- Use the design process to plan, prepare and evaluate a tart of their own design.
- Investigate a range of cake making and decorating techniques

Technology Electives



Jewellery Design

Aim:

This course aims to engage students in:

- Designing, producing, and evaluating processes, materials and techniques involved in developing jewellery products.
- Using a wide variety of materials such as metal, textiles, acrylics and found and recycled objects.
- Applying aesthetics, functionality, imagination, and lateral and critical thinking throughout design, developmental, and production processes
- Analysis and evaluation of their own and other's jewelry designs and products.

Learning Focus:

The Learning Focus is the development and application of skills in the areas of:

- Research and investigation.
- Autonomous, co-operative, and creative problem solving.
- Design brief, design development and refinement.
- Understanding techniques, processes, tools, materials, and equipment
- Studio safety
- Environmental, social, and economic impact of materials, processes, and jewellery products.
- Quality of jewellery products
- Analysis and evaluation

This subject is a good basis for further study in VCE Product Design & Technology. It is also useful for students with an interest in Visual Communication Design and Art Creative Practice.

Technology Electives



Materials Design

Aim:

This course aims to engage students in:

- Designing, producing, and evaluating processes, techniques and products using a wide variety of materials such as timber, metals, acrylics, glass, ceramics, fabrics and found and recycled objects
- Applying aesthetics, functionality, imagination, and lateral and critical thinking throughout the design, developmental, and production processes
- Analysis and evaluation of their own and other's designs and products.

Learning Focus:

The Learning Objective is the development and application of skills in the areas of:

- Research and investigation
- Autonomous, co-operative, and creative problem solving
- Design brief, design development and refinement
- Understanding techniques, processes, tools, materials, and equipment
- Studio safety
- Environmental, social, and economic impact of materials, processes, and products
- Quality of end products
- Analysis and evaluation

This subject is a good basis for further study in VCE Product Design & Technology. It is also useful for students with an interest in Visual Communication Design and Art Creative Practice.

Technology Electives

Igniting Curiosity in STEM

Aim:

This new subject offering provides opportunities for students integrating concepts from Science, Technology, Engineering, and Mathematics in a cohesive and engaging manner. Students engage in self-directed learning, tackle real-world problems and develop 21st Century skills such as collaboration, creative and critical thinking and communication.

Learning Focus:

- Introduction to the Design Process.
- Use of digital tools and technologies throughout, combined with hands -on activities, group work and research tasks.
- Design and build projects integrating concepts from science, technology, and mathematics.
- Ethical considerations in technology use and development.
- Collaborative projects applying engineering principles to real-world problems.
- Presentation of findings and solutions to peers and professionals in relevant fields.

Technology Electives



Systems & Technology B

Aim:

The aim of the Systems and Technology basic electronics curriculum is to provide students with a foundational understanding of electronic components, circuits, and systems, enabling them to analyse, design, and troubleshoot simple electronic systems.

Learning Focus:

- Design and construction
- Electronic circuitry and components
- Soldering and circuitry
- Safe use of tools and equipment
- Product evaluation
- Problem solving.

Technology Electives



Digital Video, Animation & Sound

Aim:

During this semester-long elective, students will work on producing a show reel of their digital animation, music, sound and video creations. Students undertaking this elective should be creative, collaborative and love using Information Technology. It is also useful for students with an interest in Art, Photography, Programming and Visual Communication. The course aims to provide a practical introduction to a variety of Digital Media programs and techniques such as: Creating Music and Editing Sound (with programs such as Sound Forge and Acid Music), Digital Video Editing (using programs such as Video Studio) and Animation techniques (with software such as Stop Motion Pro, Animate and more).

Learning Focus:

- To utilize digital still cameras, digital video cameras and computers to create, explore and
- analyse various storytelling/narrative techniques.
- Apply creative expression and construction skills to creating digital video, animation and music
- Develop an appreciation of the place of film and animation in popular culture

This subject is a good basis for further study in VCE/VET Creative Digital Media and Information Technology and any other folio subject

Technology Electives



Photoshop & Illustrator 101

Aim:

This is a new course for students who aren't quite ready to commit to the VCE-VET Creative Digital Media course but would like to learn the basics of digital drawing and design using industry standard programs, particularly Photoshop and Illustrator. Some of the other new technologies in the Adobe suite will also be looked at. This course will suit students who are keen on Technology, Art, Visual Communication and other creative design subjects.

Learning Focus:

- Develop skills in digital design, photography manipulation and digital illustration and drawing.
- To obtain employability skills in creative design that are useful across a whole range of businesses.
- Produce digital photographs and graphic images as they develop advanced presentation and data manipulation skills.
- Develop a design brief and create digital images for a real client.

This subject is a good basis for further study in VCE/VET Creative Digital Media, Information Technology and Art and Design subjects.

LOTE ELECTIVE



Italian

Students choosing this elective must do the subject for 2 semesters and therefore can only choose 4 other subjects from the electives list.

Students should choose this subject if they are considering doing Italian in VCE.

Aim:

- To further develop listening, speaking, reading and writing skills in Italian.
- To enable students to acquire a useful knowledge of the language using a communicative approach.
- To build on previous knowledge and to expand the students' understanding of the culture and history of the country and to encourage an enjoyment of and interest in language study.
- To use LOTE to move between cultures as this is important for full participation in the modern world, especially in the context of increasing globalization and Australia's cultural diversity.
- To consider their culture and compare it with the cultures of countries and communities where Italian is spoken, and add to their general knowledge and to enhance their vocational prospects and job skills.

Learning Focus:

Listening: Demonstrate comprehension of factual information drawn from topics of interest or other areas of the curriculum by comparing, explaining, drawing conclusions or discussing options.

Speaking: Provide factual information and use language to express personal ideas in short conversations, role plays or oral reports.

Reading: Identify key points of information and the overall purpose of text and use the information to make a simple evaluative comment, a list of main points or a simple report.

Writing: Write simple linked sentences to convey ideas, information and plans and present the information in a logical sequence of two or three paragraphs.

PE & Health Electives



Game Sense C

Aim:

This course aims to enable students to develop:

- An ability to refine their execution of manipulative and movement skills in a selection of striking and fielding sports and invasion sports.
- Knowledge of the court / field areas, player positions and rules of the games.
- An ability to complete games analysis to identify and implement skills, strategies to counter tactical challenges.

Learning Focus:

Students will be challenged to further develop their ability to perform skills, tactics and position plays throughout a range of striking and fielding sports and major and minor invasion sports. Students will experience theoretical and practical elements and will be expected to complete two assessments of their knowledge of theory. Students are expected to participate consistently, and to wear appropriate sports uniform.

Game Sense D

Aim:

This course aims to enable students to develop:

- An ability to refine their execution of manipulative and movement skills in a selection of minor games and invasion sports.
- Knowledge of the court / field areas, player positions and rules of the games.
- An ability to complete games analysis to identify and implement skills, strategies to counter tactical challenges.

Learning Focus:

Students will be challenged to further develop their ability to perform skills, tactics and position plays throughout minor games and invasion sports. Students will experience theoretical and practical elements and will be expected to complete two assessments of their knowledge of theory. Students are expected to participate consistently, and to wear appropriate sports uniform.

PE & Health Electives



Health in the Community

Aim:

This course aims to enable students to develop

- A detailed understanding of the dimensions of health
- Knowledge of characteristics of development
- Understanding of human development focused on youth
- Knowledge of measures of health status
- Understanding of determinants of health and their impact on youth health
- Knowledge of Australian and Community youth health issues
- A detailed understanding of Nutrition – nutrients/functions/food sources
- Knowledge of and understanding of health services and health care system available for youth
- A detailed understanding and knowledge of respectful relationships and what these look like in society

Learning Focus:

Year 9&10 Health is an introductory unit for students interested in VCE Health and Human Development. Students will engage in a range of different activities to improve their health literacy, including; analyzing case studies, group discussions, group tasks and individual work to provide them with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study students will explore topics that are relevant to the lives of young Australians including Indigenous Australians and the current and dynamic health issues affecting the youth of today. Students will also explore concepts around respectful relationships, what they look like in different environments and what to do to ensure your own safety.

PE & Health Electives



The World Around Me

Aim:

This course aims to enable students to develop:

- Understanding of common risk taking behaviours for teenagers
- Health consequences of drugs and alcohol
- Understanding sexuality
- Knowledge of safe sex practices
- Understanding of respectful relationships

Learning Focus:

This course focuses on the development of teenagers making safe and informed decisions. Students will gain an understanding of different risks they may encounter during teenage years and develop strategies to keep themselves safe.

Key areas such as vaping, sexual activity, alcohol and drugs will be explored with a harm minimisation approach to learning.

Students will also spend time practicing respectful relationships amongst their peers and within the local school community. Students will explore real life current issues facing teenagers and develop realistic strategies in to how to combat these challenges.

PE & Health Electives



Human Body in Motion

Aim:

This course aims to enable students to develop:

- Knowledge of major body systems (skeletal, muscular, cardiovascular and respiratory)
- Understanding of how body systems work to enable movement and enhance performance
- Understanding of the three major energy systems within the body

Learning Focus:

Human body in motion is an introductory unit for students interested in VCE Physical Education. Students will engage in a range of different activities to improve their knowledge of the different body systems and how they respond to physical activity. Students will investigate how our muscles and bones, along with our heart and lungs, work together to help us move.

Through practical application students will also discover how these systems work together and how they react when we exercise at different intensities. Additionally, they learn about the three main energy systems in our bodies and how they interact to support our performance during different types of physical activities.

Students will experience theoretical and practical elements, and will be expected to complete assessments of their knowledge of theory. Students are expected to participate consistently, and to wear appropriate sports uniform.

PE & Health Electives



Sports First Aid & Coaching

Aim:

This course aims to enable students to develop:

- Skills in Sports First Aid, General First Aid and CPR
- Managing situations where their own or others' health, safety and wellbeing may be at risk
- Coaching Skills and Practice
- Umpiring Skills and Practice
- Optional: Level II First Aid Certificate (There will be additional cost for First Aid Certificate)

Learning Focus:

This course enables students to develop an understanding of prevention and treatment of injury and sport specific first aid. Students will also participate in practical tasks to demonstrate their learnt skills as well as investigate sport / physical activity scenarios where first aid may be required.

Undertaking this study will also equip students with the knowledge and skills of coaching and umpiring a range of sports and activities. Students will explore a range of coaching practices and their contribution to effective coaching and improved performance of an athlete and/or team.

At the end of the course students will have the optional opportunity to pay to complete their Level II First Aid Certificate which is recognised in workplaces across Victoria and Australia.

Cost of First Aid Certificate: Approx. \$100

Students will experience theoretical and practical elements, and will be expected to complete assessments of their knowledge of theory. Students are expected to participate consistently, and to wear appropriate sports uniform.

PE & Health Electives



Team Sports A

Aim:

This course aims to enable students to develop:

- The ability to participate in different roles that contribute to successful participation in physical activity
- Specialised movement skills and complex movement strategies and concepts in different movement environments
- Movement concepts and strategies to evaluate and refine their own and others' movement performances
- Refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Learning Focus:

Students will participate in SEPEP (Sports Education in Physical Education) units, where students share the responsibility of facilitating their own sporting competitions for a range of sports. Students will investigate how empathy and decision-making can contribute to respectful relationships. They will also devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams. As well as learning to reflect on how fair play and ethical behaviour can influence the outcomes of movement activities.

Students will experience theoretical and practical elements, and will be expected to complete assessments of their knowledge of theory. Students are expected to participate consistently, and to wear appropriate sports uniform.

PE & Health Electives



Training to Improve Performance A

Aim:

This course aims to enable students to develop:

- Understanding of fitness components used in Sports Assessment of fitness
- Training program principles
- Training program design
- Chronic adaptations to training

Learning Focus:

In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations that occur to the cardiovascular, respiratory and muscular systems.

Students will experience theoretical and practical elements, and will be expected to complete assessments of their knowledge of theory. Students are expected to participate consistently, and to wear appropriate sports uniform.

English Electives



Film Studies

Aim:

Students will explore different film techniques, including mis-en-scene, editing, cinematography and sound. Students will look at different genres and film types. Students will look at why we study film, and the role of film in our society.

Learning Focus:

- Understand that authors innovate with text structures and language for specific purposes and effects
- Compare the purposes, text structures and language features of traditional and contemporary texts in different media
- Evaluate the impact on audiences of different choices in the representation of still and moving images
- Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response

English Electives



Spaceships, Robots & Monsters

Aim:

Students will explore the genres of science fiction and fantasy through both film and text. They will be given the opportunity to explore their own creativity and study famous works through history. Focus will also be on the role of Sci-Fi and Fantasy in popular culture.

Learning Focus:

- Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response
- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts

Humanities Electives



Money Matters

Aim:

This elective focuses on giving students a general understanding of some fundamental economic concepts: the difference between needs and wants, the reasons why consumers need to make choices and the cost of consumerism.

Students will investigate impulse buying, savings and investment choices. They will consider the role of consumers and producers in the market place and the influence of marketing and advertising campaigns.

Students will investigate contract law, their rights and responsibilities in order to become more informed and assertive consumers. They will research scams and ways on how to avoid them.

Learning Focus:

- Investigate the economic concepts of supply, demand and relative scarcity.
- Consider the impact advertising and marketing has on consumer choices.
- Explore the importance of being an informed consumer.
- Investigate consumer rights and contract law.
- Investigate the role of savings and investments.

This course aims to lay the foundation for further study in VCE Accounting, Business Management, Legal Studies and Economics.

Humanities Electives



Grim Crimes and Convicts

Aim:

Students will explore and investigate the causes and consequences of the Eureka Stockade, and the Rum Rebellion.

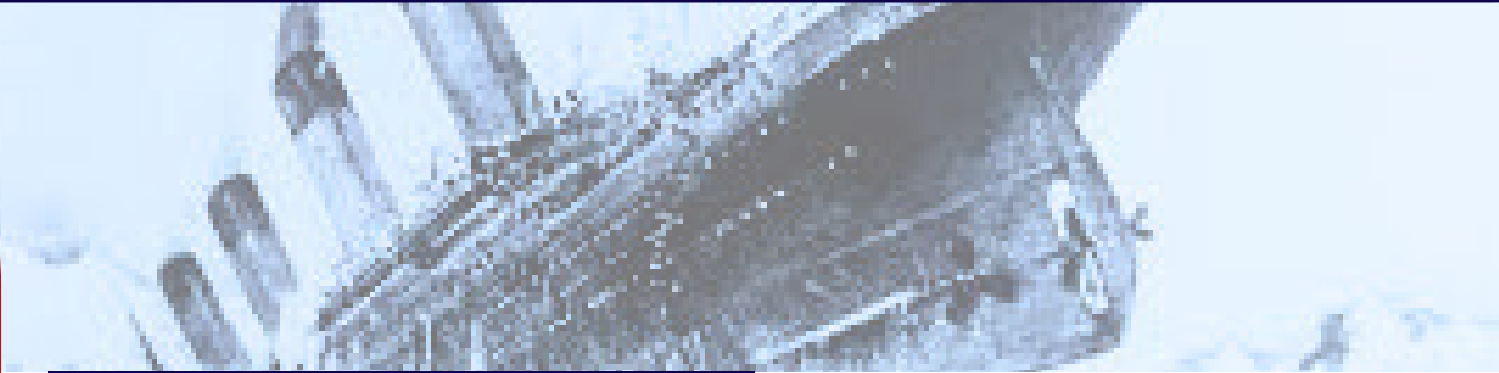
We will focus on key bushrangers and their role in Australian society, as well as the role that convicts played. Bushrangers could include (but are not limited to) The Kelly Gang, Captain Thunderbolt and Moondyne Joe.

Learning Focus:

- Evaluate different historical interpretations and contested debates.
- Analyse the long-term causes, short-term triggers and the intended and unintended effects of significant events and developments.
- Evaluate the historical significance of an event, idea, individual or place.

This subject is a good basis for further study in VCE History.

Humanities Electives



Shipwrecks and Sailors

Aim:

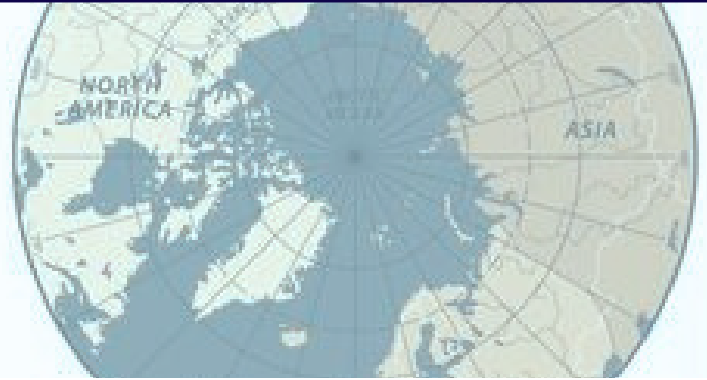
Students will explore the causes and effects of trading routes all around the world. They will look at notorious pirates, from history to modern day, as well as cover famous shipwrecks and mutinies. Students will look at the East India Trading Company, and the impact of the slave trade on the world.

Learning Focus:

- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.
- Evaluate different historical interpretations and contested debates.
- Evaluate the historical significance of different shipwrecks, trade routes and pirates and the ongoing impact

This course aims to lay the foundation for further study in VCE History

Humanities Electives



Poles Apart

Aim:

This elective explores the polar regions of the Earth, allowing students to develop a clear understanding of the importance of both the Antarctic and Arctic, in regard to their geography, climate, global patterns, wildlife, people, history, scientific research and the future.

Learning Focus:

- Explore the geography & climate of the regions
- Investigate the intrepid explorers who ventured to these regions.
- Investigate the fauna & flora living in each region.
- Consider the economic and political significance of poles.

Science Electives



Mind Matters

Aim:

This unit is aimed at the study of the mind and human behaviour. Students will examine why people think, feel and behave in certain ways. This elective is also designed to create an interest in the field of Psychology, with the purpose of promoting further study in this area.

Learning Focus:

Topics may include famous psychological experiments, mental health, sleep and dreaming and social influences on behaviour. This unit is not a prerequisite subject for VCE Psychology.

Students will participate in a range of activities including:

- Class discussions
- Video analysis
- Case studies
- Research investigations

Science Electives



Crime Scene Investigation

Aim:

This elective course aims to show how science is applied to help to solve crimes. Students will develop a range of skills similar to those used by crime scene investigators.

Learning Focus:

Crime solving ability will be developed by studying the following:

- What is crime?
- Types of crime and punishment
- Observing crime scenes
- Trace evidence
- Fiber and hair
- Fingerprints
- Footprints and tracks
- Bite marks
- Reconstruction of crimes
- Blood types
- Blood splatters
- D.N.A. Evidence
- Some famous crimes

Science Electives



Science Discoveries

Aim:

This topic aims to deepen students' understanding of science through inquiry-based methods, helping them grasp scientific principles better. It also improves their ability to test claims using scientific methods. The curriculum shows how science, technology, engineering, art, and math are connected to real life, giving students a complete understanding of these subjects. Additionally, it encourages students to think deeply about life's big questions, promoting critical thinking and a broader perspective.

Learning Focus:

This topic will allow students to develop their scientific inquiry skills through research and hands-on exploration. The topic will include a series of different scientific experiments in the following topics; Chemistry, Biology, Physics, Psychology, Environmental Science, Art Sciences, Engineering and Food Technology.

Science Discoveries encourages students to think outside the box, express innovative and creative ideas and feel comfortable doing hands-on learning. Students will work collaboratively with others to understand the ways that science, math, the arts, and technology work together (STEAM).

Science Electives



Environmental Science B

Aim:

This elective course aims to further develop skills started in 2024. Students who have previously undertaken this class will become leaders and develop their skills further as well as take a role in guiding the year 9 students in the elective. Students will research, manage and create their own sustainable environment within the school grounds. The aim of this is to explore how Earth's dynamic systems are interconnected to support life and what affects earth's capacity to sustain life.

Learning Focus:

Understanding of environmental science will be developed by studying the following:

- Difference between abiotic and biotic factors
- Food chains, food webs and biomass pyramids
- Changes and disruptions to landscapes
- Responding to environmental change and disruption
- Impacts of a range of pollutants on the health and survival of living things in the biosphere
- Applying understanding of environmental factors to a real life situation

VCE - VET * Year 10 Only

Vocational Education & Training

Certificate III Sport, Aquatics and Recreation (Unit 1 and 2)

This is a VCE subject and therefore runs for the whole year. It is the equivalent of two electives. The general purpose of the Certificate III in Sport, Aquatic and Recreation is to provide the skills, knowledge and attitudes for training in the Sport and Recreation industry. Units 1 & 2 are being offered to Year 10 students, and will be taught at Warrandyte High School, under the auspices of Savile RTO. Students will be required to enroll with Savile RTO and upon successful completion of the 2 year course (Units 1 – 4) will receive a nationally recognised certificate from that institution. The Unit 1 & 2 and 3 & 4 sequence also contribute to the achievement of the VCE. Unit 3 & 4 results contribute to the student's tertiary entrance score, and will award students with a Certificate III in Sport, Aquatic and Recreation.

Unit 1 and 2:

Students will be selected to participate in this course due to their suitability to the subject. They must demonstrate enthusiasm towards leadership, working in teams, physical activity and the outdoors. Certificate III in Sport, Aquatic and Recreation is a qualification that students will receive upon completion of the two year course. The first year of the course involves 11 core units which are focused around maintaining sport, fitness, and recreation industry knowledge, workplace health and safety, first aid and responding to emergency situations, participating in sports conditioning programs, maintaining equipment, improving officiating skills and knowledge, organizing work priorities, providing a quality service and responding to interpersonal conflict. There are multiple day incursions and excursion and a camp run throughout the year (2 night/3 day hike) to provide practical application of the theoretical work. Classes are also a mix of both practical and theoretical work. Participation in both the theoretical and practical components is compulsory to meet the requirements of the course. Assessment tasks consist of written tests, assignments, practical tasks and observation from their assessor. It is hoped that students will undertake their work experience in the sport and recreation industry.

Please Note: VET subjects are financially subsidised by the Federal Government; however, students can expect to incur costs of approximately \$800.00 for camps and excursions.

VCE - VET * Year 10 Only

Vocational Education & Training

Creative & Digital Media (Unit 1 and 2)

The aims of the Certificate III in Creative Digital Media are to provide students with the skills, knowledge and attitudes for training in interactive digital media. VET CDM complements studies Information Technology, Visual Communication and Design, Studio Arts and product Design. Students completing Cert III at school can obtain credit in studying an Advanced Diploma of Interactive Media. This qualification provides a wide range skill development including:

- Graphic design using software applications such as Photoshop, Illustrator and Animate
- Writing and instructional design
- Sound recording and editing
- Webpage design and editing using applications such as Dreamweaver
- Digital animation

This subject leads to a wide variety of careers such as a Games Developer, Graphic Designer, Media Producer, Webpage Designer, Multimedia Developer, Apps developer, Virtual Reality, Photographer and more.

Upon successful completion of Units 1, 2, 3 and 4 over 2 years, students will receive a nationally recognised TAFE certificate. The Unit 3 & 4 sequence also comprise units for the completion of VCE. Unit 3 & 4 scored assessment tasks contribute to the student's tertiary entrance score. This subject can meet the VET requirement in VCE VM (Vocational Major).

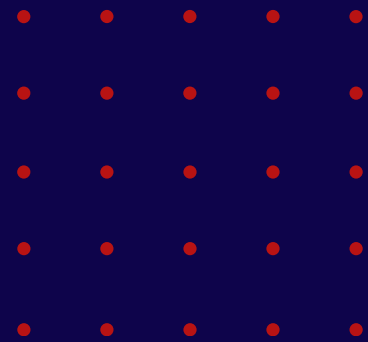
Unit 1 and 2:

Comprise the following modules:

- Develop and extend critical and creative thinking skills
- Work effectively in the creative arts industries
- Contribute to the health and safety of self and others
- Prepare digital images for the web
- Maintain interactive content
- Develop drawing skills to communicate ideas

Assessment includes a variety of practical and theoretical tasks used to assess student competency in unit outcomes.

For the Unit 3 and 4 course descriptions please refer to the VCE handbook. Alternatively, all study designs for units 1 - 4 are available online at www.vcaa.vic.edu.au



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