Year 7 – Year 10

COURSE INFORMATION GUIDE

2025

HIGHVALE
SECONDARY COLLEGE

Year 7 – 10 Subject Selection Guide

GENERAL INFORMATION AND REQUIREMENTS

The curriculum structure at Highvale allows students to select courses to match their interests, needs and abilities. There is a very strong emphasis on literacy and numeracy with studies in these areas being compulsory for all. Students must select studies from all the other learning areas but are able to choose particular subjects which interest them.

The curriculum is composed of semester (half year) units, that run over a ten-day cycle. In years 7-9 students' study eight units or equivalent each semester making a total of 16 for a year. In year 10 students' study 6 units each semester making a total of 12 for a year.

In years 8 – 9 many units are open to more than one year level through our vertical curriculum structure. All units from Years 7-10 have been developed so that they address the Victorian Curriculum, a document which provides broad curriculum guidelines for all schools in Victoria from Prep (Foundation) to Year 10.

The degree of difficulty of a unit is indicated by its Victorian curriculum level. These levels are broadly associated with years of schooling as follows:

- Level 6 End of Primary School
- Level 7 End of Year 7
- Level 8 End of Year 8
- Level 9 End of Year 9
- Level 10 End of Year 10

When selecting units, students should aim to progress through sequences which show increasing Victorian curriculum levels. All students have the opportunity to achieve at a Victorian curriculum level 10 in all learning areas by the end of Year 10.

CURRICULUM DESIGN

The Victorian Curriculum (Vic Curric) is composed of disciplines area and capabilities learning outcomes. These outline the knowledge, skills and behaviours all students should acquire if they are to successfully manage themselves and their relations with others, understand the world and act effectively in that world.

The curriculum has been organised based on the Discipline-based Learning strand which consists of The Arts, English, Mathematics, Science, Languages, Humanities, Health and Physical Education, Design Technologies, Digital Technologies interwoven into the intercultural, ethical, creative and critical thinking and personal and social capabilities.

DISCIPLINES	CAPABILITIES
Based Learning	Learning
The Arts	Intercultural
Mathematics	
English	Ethical
Health & Physical Education	
Humanities (History)	Creative & Critical Thinking
Humanities (Geography)	
Humanities (Economics & Civics)	Personal & Society Capability
Languages	
Science	
Digital Technologies	
Design Technologies	

Year 7 – 10 Subject Selection Guide

YEAR 7

Year 7 is a secondary school foundation year. All students complete the same studies in all the learning areas. Students will be asked to select a LOTE (Language Other Than English) at the end of Grade 6. There are opportunities for all students to be placed in more advanced studies in Mathematics and English based on assessments at the end of Grade 6.

YEAR 8 & 9

Students will be required to study:

A compulsory, full-year course in Mathematics, English, H/PE, Science and LOTE
All other learning areas (Humanities, Visual Arts, Performing Arts, Technology) must select one elective per semester from the 8/9 electives on offer
Students will also select an additional elective for Science, and H/PE in years 8/9

YEARS 10

Students will be required to study:

A full year of English
A full year of Mathematics
A full year of H/PE
All other subjects are elective based. Students will have 6 elective choices, 3 electives per semester
Students are encouraged to consider an early start VCE subject in Year 10
Early start VCE subjects and LOTE, if chosen, will use 2 elective choices

Additional notes regarding Years 9 and 10:

High achieving students will be offered the opportunity to complete a Year 11 unit in Year 10. Such offers are dependent on a number of criteria, including adequate space in classes. Students accepted into this acceleration program will be advised in writing and in rare circumstances may be allowed some leeway in regards to the requirements above, as studying a Year 11 unit could limit flexibility in a student's Year 10 program.

ASSESSMENT

To better prepare our students for the competitive V.C.E. years, all units in Years 7 -10 have, as part of their assessment tasks, unit test/s. Examinations have been introduced in many subjects at a Year 7-10 level. A percentage overall grade based on performance on a number of assessment tasks will be awarded at the end of the semester.

SELECTING A COURSE

At the end of each year, students select a course for the following year. This booklet details all elective offerings from which they can choose. Listed for each unit are a subject description and Assessment Tasks to ascertain the level of achievement attained by the student. Students in consultation with parents and teachers should select units according to their interests, abilities (noting Vic Curric) and possible career paths. Whilst many students will not know at this stage what career paths they are interested in, the Planners in each Learning area indicate which units fit together to make coherent courses of study.

THE SELECTION PROCESS

The units described in this booklet represent the full range of units on offer. It will not be possible to offer all of these units each semester. With students choosing their course across the full year, there is a greater likelihood of getting their first preferences either Semester 1 or 2. In order to assess which units would best suit the needs and interests of students, the student preferences expressed through the online selection form will be used as a starting point in deciding the units which will finally be timetabled. Other factors such as staffing and adequate provision for "core" requirements must also be considered. In making selections students should take into account "core" requirements as well as interests and ability. The vertical structure of the school offers the opportunity for students to work at the level of their own maturity and ability in individual Learning Areas extending from Year 7 to Year 12 and this should be carefully considered when expressing preferences for particular units.

SUBJECT CHARGES

Some subjects have a contribution amount for specific materials and resources for the individual subject. As per the DET Parent Payment policy all Curriculum contributions for 2025 are of a voluntary nature. Highvale Secondary College appreciates the generous support of families that make these contributions. This enables the College to offer a broad range of elective units to our students when determining their courses. Without this support, the College acknowledges that it would be unable to offer the extensive curriculum that it does.

CHARGES FOR EXCURSIONS AND CAMPS

Additional optional charges may be incurred for any School excursion, incursion, camp and sporting activities.

Year 7 – 10 Subject Selection Guide

The Arts

Languages

English

Mathematics

Health & Physical Education

Science

Humanities

Technologies

Learning Domains

Elective Charges

The Arts

The Arts subjects are "mediums" of communication and expression through which thoughts, emotions and ideas can be shared with others. Each Arts subject teaches skills and concepts enabling students to achieve high standards while at the same time encouraging students to be as creative and expressive as possible.

- In Year 7 students will experience three areas of the Arts, studying Art, Music and Drama.
- In Years 8 to 10 students are required to select at least one Arts unit per year. Students should select units according to their interests and abilities

Title of Unit	Year Level
Art Making and Exhibiting	
Painting and Printmaking	8, 9
Sculpture	8, 9
Pre VCE Art-Painting and Printmaking	10
Pre VCE Art-Sculpture	10
Media	
Social Media, Branding and Communications	8, 9
Pre VCE Media-Industry Based Photography	10
Pre VCE Media-Advanced Film & Media Production	10
Visual Arts	
Introduction to the Visual Arts	7

Title of Unit	Year Level
Visual Communication Design	
Visual Communication Design-Technical Design	8, 9
Visual Communication Design-Creative Design	8, 9
Pre VCE- Visual Communication Design	10
Drama	
Drama	7
Drama	8, 9
Drama and Theatre Studies	10
Music	
Music	7
Music	8, 9
Orchestra-required 2nd year instrument onwards	8, 9
Music	10

ARTS PLANNER

Learning Domains
Elective Charges

ARTS PLANNER

YEAR 7	YEAR 8, 9	YEAR 10	VCE
Introduction to the Visual Arts	Painting & Printmaking Sculpture	Pre VCE Art Painting & Printmaking Pre VCE Art Sculpture	Art Making & Exhibiting
Introduction to the Visual Arts	Visual Communication Design Technical Design Visual Communication Design Creative Design	Pre VCE Visual Communication Design	Visual Communication Design
Introduction to Music	Music Orchestra	Music	Music
Introduction to Drama	Drama	Drama & Theatre Studies	Theatre Studies
	Social Media, Branding & Communications	Pre VCE Media Industry Based Photography Pre VCE Media Advanced Film & Media Production	Media Studies

Learning Domains

Elective Charges

Visual Arts

Art Making and Exhibiting

Learning Domains

Elective Charges

The Arts at Highvale Secondary College are designed to offer a wide range of activities and experiences that will enable the students to have a broad-based background in the creative arts. This will facilitate the full development of each individual's artistic interest and skills and give them the potential framework for V.C.E. studies and tertiary study in the Arts.

Introduction to the Visual Arts– *Year 7 compulsory*

In this unit students will :

(i) use observation, experience and research to develop and present ideas when making visual artworks;
(ii) demonstrate a range of skills, techniques and processes and develop an understanding of the elements and principles of art and design;
(iii) analyse and discuss visual artworks from various artists;
(iv) identify and analyse ways that artworks are related to a distinctive aspect of culture and historical context.

Assessment Tasks:

- Practical folio work - 70%
- Written tasks - 20%
- Test - 10%

Painting and Printmaking – *Year 8, 9 Elective*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

In this unit students will be introduced to colour theory, artists and art movements and a range of painting and printmaking materials, techniques and processes which may include acrylic, watercolour, collagraph, lino and etching.

Assessment Tasks:

- Practical folio work - 80%
- Written tasks - 20%

Sculpture – *Year 8, 9 Elective*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

In this unit students will be introduced to a range of sculpting materials and processes which may include paper, cardboard, found objects and ceramics.

Assessment Tasks:

- Practical folio work - 80%
- Written tasks - 20%

Pre VCE Art – Painting and Printmaking – *Year 10 Elective*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

In this unit students will develop their painting and print making skills, reinforcing their understanding of colour theory, artists and art movements. They will explore a range of materials, techniques and processes which could include acrylic, watercolour, collagraph, lino and etching.

Assessment Tasks:

- Practical folio work - 80%
- Written tasks - 20%

Pre VCE Art – Sculpture – *Year 10 Elective*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

In this unit students will reinforce their sculpting skills and their understanding of materials and processes which may include paper, cardboard, found objects and ceramics.

Assessment Tasks:

- Practical folio work - 80%
- Written Tasks - 20%

Media

Media Studies at Highvale Secondary College is designed to allow students to become more discerning, informed and critical media consumers. In today's increasingly mediated society, this ability is not just preferable, but necessary. Throughout the junior media syllabus students will engage with a wide variety of relevant media concepts and interact with a range of traditional and new media equipment and programs. These courses will not only enable students to be more creative and conscious citizens but will offer a potential framework for VCE and tertiary study.

Social Media, Branding and Communications– *Year 8, 9 Elective*

In this unit students will explore the advertising industry, develop branding strategies and produce their own media products across a range of forms. These may include film, print and digital platforms. Through practical projects and analysis, students will explore how media shapes perceptions, influences behaviour and drives public discourse.

Assessment Tasks:

- Practical folio work - 80%
- Written Tasks - 20%

Pre VCE Media – Industry Based Photography– *Year 10 Elective*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

In this unit students will explore the various styles of commercial photography which may include sports, fashion and food photography. Students will gain practical experience in capturing high-quality images using industry standard software and master editing techniques to create visual narratives. Through practical projects students will learn how to produce professional grade photos that cater to the needs of specific clients and audiences.

Assessment Tasks:

- Practical folio work - 80%
- Written Tasks - 20%

Pre VCE Media – Advanced Film and Media Production – *Year 10 Elective*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

In this unit students will explore screen-based projects and production techniques in greater detail. This unit will extend students' production skills through practical experience, utilising a range of media products and editing techniques. Students will produce their own media products in forms which may include animation or short form film.

Assessment Tasks:

- Practical folio work - 80%
- Written Tasks - 20%

Learning Domains

Elective Charges

Visual Communication Design

The Visual Communication Design course at Highvale Secondary College is designed to offer a wide range of activities and experiences that enables students to understand information that is presented graphically, and to present information themselves by graphic means. This facilitates the full development of each individual's graphic interest and skills, as well as giving them the potential framework for V.C.E. and tertiary study in Visual Communication Design.

Visual Communication Design – Technical – *Year 8, 9 elective*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

In this unit students will be introduced to a range of manual and/or digital drawing methods which may include floor plans, elevations, planometric, perspective, isometric and orthogonal. Assessment outcomes may include designing environments (houses, room interiors) and objects (furniture, toys and appliances).

Assessment Tasks:

- Practical folio work - 80%
- Written tasks - 20%

Visual Communication Design – Creative – *Year 8, 9 elective*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

In this unit students will be introduced to the design elements and principles while exploring a range of media, methods and materials. Assessment outcomes may include designing messages (typography, print) or interactive experiences (wireframes and icons).

Assessment Tasks:

- Practical folio work - 80%
- Written tasks - 20%

Pre VCE - Visual Communication Design – *Year 10 elective*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

In this unit students will be introduced to all design fields of practice including Messages, Interactive Experiences, Environments and Objects. They will explore the design elements and principles, Gestalt principles, a range of technical drawings, design thinking and what constitutes good design. Students will then engage in the double diamond design process solving modern design problems.

Assessment Tasks:

- Practical folio work - 80%
- Written tasks - 20%

Learning Domains

Elective Charges

Drama

The Performing Arts faculty offers students an opportunity to explore their creative and expressive talents in the areas of Music and Drama. In year 7, students are introduced to both Music and Drama where they will be engaged in a range of activities that will establish a basis for further development of their skills and abilities. In the middle school, both areas of Performing Arts are offered in units that progressively develop students' creativity and prepare them for possible VCE studies in a selected area of the Performing Arts.

Drama – *Year 7 compulsory*

In this unit students will:

- apply a range of skills, techniques and processes to create and present drama art works that explore the potential of ideas and personal observations as stimulus;
- generate ideas and manipulate and explore Dramatic Elements and Expressive Skills such as characterisation, narration and mime;
- communicate ideas incorporating influences from their own and other cultures. Students work collaboratively and work within small and large ensembles;
- prepare performance works for presentation for a variety of audiences and purposes.

Assessment Tasks:

- Practical folio work - 80%
- Written tasks - 20%

Drama – *Year 8, 9 elective*

In this unit students will:

- develop a foundational understanding of the origins and development of theatre, through practical and theoretical approaches;
- create and perform original drama works that reflect their own contexts and interests through improvisation, script-writing and role playing;
- utilise expressive skills and design principles to convey meaning and tell stories through their performances;
- study a range of plays and theatre styles, developing insight into different theatrical traditions and practices;
- participate in production roles and begin to understand the basic elements of theatre compositions and the collaborative nature of theatrical work
- work both independently and in groups, developing creativity, confidence, self direction and team work;
- analyse and reflect on live or recorded performances and make connections between them and their own performances;
- build skills for further study in higher year levels.

Assessment Tasks:

- Group Devised Ensemble Performance - 40%
- Solo Performance - 40%
- Theory and Design Portfolio - 20%

Drama – *Year 10 elective*

In this unit students will:

- explore and interpret theatre styles and conventions from ancient to contemporary sources as inspiration for their own drama works;
- devise drama works that resonate with their own contexts, interests and experiences, through the use of script-writing, improvisation, dramaturgy, directing and designing;
- construct and convey meaning through theatre, making use of expressive skills and design principles;
- develop skills in project management;
- learn about theatre production innovations across different time periods and locations, and integrate this knowledge in their own performance work;
- deepen their understanding of theatre conventions and composition elements;
- analyse and evaluate professional theatre productions and connect these to their own drama works;
- build a strong foundation for studying VCE Drama and/or Theatre Studies.

Assessment Tasks:

- Group Devised Ensemble Performance - 30%
- Solo Performance – 30%
- Theory and Design Portfolio – 20%
- Performance Analysis (Exam) – 20%

Learning Domains

Elective Charges

Music

Music – *Year 7 Compulsory*

In this unit students will:

- apply a range of skills techniques and processes to create and present music works that explore the potential of ideas and personal observations as stimulus;
- generate ideas and manipulate musical elements and principles in performance works;
- apply the notation principles of rhythm and pitch to read music and compose musical works.

Assessment Tasks:

- Music Tests - 30%
- Music Performance - 50%
- Listening and Creating- 20%

Music – *Year 8, 9 Elective*

In this unit students will:

- develop performances on an instrument (either one learned outside of class, or learn the basics of keyboard, guitar, voice and/or hand percussion);
- devise their own music compositions;
- explore relevant music theory concepts, elements of music and compositional devices;
- share performances and compositions with an audience through live performances, making recordings and/or the use of digital audio software;
- analyse aspects of music from a range of genres and styles, including consideration of the music of Aboriginal and Torres Strait Islander artists.

Please also take careful note of the following:

- This unit is open to and achievable for all students, regardless of their musical background. Students who do not learn an instrument will be able to use keyboards, guitars and hand percussion provided in the classroom, and/or their voice.

Assessment Tasks:

- Performance(s) - 35%
- Composition(s) - 35%
- Theory, Aural & Analysis work- 30%

Music – *Year 10 Elective*

In this unit students will

- learn and rehearse music individually and/or in groups to a high performance standard;
- perform music learned to live audiences in formal and informal settings;
- develop their ability to compose original music works and/or arrange existing works, for both instruments they play and those they don't;
- consider and practice a range of technical skills relevant to the music works and instrument(s) they plan to perform on;
- develop a more sophisticated understanding of the musical elements, compositional devices and music theory concepts, along with further development of aural (listening) skills;
- respond to and analyse a wide range of music works with increasing sophistication and depth.

Please also take careful note of the following:

- Students considering the possibility of studying VCE Music in Year 11 and 12 are strongly recommended to undertake this unit.
- This unit is designed on the assumption that students selecting it already have some background on an instrument (including voice), with at least a moderate level of technical ability.
- Students who elect to undertake this unit with no or minimal experience on an instrument can still gain significant benefit to their education, and will have the opportunity to develop basic skills on keyboard, guitar, voice and/or hand percussion. However, please note that entry into VCE Music in Year 11 will require a much higher technical proficiency on an instrument than can be developed in this unit alone.

Assessment Tasks:

- Performance(s) - 30%
- Composition(s) - 30%
- Theory, Aural and Analysis work - 20%
- Examination- 20%

Learning Domains

Elective Charges

Music

Orchestra – *Required for those in their second year of learning an instrument at the school*

In this unit students will:

- learn and rehearse music as part of a full orchestra, and/or as a concert band or string orchestra;
- participate in at least two after-school performances as part of the school's instrumental music concert program;
- analyse and explore the context/background of the music they are learning and performing;
- develop their understanding of music theory;
- develop their aural (listening) skills.

Please also take careful note of the following:

- This is a required unit for students in their second year of learning a brass, string or woodwind instrument through the school's instrumental music program;
- Select percussion students will also be required to select this unit, but we may not be able to accommodate all of them;
- Students who learn a brass, string or woodwind instrument outside of the school, and/or who have been learning longer than one year, may still be able to select this unit. Please discuss your interest with the music director if it is not available to you in the online subject selection process;
- For students enrolled in this unit who learn an instrument at school:
    - this unit counts as their compulsory ensemble participation for Semester 1.
    - In Semester 2, they will be required to re-join a regular after-school ensemble - either Intermediate Strings (string instruments), Intermediate Concert Band (brass and woodwind instruments) or another appropriate ensemble as arranged with the music director.
    - Rehearsals for the above will run on the days and times advertised in the instrumental music handbook and school newsletter.
    - Students may be able to join their Semester 2 ensemble in Semester 1 in addition to completing this unit – please discuss with the music director if this interests you.
- You must not select this unit if you do not play an orchestral instrument.

Assessment Tasks:

- Rehearsal and Performance work - 50%
- Music Context and Analysis work - 20%
- Theory and Aural work - 30%

Learning Domains

Elective Charges

English

The general aim of the core English program from Year 7 to 10 is to enable all students to develop their critical understanding and control of the English language and texts written in English. This means developing their ability to communicate feelings, observations and information effectively, both orally and in writing. Students will be exposed to a wide range of print and non-print texts for the purpose of increasing their understanding of themselves and the world around them. They will be encouraged to enjoy listening to the opinions of others as well as to take increasing responsibility for their own learning and to develop the capacity to evaluate their own progress.

Each year a student must gain a satisfactory result in the second semester of any year level in order to be promoted to the next year level.

Title of Unit	Year Level
Core English	
Year 7	7
Year 8	8
Year 9	9
Year 10	10
Advanced English	
Advanced English Students will be selected for these classes based on performance	7, 8, 9

Title of Unit	Year Level
EAL	
English as an Additional Language	7, 8, 9, 10

STANDARD ENGLISH

Students study a full year of English each year from Years 7 – 10

ADVANCED ENGLISH

Accelerated English will be offered at Years 7, 8 and 9. Students will study all the English units as above but with greater depth and challenge. Students will be selected for accelerated English class based off testing at the end of grade 6 for year 7 and then ongoing assessment of performance in year 7, 8 and 9. Students can move in and out of the accelerated class based on suitability and performance.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Students from non-English speaking backgrounds who have been in Australia for seven years or less may be required to undertake English as an Additional Language. This provides students with the required skills to be competent and confident English language users. Students will be assessed on arrival, and advised on the best possible options in English, on an individual basis.

Learning Domains
Elective Charges

English

English – *Year 7 Core*

Course Overview/Description:
The Year 7 English course features study of texts (written and audio-visual), creative writing, media analysis, oral presentations on a variety of subjects and the study of spelling and grammar.

Reading and Viewing:
Students will study at least one text (print or film) in class each term, one of which deals with the issue of bullying. In addition to this, students will read a range of other texts, including texts such as short stories, poetry and novellas, as well as everyday texts from such sources as the mass media; visual and aural, as well as print texts. There is particular emphasis on developing a critical understanding about the ways that authors try to influence readers to accept particular views of people, characters, events, ideas and information.

Writing:
The emphasis is on encouraging each student to develop the confidence and ability to write for a variety of purposes, in a range of modes and styles, including the persuasive style to develop further awareness of language and audience. A range of exercises will also be undertaken to improve the accuracy and readability of their writing through the use of appropriate spelling grammar and punctuation. Students will continue to develop their planning, drafting and editing skills.

Speaking & Listening:
Students will be encouraged to work cooperatively in discussion groups, using talk to explore and analyse challenging themes and issues. They will begin to apply their knowledge of spoken texts and oral language to experiment with techniques to influence audiences. They will explore ways of using multimedia to enhance visual and verbal communication. In second semester, students will be encouraged to participate in the Junior Public Speaking Competition, a program that leads on to the regional debating competition in Year 8.

ICT:
They use a variety of multimedia to support individual presentations in which they inform or persuade an audience.

Assessment Tasks:

- Responding to Texts - 30%
- Writing Tasks - 30%
- Speaking & Listening - 20%
- Examination - 20%

Learning Domains

Elective Charges

English

English – *Year 8 Core*

Course Overview/Description:
Year 8 English continues the processes developed in earlier years. Building on the foundation of Year 7, it is in this year that a more challenging range of ideas and issues are introduced to the students. This is developed through the studied texts and the choice of material selected by the teachers. As with Year 7, a variety of approaches are applied to develop the Essential Learning Standards in each of the course aspects.

Reading and Viewing:
At Year 8, students are required to show a greater awareness of the specific effect of context, audience and purpose on the nature of texts. They respond to text both personally and in more detached and critical ways. Students will study at lease one text (print or film) each term. In addition to this, they will read and respond to a range of other texts, including traditional literature texts such as short stories, poetry (including Shakespeare), and novellas, as well as everyday texts from such sources as the mass media; visual and aural, as well as print texts. There is a focus on developing a critical understanding about the ways that writers and producers of texts try to position readers to accept particular views of people, characters, events, ideas and information. They will discuss the ways in which argumentative texts present opinions and evidence, justify positions and persuade.

Writing:
In Year 8, the course will allow students to demonstrate the greater sophistication in their knowledge about, and their use of, language in their own written responses which will increase in length and complexity. Increased emphasis is placed on understanding media texts, persuasive language use, the structures of paragraphs and on the cause and effects of sequences in writing. Students will continue to improve the accuracy and readability of their writing through the use of appropriate spelling and punctuation, and correct grammar. They will continue to develop their planning, drafting, editing and proofreading skills.

Speaking and Listening:
Students will continue to be encouraged to work cooperatively in discussion groups, using talk to explore and analyse themes and issues. They will consolidate their knowledge of spoken texts and oral language and experiment with techniques to influence audiences, including vocabulary, rhythm, intonation, timing, pausing, body language and facial expression. They will explore ways of using multimedia to enhance visual and verbal communication. Opportunities will be provided for formal and informal oral work. These will include small group and whole class discussions, class debating and public speaking, role-plays, formal readings, both prepared and impromptu oral and visual presentations. Students will develop strategies to listen actively to longer and more challenging texts and critically analyse the speech of others.

ICT:
They use a variety of multimedia to support individual presentations in which they inform or persuade an audience of multimedia to support individual presentations in which they inform or persuade an audience.

Assessment Tasks:

- Responding to Texts - 30%
- Writing Tasks - 30%
- Speaking & Listening - 20%
- Examination - 20%

Learning Domains

Elective Charges

English

English – *Year 9 Core*

Course Overview/Description:
Year 9 English develops the strategies begun in earlier years while reflecting the growing maturity of the students. Hence the year is a bridge, which must acknowledge the often great differences in maturity levels which impact on skill development. This understanding is dependent on developing greater and more sophisticated understanding of language and the role it plays in our lives, so learning activities require that they use language very specifically and experiment with language to achieve specific effects.

Reading and Viewing:
In Year 9 students read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues. They identify the ideas, themes and issues explored in these texts, and provide supporting evidence to justify their interpretations. Reading activities will investigate how language is used to influence audiences according to context, purpose and form of text. A variety of comprehension, summary and analytical tasks will be used as learning activities.

Writing:
A writing folio will be compiled which will contain finished pieces that have been conferenced and drafted for a range of audiences and purposes. Folio pieces will include imaginative/personal, persuasive/argumentative and expository modes. Extensive self-evaluation and reflection of writing process will be encouraged. Language skills are emphasised and students are expected to edit their work fully. A study of vocabulary, sentence structure, parts of speech, punctuation marks, spelling and grammar will further increase the ability of students to make accurate language selections in the process of their writing.

Listening and Speaking:
Opportunities will be provided for class debating and public speaking, role-plays, formal readings, both prepared and impromptu oral and visual presentations. There is an emphasis on constructive participation in class discussion. In addition, students will be involved in debating, as well as in a wide range of oral presentations throughout the year.

ICT:
Students will make increasingly effective use of a range of work-processing and editing software to produce texts using programs such as Microsoft Word, Publisher, PowerPoint, PhotoStory, MovieMaker, FrontPage and Reader (or their Mac equivalents).

Assessment Tasks:

- Responding to Texts - 30%
- Writing Tasks - 30%
- Speaking & Listening - 20%
- Examination - 20%

Learning Domains

Elective Charges

English

English – *Year 10 Core*

Course Overview/Description:
Year 10 English is the final step in preparing students for the challenges involved in the VCE – the ability to draft effectively, to work collaboratively and to read and evaluate at sophisticated levels. To achieve this students will be encouraged to work individually and in groups, in structured and unstructured situations, exploring the ways in which language is used to create meanings.

Reading and Viewing:
In Year 10 students will read, view, analyse, critique, reflect on and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives. They also read, view, analyse and discuss a wide range of informative and persuasive texts and identify the multiple purposes for which texts are created. They explain how texts are shaped by the time, place and cultural setting in which they are created. They will develop a critical understanding of the contextual factors involved in the construction and interpretation of texts, including the role of audience in shaping meaning. A variety of comprehension, summary and analytical tasks will be used as learning activities.

Writing:
Students will be increasingly expected to write in a flexible manner, with control of the conventions of language use, to achieve a variety of effects and purposes, for a range of audiences. A writing folio will be compiled which will include writing in imaginative/personal, persuasive/argumentative and expository modes. Extensive self-evaluation and reflection of writing process will be encouraged. Language skills are emphasised and students are expected to edit their work fully. A study of vocabulary, sentence structure, parts of speech, punctuation marks, spelling and grammar will further increase the ability of students to make accurate language selections in the process of their writing.

Listening and Speaking:
Opportunities will be provided for class debating and public speaking. There is an emphasis on constructive participation in class discussion. In addition, students will be involved in class debating as well as in a range of oral presentations throughout the year.

ICT:
Students will make increasingly effective use of a range of work-processing and editing software to produce texts using programs such as Microsoft Word, Publisher, PowerPoint, PhotoStory, MovieMaker, FrontPage and Reader (or their Mac equivalents).

Assessment Tasks:

- Responding to Texts - 30%
- Writing Tasks - 30%
- Speaking & Listening - 20%
- Examination - 20%

Learning Domains

Elective Charges

English as an Additional Language

English as an Additional Language (EAL) – *Year 7,8, 9, 10*

Course Overview/Description:
In this unit students will:

- increase word recognition and word knowledge to improve fluency and expression in language use;
- improve reading ability and comprehension;
- develop reading comprehension skills both oral and written;
- improve the clarity and accuracy of written expression including spelling and grammar;
- increase their confidence in communicating their ideas both orally and in writing.

Reading & Viewing:
Students will read, view and comprehend a range of texts including articles, short stories, films and novels.

Writing:
Students will develop skills in a range of contexts and writing styles. Spelling, grammar, expression and comprehension will all be developed to help students complete and present their own texts.

Listening and Speaking:
Students will learn to communicate simply but effectively in English in a range of both social and classroom contexts and when learning in the domains. Students will undertake a variety of speaking and listening tasks including informal group discussions and a formal presentation.

Assessment Tasks:

- Responding to Texts - 40%
- Writing Tasks - 20%
- Speaking & Listening - 20%
- Examination - 20%

Special Requirements:
To be eligible to participate in this course, students must be from a non-English speaking background and have been learning English for less than seven years.

Learning Domains

Elective Charges

Health & Physical Education

Health and Physical Education is a broad area of learning concerned with fulfilment and well-being in everyday life through studies in health education, outdoor education and physical education. Each subject area has its own body of knowledge and practice relating to a particular aspect of everyday life. Together these subject areas contribute knowledge, values and skills related to: -

- Personal, social and community health
- Movement and physical activity

Above all, Health and Physical Education aims to develop three inter-related goals. They are that young people should learn:

- knowledge useful in everyday life;
- understanding and valuing of self and others;
- skills needed for taking action in engaging in relationships and decision making.

Title of Unit	Year Level
Health & Physical Education	
Health & Physical Education	7
Physical Education	8
Health	9
Physical Education	9
Health & Physical Education	10

Title of Unit	Year Level
Health based Elective	
Lifelong Health & Development	8, 9
Physical Education based Elective	
Sports Coaching for Performance	8, 9

Learning Domains

Elective Charges

Health & Physical Education

Health & Physical Education – *Year 7 Core*

Course Overview/Description:

In this unit students will:

- Measure fitness and physical activity levels;
- Combine motor skills, strategic thinking, and tactical knowledge to improve sporting performance;
- Perform complex sporting skills;
- Participate in minor games and sports designed to improve hitting, kicking, throwing and catching skills;
- Identify and explore the influences on their personal identity, self-esteem and body image;
- Investigate the changing nature of peer and family relationships;
- Examine the impact of physical changes on gender, cultural and sexual identity;
- Practice effective communication and problem-solving skills.

Assessment Tasks:

- Practical PE Participation - 50%
- Assignments - 25%
- Tests - 25%

Physical Education – *Year 8 Core*

Course Overview/Description:

In this unit students will:

- Measure fitness levels based on a range of fitness components and knowledge of these components;
- Participate in games of cultural significance and games to improve motor skills;
- Engage in cultural and indigenous games;
- Develop water safety skills and knowledge;
- Develop foundation physical skills for team and individual activities.

Assessment Tasks:

- Practical Participation - 60%
- Fitness assessment - 20%
- Teamwork and collaboration - 20%

Physical Education – *Year 9 Core*

Course Overview/Description:

In this unit students will:

- Engage in physical activities in a range of settings and dimensions;
- Measure fitness levels and compare these to National guidelines for health and physical activity;
- Work collaboratively to develop activities and games;
- Perform variety of movement skills to improve co-ordination and performance.

Assessment Tasks:

- Practical Participation - 60%
- Fitness assessment - 20%
- Teamwork and collaboration - 20%

Learning Domains

Elective Charges

Health & Physical Education

Health – *Year 9 Core*

Course Overview/Description:

In this unit students will:

- Research the health and support services available to adolescents.
- Understand aspects of sexual education and sexually transmitted infections (STI's)
- Understand the risks of alcohol, tobacco, illicit drugs, vapes and other risk taking behaviours and develop harm minimisation strategies to reduce risk taking.
- Develop responses to scenarios involving risk taking behaviours
- Evaluate strategies to promote positive mental health

Assessment Tasks:

- Classwork - 20%
- Assignments - 40%
- Tests/Examination - 40%

Health & Physical Education – *Year 10 Core*

Course Overview/Description:

In this unit students will:

- Understand concepts of health and wellbeing including the dimensions
- Use data to assess youth health and wellbeing and health status
- Analyse the Physical, Social, Emotional and Intellectual changes and development during adolescence
- Evaluate strategies for improving mental health and stress management
- Analyse acute responses to exercise
- Apply biomechanics principles to a range of sports and movement sequences
- Evaluate the role of the body's energy systems during exercise
- Develop and perform a personal fitness program
- Participate in range of sporting activities aimed to improve tactical and strategic knowledge
- Demonstrate proficiency performing complex movements demonstrating coordinated actions
- Demonstrate advanced skills in selected physical activities

Assessment Tasks:

- Practical PE participation
- Lab reports
- Assignments
- Tests/exam
- Assessment of fitness and physical activity plan

Learning Domains

Elective Charges

Health & Physical Education

Health elective – Lifelong Health & Development – *Year 8, 9*

Course Overview/Description:

In this unit students will:

- Understand the health and wellbeing dimensions;
- Analyse data relating to health issues;
- Create health promotion strategies;
- Understand the stages of the lifespan including prenatal development;
- Evaluate strategies to promote nutrition in a range of contexts;
- Understand aspects of healthy and respectful relationships and parenting roles.

Assessment Tasks:

- Classwork - 20%
- Tests/Examination - 40%
- Assignment - 40%

Physical Education elective – Sport Coaching for Performance – *Year 8, 9*

Course Overview/Description:

In this unit students will:

- Investigate training principles and methods to improve performance;
- Develop strategies and tactical knowledge to improve performance;
- Engage in coaching roles and responsibilities including in community-based settings (potential for off-site excursions);
- Demonstrate proficiency performing complex movements demonstrating coordinated actions;
- Demonstrate advanced skills in selected physical activities.

Assessment Tasks:

- Coaching assessment - 40%
- Lab report - 30%
- Test - 30%

Learning Domains

Elective Charges

Humanities

Humanities is a diverse faculty incorporating four key areas of study: Geography, History, Economics and Civics. In studying Humanities subjects, students will explore current issues, Australian and world environments, significant events of the past and the ways in which society is structured from a social, financial and environmental perspective.

It is important that all students achieve some understanding across all the Humanities areas whilst still having the opportunity to specialise in a particular area of interest. As such, the following requirements must be considered in making subject selections:

1. In Year 7, all students will complete a compulsory unit of History and a compulsory unit of Geography.
2. In Year 8 and 9, students are required to complete a minimum of two units of Humanities each year. It does not matter if these are both in the same semester or if they are in different semesters.
3. In Year 10, students are required to complete a minimum of one unit of Humanities subject to other subject selections.
4. If students are undertaking a VCE Humanities subject in Year 10, this is counted as meeting the Humanities requirement for Year 10.

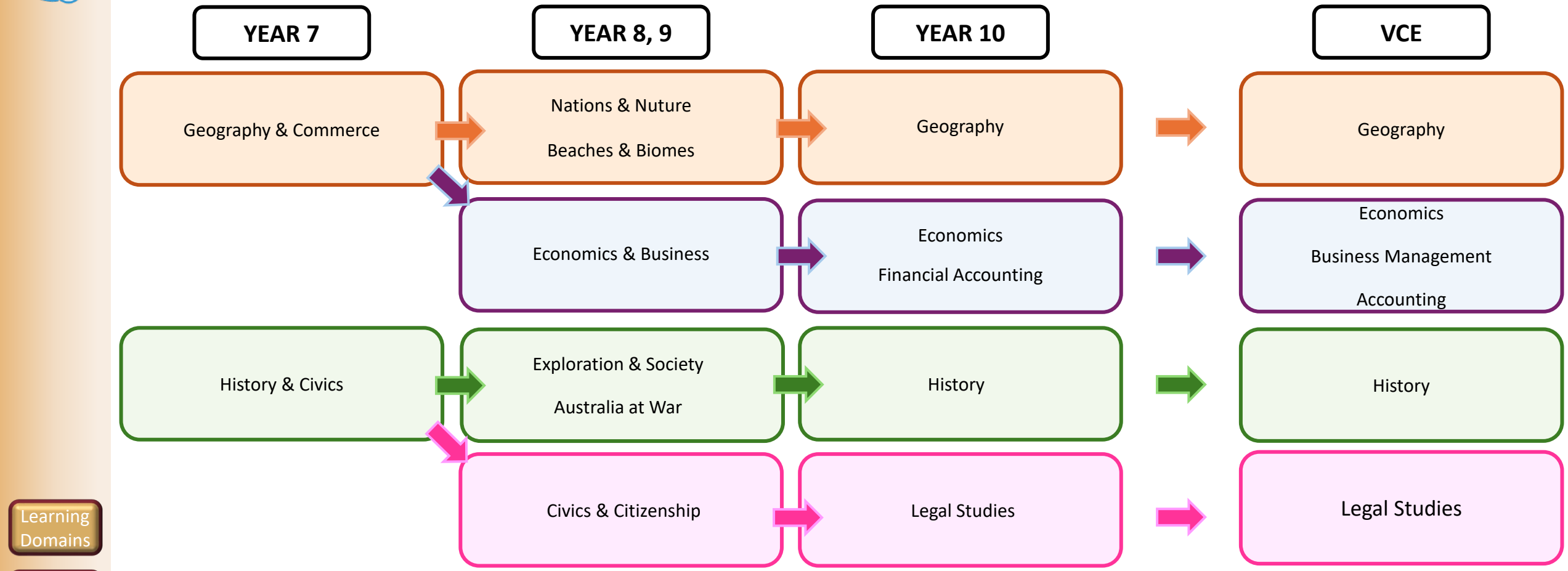
Title of Unit	Year Level
Civics & Citizenship	
Civics & Citizenship	8, 9
Legal Studies	10
Geography	
Geography & Commerce	7
Nations & Nature	8, 9
Beaches & Biomes	8, 9
Geography	10

Title of Unit	Year Level
Economics & Business	
Economics & Business	8, 9
Economics	10
Financial Accounting	10
History	
History & Civics	7
Exploration & Society	8, 9
Australia at War	8, 9
History	10

HUMANITIES PLANNER

Learning Domains
Elective Charges

HUMANITIES PLANNER



Learning Domains

Elective Charges

Civics & Citizenship

Civics & Citizenship – *Year 8, 9*

Course Overview/Description:
In this subject, students will explore how different people express their national and cultural identities in our multicultural Australian society. They will investigate how values can support a resilient democracy within Australian society. Students will investigate the role of political parties in Australian democracy and develop an understanding of the Australian electoral system. Students will describe the roles and responsibilities of elected government at three levels: local, state and federal. Students will investigate and compare Australia's system of government and compare it with another democratic or non-democratic system of government in the Asia-Pacific region.

Assessment:

- Class Exercise/s - 25%
- Research Task - 25%
- Assignment - 25%
- Test - 25%

Legal Studies – *Year 10*

Course Overview/Description:
In this subject, students will investigate Australia's federal system of government and democratic processes. Students will examine the role of political parties, interest groups, the media and law-making processes. They will investigate Australia's court system, including the roles of courts, judges, lawyers and juries in trials. The rights of the accused and of victims will be considered. The role of parliaments and the High Court in protecting our rights will be investigated. Students will also evaluate the extent to which Australia's legal systems provide justice compared with another legal system in the Asia-Pacific region.

Assessment:

- Class Exercise/s - 25%
- Research Task - 25%
- Assignment - 25%
- Examination- 25%

Learning Domains

Elective Charges

Economics & Business

Economics & Business – *Year 8, 9*

Course Overview/Description:
In this subject, students will investigate how to manage consumer and financial risks and rewards, including financial scams. They will learn about the strategies businesses use to stay competitive, such as entrepreneurship and marketing, and how to develop financial plans, including budgeting. The subject also covers Australia's evolving international trade patterns and the costs and benefits of globalisation. Students will study the role of entrepreneurship in business success, with a focus on Aboriginal and Torres Strait Islander-owned businesses and entrepreneurs. Additionally, they will examine the changing nature of work in modern Australia, including predictions for the future of work, and will gain an understanding of the legal and ethical rights and responsibilities of both consumers and businesses in Australia.

Assessment:

- Class Exercise/s - 25%
- Research Task - 25%
- Assignment - 25%
- Test - 25%

Economics – *Year 10*

Course Overview/Description:
Students learn to analyse economic policy, both fiscal and monetary, that play a pivotal role in the circular flow model of the economy, influencing various aspects of economic performance and living standards. Students explain the role of the government and the Reserve Bank of Australia (RBA) in stabilising the economy and foster growth through policies such as adjusting interest rates and implementing budgetary measures. Students investigate economic indicators, such as GDP, unemployment rates, and inflation, crucial in assessing economic performance and guiding policy decisions. The changing patterns of Australia's international trade patterns, along with the costs and benefits of globalisation, highlight the dynamic nature of the global economy. Students also learn the use of human resource management to manage and motivate employees and improve business competitiveness, in addition to analysing the role of trade unions and employer groups in a workplace.

Assessment:

- Class Exercise/s - 25%
- Research Task - 25%
- Assignment - 25%
- Test - 25%

Financial Accounting – *Year 10*

Course Overview/Description:
In this subject, students will investigate minor and major consumer and financial decisions, and analyse the factors that influence specific major consumer and financial decisions. They will research and compare the potential benefits and costs of different types of investment strategies, such as investment in real estate versus shares. They will examine the importance of Australia's superannuation system for human and financial wellbeing in retirement. They will also investigate and calculate the potential costs or benefits of taking out superannuation early to purchase a house. Students will develop skills to evaluate and use data and information to address any ethical implications of financial decisions and draw logical conclusions.

Assessment:

- Class Exercise/s - 25%
- Research Task - 25%
- Assignment - 25%
- Test - 25%

Learning Domains

Elective Charges

Geography

Geography & Commerce – *Year 7*

Course Overview/Description:
This unit will begin to explore the ideas of where you fit into the world and what impact you have on it. This will occur through a study of resource use and the places in which people live. We will discuss the nature of resources and use water as a case study to look at how resources need to meet the demands of a wide variety of people all around the world as well as the ways in which resources impact on culture and livability. We will also look at the various places in which people live, starting with the characteristics of our local area and then broadening our focus to Europe and Africa.
We will examine the ways consumers and producers respond to and influence each other in the market. We will explore and observe the characteristics of entrepreneurs and successful businesses and consider the ways in which work can contribute to individual and societal wellbeing.

Assessment:
- Classwork & Minor Assignments - 25%
- Research Task - 25%
- Case Study - 30%
- Test - 20%

Nations & Nature – *Year 8, 9*

Course Overview/Description:
From natural wonders like the Great Barrier Reef and Mount Everest to incredible human creations like the megacities of Jakarta and New York, the world is full of fascinating and diverse places, which you too can explore if you select this unit! The first part of the course focuses on the natural world, investigating the formation and distribution of a range of landscapes, particularly focused on land-based environments such as forests and mountains. You will explore the ways various landforms and landscapes are formed, undergo change and the positive and negative impacts humans can have on them. The second part of the unit will look at the way nations and cities are constantly changing. You will study cities in Indonesia, China, the USA and Australia, investigating geographic trends such as increasing urbanisation, and the resulting sustainability issues.
Please note: this unit must not be selected if students have already undertaken HU433 Nations & Nature

Assessment:
- Class Exercises - 20%
- Research Task - 35%
- Research Report - 25%
- Test - 20%

Beaches & Biomes – *Year 8, 9*

Course Overview/Description:
Coastal regions have long been places of high value to people for resources, trade and enjoyment. In this unit, students will be explore the characteristics of these environments, including the natural processes and human activities that form, influence and change them. They may also explore and evaluate ways in which individuals and organisations aim to protect and manage these unique places. This will include participation in a fieldwork excursion to a coastal region, where students will collect data to include in a fieldwork report. Students will also explore the concept of biomes and their role in food production and will consider the issue of food security in Australia and/or internationally.

Assessment:
- Class Exercises - 20%
- Fieldwork Report - 35%
- Research Task(s) - 25%
- Test - 20%

Learning Domains

Elective Charges

Geography

Geography – *Year 10*

Course Overview/Description:

This Geography unit will explore important global issues affecting humanity's future. Students will investigate the differences in human wellbeing at a range of scales in Australia and other countries around the world. They will look at patterns of wellbeing and the reasons for the differences. They will evaluate ways in which organisations are working to improve poverty and living conditions. Students will attend a fieldwork trip where they will investigate differences in wellbeing in Melbourne as part of an assessment task. Students will also explore major human-induced environmental issues, including climate change and desertification. They will explore the causes of these issues and the ways in which individuals and organisations are managing them. Students will develop a wide range of geographic skills, including in the application and use of spatial technologies.

Please note: students who have previously studied HU636 For Richer For Poorer will have already covered some of the topics and tasks in this unit.

Assessment:

- Class Exercises - 15%
- Fieldwork Report - 20%
- Research Task(s) - 40%
- Exam- 25%

Learning Domains

Elective Charges

History

History & Civics – *Year 7*

Course Overview/Description:

This unit will introduce students to the study of History. Students will learn the key principles of studying History that will form the basis of their study in future years, including some of the ways that we know about the past. In addition, students will gain an overview of the Ancient World, including Ancient Egypt and Ancient China. They will investigate Aboriginal and Torres Strait Islander histories and cultures. Students will describe key features of Australia's government and they will discuss freedoms within Australia's democratic society, for example, freedom of speech and freedom of religion. They will explain how Australia's legal system aims to provide justice through, for example, the right to a fair trial and they will explain different types of laws.

Assessment:

- Class Exercise/s - 25%
- Research Task - 25%
- Assignment - 25%
- Test - 25%

Exploration & Society – *Year 8, 9*

Course Overview/Description:

In this unit, students will deepen their historical understanding by exploring the period between the Ancient and Modern Worlds, with a focus on Medieval Europe, Asia, and the Americas. They will study key aspects of life from 650 to 1750, including developments in travel that broadened worldviews. Alongside enhancing their historical literacy through source analysis, students will also engage with ethical issues, learning to evaluate and reason through ethical principles and decision-making. This approach will help them cultivate open-mindedness and reasonableness in the face of complex historical and ethical challenges.

Assessment:

- Class Exercise/s - 25%
- Research Task - 25%
- Assignment - 25%
- Test - 25%

Australia at War – *Year 8, 9*

Course Overview/Description:

In this unit, students will develop key historical skills such as analysis, evaluation, and the ability to identify and describe key concepts. They will explore Aboriginal and Torres Strait Islander Peoples' knowledge and relationships with Country and Place, and the impacts of British colonisation during the 18th and early 19th centuries. Students will examine significant events, ideas, and movements that contributed to continuity and change in Australian society from 1750 to 1914, including the causes of WWI and the reasons for Australian participation in the world wars. The unit also covers the continuities and changes in warfare, the significant events and individuals of the Holocaust, and the diverse experiences and perspectives of Jewish and non-Jewish peoples during this period.

Assessment:

- Class Exercise/s - 25%
- Research Task - 25%
- Assignment - 25%
- Test - 25%

History – *Year 10*

Course Overview/Description:

In this unit, students explore important historical events like World War II, the Holocaust, and the fight for Indigenous rights. They learn to ask thoughtful questions, analyse different sources, and check for accuracy. By looking at various perspectives, students understand different beliefs and attitudes, and see how history can be debated. They study how things have changed over time and why certain events, like the Holocaust, are significant. Key skills include understanding Indigenous experiences with colonisation, examining the Universal Declaration of Human Rights, and learning about campaigns for Indigenous rights and freedoms.

Assessment:

- Class Exercise/s - 25%
- Research Task - 25%
- Assignment - 25%
- Test - 25%

Learning Domains

Elective Charges

Languages

Highvale Secondary College offers French, German and Chinese (Mandarin) to all students. These languages are of great importance in international affairs, trade, culture, science and technology. Both are migrant languages and there are always some students at Highvale Secondary College who are native speakers. There are bonus points attached to the ATAR score of any student studying a language at VCE level

The main aim of the Language courses at Highvale is to develop effective communication and all activities inside and outside school have the purpose of furthering students' listening, speaking, reading and writing skills in a range of contexts. An understanding of another culture and its values grows naturally out of these activities. The course enables students to profit from and build on their acquired linguistic skills when they have left school, either through further studies and their careers, or through travel and leisure activities.

A language must be studied at Year 7 and Year 8 Level. In years 9-12 students may study languages as an elective. According to the Victorian Curriculum, students will study a continuum of Years 7-8, 9-10 and Years 11-12. NB Each unit is a semester in length.

Title of Unit	Year Level
Chinese-Mandarin	
Chinese-Mandarin Second Language	7
Chinese-Mandarin Second Language Advanced	7
Chinese-Mandarin Second Language	8
Chinese-Mandarin Second Language	9
Chinese-Mandarin Second Language	10

Title of Unit	Year Level
French	
French	7
French	8
French	9
French	10

Title of Unit	Year Level
German	
German	7
German	8
German	9
German	10

Learning Domains

Elective Charges

Chinese-Mandarin

Chinese-Mandarin Second Language – *Year 7*

Course Overview/Description:

- Students will be able to understand the language system of Chinese such as pinyin and characters.
- They will learn about China as a country and its culture.
- Students will study topics such as family, pets, countries, languages, nationality and sport.
- They will be able to practice basic social skills in Chinese such as self-introduction and introducing people to others.
- They will learn to write 84 characters this year.

Assessment:

- Listening Tasks - 20%
- Speaking Tasks - 25%
- Reading Tasks - 20%
- Tests, Written Tasks, Workbook, Multimedia - 35%

Chinese-Mandarin Second Language - Advanced – *Year 7*

Course Overview/Description:

- Students will develop their knowledge and skills in topics such as Pinyin and characters, numbers, personal information, times and dates, transport, clothing, and body parts.
- They will be able to participate in simple exchanges about their personal world at home and at school, as well as express their opinions on food, transport, occupations, and clothing.
- Students will continue to enhance their grammar knowledge through class discussions and language activities.

Assessment:

- Listening Tasks - 20%
- Speaking Tasks - 25%
- Reading Tasks - 20%
- Tests, Written Tasks, Workbook, Multimedia - 35%

Chinese-Mandarin Second Language – *Year 8*

Course Overview/Description:

- Students will be able to discuss birthdays, dates & describe people's daily lives.
- They will learn about Chinese culture, history and the importance of China and Australia's relationship.
- Students will study topics such as clothing and shopping, the etiquette of making phone calls & the weather.
- They will appreciate how to eat at restaurants and behave well as a guest.
- They will learn to write 140 characters this year.

Assessment:

- Listening Tasks - 20%
- Speaking Tasks - 25%
- Reading Tasks - 20%
- Tests, Written Tasks, Workbook, Multimedia - 35%

Learning Domains

Elective Charges

Chinese-Mandarin

Chinese-Mandarin Second Language – *Year 9*

Course Overview/Description:

- Students will be able to engage in short exchange about school life, their studies, transport and leisure activities.
- Students will develop skills to discuss holiday plans, describing themselves and others, and being sick in spoken and written forms. Students will learn text types including announcement, letter, diary, e-mail.
- They will learn more about Chinese history, culture and travel such as the Silk Road, music and dance, the Great Wall of China, the Forbidden City, Traditional Chinese medicine and festival foods.
- In Year 9, more than 500 words and phrases are introduced, and there are 151 characters to learn to write.

Assessment:

- Listening Tasks - 15%
- Speaking Tasks - 15%
- Reading Tasks - 15%
- Tests, Written Tasks, Workbook, Multimedia - 25%
- Examination- 30%

Chinese-Mandarin Second Language – *Year 10*

Course Overview/Description:

- Students will be able to increase their vocabulary and language skills of Chinese within the world of teenage experience and interests.
- Topics include extracurricular activities, exchange study experience, environmental issues, part-time jobs, peer group pressure, generational differences and boyfriends/girlfriends.
- Students will enhance their knowledge and skills when engaging with text types including e-mail, blog, magazine article, speech and so on.
- They will continue developing their intercultural capabilities by effectively engaging with a range of texts and expressing opinions and apply their knowledge to create new responses and texts of other types.

Assessment:

- Listening Tasks - 15%
- Speaking Tasks - 15%
- Reading Tasks - 15%
- Tests, Written Tasks, Workbook, Multimedia - 25%
- Examination- 30%

Learning Domains

Elective Charges

French

French – *Year 7*

Course Overview/Description:

- Students learn to conjugate in the present tense to interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes.
- They will engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects.
- They can recognise and use features of the French phonetics, including pitch, rhythm, stress and intonation.
- Students will learn ordinal numbers, and cardinal numbers from 0 to 70.

Assessment:

- Listening Tasks - 20%
- Speaking Tasks - 25%
- Reading Tasks - 20%
- Tests, Written Tasks, Workbook, Multimedia - 35%

French – *Year 8*

Course Overview/Description:

- Students will be able to describe their house and say where things are located.
- They will learn about French schooling and will give opinions on their own subjects.
- Students will use numbers from 70 and above, which sports people play and say what activities they personally like and dislike.
- They will also learn to use imperative mood to give basic directions and place names in a city.

Assessment:

- Listening Tasks - 20%
- Speaking Tasks - 25%
- Reading Tasks - 20%
- Tests, Written Tasks, Workbook, Multimedia - 35%

Learning Domains

Elective Charges

French

French – *Year 9*

Course Overview/Description:

- Students build on the fundamentals of French grammar acquired in previous years to learn more complex verb tenses and moods namely:
  - The Past tenses: Passe Compose & Imparfait & recent past;
  - Future tenses : Recent future & Futur simple;
  - Moods : The conditional & its practical and cultural usage.
- to perform more complex tasks such as: using specific structures of various text types (journal, letter, blog, postcard), writing to a specific audience using the appropriate register.
- Students learn more complex phonetic structures of the French language to achieve better fluency in the language.
- Students engage in conversations about topics relating to themselves, their family members and friends.
- Students learn to take notes while listening to an audio text to respond to comprehension questions.
- Through the experiences of characters from their textbook Quoi de Neuf 3 & 4 students learn about various regions of France.
- They learn about cultural events and traditions in an engaging way while learning idiomatic expressions.

Assessment:

- Listening Tasks - 15%
- Speaking Tasks - 15%
- Reading Tasks - 15%
- Tests, Written Tasks, Workbook, Multimedia - 25%
- Examination- 30%

French – *Year 10*

Course Overview/Description:

- In the year 10 course is designed to transition students to the VCE program.
- They build on the grammar acquired in previous years and consolidate their learning by putting it into practice complex syntax constructions by including connectors, They consolidate:
  - Using Passe Compose with the Imparfait;
  - Future tenses : Recent future & Futur simple;
  - Moods : The conditional & subjunctive - the practical and cultural usage.
- The aim in Writing is to write longer & more complex sentence structures such as: using specific structures of various text types (journal, letter, blog, postcard, article, speeches), writing to a specific audience using the appropriate register.
- Students learn more complex phonetic structures of the French language to achieve better fluency in the language
- Students engage in conversations about topics relating to themselves, their family members and friends.
- Students research issues affecting the world around them & present their opinions & ideas to their peers in the form of a presentation.
- Students learn to take notes while listening to an audio text to respond to comprehension questions.
- Through the experiences of characters from their textbook Quoi de Neuf 3 & 4 students learn about various regions of France. They learn about cultural events and traditions in an engaging way while learning idiomatic expressions.
- Students learn to organise their ideas and respond in longer and more complex structures relating to the text they have read in French and English.

Assessment:

- Listening Tasks - 15%
- Speaking Tasks - 15%
- Reading Tasks - 15%
- Tests, Written Tasks, Workbook, Multimedia - 25%
- Examination- 30%

Learning Domains

Elective Charges

German

German – *Year 7*

Course Overview/Description:

- Students will learn about home, family, school and leisure activities.
- They can engage in simple exchange such as greetings, describing self and others, numbers (1 - 100), understanding simple classroom instructions, making requests and apologizing.
- They will learn the alphabet and the German phonetics and pronunciation.
- They will learn the culture and geography of German speaking countries.

Assessment:

- Listening Tasks - 20%
- Speaking Tasks - 25%
- Reading Tasks - 20%
- Tests, Written Tasks, Workbook, Multimedia - 35%

German – *Year 8*

Course Overview/Description:

- Students will learn and use dates & numbers.
- They will be able to give and ask for permission, write invitations and talk about their pets and animals.
- They will learn about Carnival, German foods & travelling around Germany, Switzerland and Austria.
- They will be able to describe the weather and give their choices regarding food, music and winter activities.

Assessment:

- Listening Tasks - 20%
- Speaking Tasks - 25%
- Reading Tasks - 20%
- Tests, Written Tasks, Workbook, Multimedia - 35%

German – *Year 9*

Course Overview/Description:

- Students will be able to ask and give permission, order and pay for meals, as well as discuss German football & sports.
- They will learn about famous German companies and technology.
- They will also describe their illness and injuries, say how they help with household jobs and talk about shopping and clothing style preferences and daily routines.

Assessment:

- Listening Tasks - 15%
- Speaking Tasks - 15%
- Reading Tasks - 15%
- Tests, Written Tasks, Workbook, Multimedia - 25%
- Examination- 30%

German – *Year 10*

Course Overview/Description:

- Students will be able to say where places are located, give & understand directions and talk about places in town.
- They will also be able to use the past tense to talk about holiday activities.
- Students will describe different modes of transport and talk about at least three environmental issues.
- They will be able to say what they did during the week and the weekend and learn about the city of Berlin.

Assessment:

- Listening Tasks - 15%
- Speaking Tasks - 15%
- Reading Tasks - 15%
- Tests, Written Tasks, Workbook, Multimedia - 25%
- Examination- 30%

Learning Domains

Elective Charges

Mathematics

The general aim in Mathematics goes far beyond the rote learning of basic facts and techniques. Of greater importance is the ability to apply acquired skills to real life situations in an appropriate manner, to think and reason logically, and to communicate the solutions to problems in a clear and concise way.

In Years 7-10, students undertake a common core of Mathematics consisting of two Semester Units each year.

In Year 7, selected students will commence an Acceleration Program, based of testing, and may be offered to continue the program in Years 8 and 9 subject to suitability and performance. Students can move in and out of the accelerated class based on suitability and performance.

In Years 9 and 10, students will be provided course advice on suitable pathways which lead to different options at VCE.

It is recommended that students pursue the pathway recommendations made, however, students are able to elect any mathematics unit/s to be a part of their course.

All Mathematics units assess the Critical & Creative Thinking standard of the Victorian Curriculum.

Title of Unit	Year Level
Mathematics – Core	
Mathematics	7
Mathematics	8
Mathematics	9
Mathematics	10

Title of Unit	Year Level
Mathematics - Accelerated	
Mathematics – Advanced	7
Mathematics – Advanced	8
Mathematics – Advanced	9
Students will be selected for these classes based on performance	

Title of Unit	Year Level
Mathematics - Elective	
Pre VCE – General Mathematics	10
Pre VCE – Mathematics Methods	10
Maths in Applications	10

Learning Domains

Elective Charges

Mathematics

Core Mathematics – *Year 7*

Course Overview/Description:
Students study mathematical concepts in 6 strands. The following shows the depth of content that students will undertake at Year 7.

Number: Students will:
- represent natural numbers in expanded form and as products of prime factors, using exponent notation;
- solve problems involving squares of numbers and square roots of perfect square numbers;
- solve problems involving addition and subtraction of integers;
- use all 4 operations in calculations involving positive fractions and decimals, choosing efficient mental and written calculation strategies;
- choose between equivalent representations of rational numbers and percentages to assist in calculations and make simple estimates to judge the reasonableness of results;
- use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios in spatial, financial and other applied contexts, justifying choices of representation.

Algebra: Students will:
- use algebraic expressions to represent situations, describe the relationships between variables from authentic data and substitute values into formulas to determine unknown values;
- solve linear equations with natural number solutions and verify their solutions through substitution. - create tables of values relating to algebraic expressions and formulas.

Space: Students will:
- apply knowledge of angle relationships and the sum of angles in a triangle to solve problems;
- represent objects two-dimensionally in different ways;
- use coordinates to describe transformations of points in the plane.

Measurement: Students will:
- establish and use formulas for the areas of triangles and parallelograms and the volumes of rectangular and triangular prisms to solve problems;
- describe the relationships between the radius, diameter and circumference of a circle;
- classify polygons according to their features .

Statics: Students will:
- plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays;
- interpret data in terms of shape of a distribution and summary statistics, identifying possible outliers and decide which measure of central tendency is most suitable.

Probability: Students will:
- list sample spaces for single-step experiments, assign probabilities to outcomes of events and predict relative frequencies for related events;
- conduct repeated single-step chance experiments and run simulations using digital tools, giving reasons for differences between predicted and observed results.

Assessment Tasks:
- Tests - 60%
- Modelling/Problem Solving/Investigations - 20%
- Examination - 20%

Learning Domains

Elective Charges

Mathematics

Core Mathematics – *Year 8* / Accelerated Mathematics – *Year 7*

Course Overview/Description:
Students study mathematical concepts in 6 strands. The following shows the depth of content that students will undertake at Year 8.

Number: Students will:
- recognise irrational numbers as numbers that cannot develop from the division of integer values by natural numbers and terminating or recurring decimals;
- solve problems involving the 4 operations with integers and positive rational numbers;
- use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts.

Algebra: Students will:
- apply the exponent laws to calculations with numbers involving positive integer exponents;
- apply algebraic properties to simplify, rearrange, expand and factorise linear expressions;
- graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically;
- plot linear and non-linear relations on the Cartesian plane, with and without the use of digital tools. - use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context.

Measurement: Students will:
- use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms;
- use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angled triangles;
- use formulas to solve problems involving the area and circumference of circles.

Geometry: Students will:
- use 3 dimensions to locate and describe position;
- identify conditions for congruency and similarity in triangles and other common shapes, and design and test algorithms to test for congruency and similarity;
- apply the properties of quadrilaterals to solve problems.

Statistics: Students will:
- conduct statistical investigations and explain the implications of obtaining data through sampling;
- analyse and describe the distribution of data;
- compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range.

Probability: Students will
- represent the possible combinations of 2 events with tables and diagrams and determine related probabilities to solve practical problems;
- conduct experiments or simulations using digital tools to determine related probabilities of compound events.

Assessment Tasks:
- Tests - 50%
- Modelling/Problem Solving/Investigations - 20%
- Examination - 30%

Special Requirements: Accelerated Year 7 students must maintain excellent results and display excellence in work ethic to maintain a position in the class. Teachers will monitor achievement and recommendations will be made mid-year and at the end of the year to be, or not to be retained in the accelerated program.

Learning Domains

Elective Charges

Mathematics

Core Mathematics – *Year 9* / Accelerated Mathematics – *Year 8*

Course Overview/Description:
Students study mathematical concepts in 6 strands. The following shows the depth of content that students will undertake.

Number: Students will:
- students recognise and use rational and irrational numbers to solve problems;
- express small and large numbers in scientific notation.

Algebra: Students will:
- extend and apply the exponent laws with positive and negative integers and the zero exponent;
- expand binomial products and factorise monic quadratic expressions;
- find the distance between 2 points on the Cartesian plane, sketch linear graphs and find the gradient and midpoint of a line segment;
- use mathematical modelling to solve problems involving change, including simple and compound interest in financial contexts and change in other applied contexts, choosing to use linear or extend to quadratic functions;
- graph quadratic functions and use null factor law to solve monic quadratic equations with integer roots algebraically.

Measurement: Students will:
- apply formulas to solve problems involving the surface area and volume of right prisms, cylinders and composite shapes;
- solve problems involving ratio, similarity and scale in two-dimensional situations;
- apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles;
- use mathematical modelling to solve practical problems involving direct and indirect proportion, ratio and scale, evaluating the model and communicating their methods and findings.

Space: Students will:
- apply the enlargement transformation to images of shapes and objects and interpret results.

Statistics: Students will:
- compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers;
- explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view.

Probability: Students will:
- determine sets of outcomes for two-step chance experiments and represent these in various ways;
- assign probabilities to the outcomes of two-step chance experiments;
- design and conduct experiments or simulations for combined events using digital tools.

Assessment Tasks:
- Tests - 50%
- Modelling/Problem Solving/Investigations - 20%
- Examination - 30%

Special Requirements: Accelerated Year 8 students must maintain excellent results and display excellence in work ethic to maintain a position in the class. Teachers will monitor achievement and recommendations will be made mid-year and at the end of the year to be, or not to be retained in the accelerated program.

Learning Domains

Elective Charges

Mathematics

Year 10 Pre-Methods/Year 9 Accelerated Mathematics

Course Overview/Description:
Students study mathematical concepts in 5 strands: Number, Algebra, Measurement, Space and Probability. The following shows the depth of content that students will undertake as a precursor to Year 11 Maths Methods and Specialist Maths.

Students will:
- recognise the effect of approximations of real numbers in repeated calculations;
- use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear, quadratic and exponential functions as appropriate, and solve related equations, numerically and graphically;
- substitute into formulas, find unknown values, manipulate linear and quadratic algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital tools;
- solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, algebraically and graphically, with and without the use of digital tools, and justify solutions;
- represent linear, quadratic and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems;
- design and implement simple algorithms using pseudocode or other general purpose programming language;
- apply conditional probability to solve problems involving compound events;
- design and conduct simulations involving conditional probability, using digital tools;
- solve indicial, logarithmic and exponential equations algebraically, show functions graphically, with and without the use of digital tools;
- use division of polynomials to identify intercepts and graph functions with and without the use of digital tools;
- use knowledge of the unit circle to solve equations and graph functions showing relevant intercepts with and without the use of digital tools;
- apply knowledge of bearings and elevation/depression to real life scenarios.

Assessment Tasks:
- Tests - 50%
- Modelling/Problem Solving/Investigations - 20%
- Examination - 30%

Special Requirements: Accelerated Year 9 students must maintain excellent results and display excellence in work ethic to maintain a position in the class. Teachers will monitor achievement and recommendations will be made mid-year and at the end of the year to be, or not to be retained in the accelerated program.

Learning Domains

Elective Charges

Pre-General Mathematics – *Year 10*

Course Overview/Description:

Students study mathematical concepts in 5 strands: Number, Algebra, Measurement, Space and Statistics. The following shows the depth of content that students will undertake at Year 10 as a precursor to Year 11 General Maths

Students will:

- solve measurement problems involving perimeter, area, surface area and volume of composite objects;
- apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles;
- identify the impact of measurement errors on the accuracy of results;
- compare univariate data sets by referring to summary statistics and the shape of their displays;
- plan and conduct statistical investigations involving bivariate data, including where the independent variable is time;
- represent the distribution of data involving 2 variables, using tables and scatterplots, and comment on possible association;
- compare the distribution of continuous numerical data, using various displays, and discuss distributions in terms of centre, spread, shape and outliers;
- use digital tools to investigate bivariate numerical data sets; where appropriate use a straight line to describe the relationship allowing for variation, make predictions based on this straight line and discuss limitations;
- apply mathematical operations to matrices and apply matrices to real life scenarios;
- create networks from matrices and vice versa;
- apply networks to real life scenarios;
- analyse simple and compound interest and interpret findings;
- interpret variation in wages, apply tax brackets to determine tax, apply GST to context, analyse bank loans and credit.

Assessment tasks:

- Tests - 50%
- Modelling/Problem Solving/Investigations - 20%
- Examination - 30%

Learning Domains

Elective Charges

Mathematics

Maths in Applications – *Year 10*

Course Overview/Description:

Students study mathematical concepts in 6 strands: Number, Algebra, Measurement, Space, Statistics and Probability. The following shows the depth of content that students will undertake at Year 10 as a precursor to Year 11 Foundation Maths.

Students will:

- revise basic maths skills in fractions, decimals and percentages including calculator use;
- revise basic algebraic skills: simplify, rearrange, expand, substitute and solve;
- graph and interpret linear relations, extending to real life scenarios;
- calculate the perimeter, area, total surface area and volume of 2 & 3 dimensional shapes;
- use percentages, simple and compound interest formulas to answer worded problems including financial settings;
- apply knowledge of wages, salaries, tax brackets, GST, credit loans and buying on terms to real life scenarios.
- use Pythagoras Theorem to calculate a side length given two other sides of a right-angled triangle;
- use Trigonometry to calculate unknown lengths and angles in right angled triangles;
- use Pythagoras and Trigonometric skills in design;
- draw, analyse and interpret frequency tables, histograms, stem and leaf plots, box plots and scatterplots;
- determine and interpret measures of centre and spread;
- use scatterplots and lines of best fit to explore relationships between two continuous numerical variables;
- determine sets of outcomes for one and two-step chance experiments and represent these in various ways;
- assign probabilities to the outcomes of one and two-step chance experiments;
- design and conduct experiments or simulations for combined events using digital tools.

Assessment tasks:

- Tests - 50%
- Classwork/Problem Solving/Investigations - 30%
- Examination - 20%

Learning Domains

Elective Charges

The Science units offered in this section have been designed with the following criteria in mind:

SCIENCE IS KNOWLEDGE AND SKILLS - about discovering, explaining, questioning, gathering data, testing theories and describing phenomena. It encourages the growth of skills such as observation, experimentation, application of concepts and communication with accuracy, safety and with enthusiasm.

SCIENCE IS TECHNOLOGY - involved in the efficiency of materials, processes and machines, which may help solve practical problems.

SCIENCE IS SOCIETY - the impact of society on scientific change and of science and technology in improving quality of life (while at the same time posing some hazards).

SCIENCE IS PERSONAL DEVELOPMENT - helping students develop social skills, which will aid them throughout life - for example research, and communication skills.

In order to facilitate these aims, Science teaching at Highvale Secondary College will be principally contextual, drawing on the students' own experience at home, from the local community, current affairs, leisure, work and school.

In Years 8 and 9 Science will be a core subject, students will also be required to select an additional Science elective each year in addition to the core science

In Year 10, students are required to complete a minimum of one unit of Science subject to other subject selections.

Title of Unit	Year Level
Science	
General Science	7
General Science	8
General Science	9

Title of Unit	Year Level
Science Electives	
Biochemistry	8, 9
Chemistry and Physics	8, 9
Forensic Science	8, 9
Biology and Psychology	10
Chemistry	10
Physics	10

Learning Domains

Elective Charges

Science

General Science – *Year 7*

Course Overview/Description:

Students will study:

- Laboratory safety practices and correct use of basic scientific equipment;
- Key science skills to design and carry out a range of practical investigations;
- Diversity of life on Earth and the use of classification tools to order and organise them;
- Matter and energy flow through ecosystems and how they are represented using models;
- Abiotic and biotic factors in an ecosystem and its effect on species populations;
- Particle and kinetic theories of matter to describe the arrangement and motion of particles in solids, liquids, gases, and how that relates to changing state;
- Physical and chemical properties of substances;
- Classification of matter as elements, compounds and mixtures and how they can be separated using separation techniques;
- Simple machines and the forces involved in everyday life;
- Space sciences, including cyclic changes of Earth, Sun and Moon, eclipses, seasons and tides;
- Space exploration and its challenges.

Assessment Tasks:

- Class tests - 50%
- Projects and assignments - 30%
- Practical work - 20%

General Science – *Year 8*

Course Overview/Description:

Students will study:

- Development of cell theory;
- Structure and function of cells and the organization of cells in plant and animal organ systems;
- Atomic theory of matter to model and explain differences between elements, compounds and mixtures at the particle level;
- Characteristics of chemical and physical change;
- Different energy forms, energy transfers and energy efficiency in simple systems;
- Electrical circuits and the concepts of voltage and current;
- Factors that affect household energy consumption using an energy audit;
- Sustainability of Earth's renewable and non-renewable resources and the processes of resource extraction;
- Formation and composition of sedimentary, igneous, metamorphic rocks and the process of the rock cycle.

Assessment Tasks:

- Class tests - 50%
- Projects and assignments - 30%
- Practical work - 20%

Learning Domains

Elective Charges

Science

General Science – *Year 9*

Course Overview/Description:

Students will study:

- Transmission of infectious and non-infectious diseases and measures of control;
- Structure and function of plant and animal organ systems;
- Law of Conservation of Mass in chemical reactions and using chemical symbols and formulae to represent elements, molecules and compounds in word and simple balanced chemical equations;
- Chemistry of acids and bases and identifying everyday chemical reactions, including synthesis, decomposition and displacement reactions;
- Wave and particle models to describe energy transfer through different media;
- Properties of electromagnetic and mechanical waves and their applications;
- Generating electricity through alternating current using magnets and direct current using photovoltaic cells or batteries;
- Earth as a dynamic planet, including plate tectonics and formation of geological features;
- The universe, including galaxies, stars, solar systems, black holes and the big bang theory.

Assessment Tasks:

- Class tests - 50%
- Projects and assignments - 30%
- Practical work - 20%

Biochemistry – *Year 8, 9*

Course Overview/Description:

Students will study:

- Key science skills to design and carry out a range of practical investigations and use appropriate technology to collect and analyse data;
- Structure and functions of reproductive cells and organs in living organisms;
- The role of sexual and asexual reproduction and the reproductive strategies used by organisms to enable survival of a species;
- The carbon cycle and the role of photosynthesis and respiration in that cycle;
- The greenhouse effect and relating it to the role of carbon dioxide in maintaining temperatures that support life on Earth;
- Cultural burning practices of Aboriginal and/or Torres Strait Islander Peoples in reducing Australia's greenhouse gas emissions;
- Factors of climate change and their role in regulating global climate and their effects on the environment;
- Impact of human activities on climate change and identifying strategies to reduce climate change or mitigate its effects.

Assessment Tasks:

- Class tests - 50%
- Projects and assignments - 30%
- Practical work - 20%

Learning Domains

Elective Charges

Science

Chemistry and Physics – *Year 8, 9*

Course Overview/Description:

Students will study:

- Key science skills to design and carry out a range of practical investigations and use appropriate technology to collect and analyse data;
- Nuclear stability, with reference to the forces in the nucleus;
- Different types of radioactive decay and writing equations for radioactive decay;
- Model radioactive decay with reference to half-life and perform half-life calculations;
- Nuclear energy, including nuclear fusion and fission reactions;
- The viability of nuclear energy as an energy source for Australia;
- The history and development of the model of the atom, including the Bohr model;
- Chemical and physical properties of specific materials and relate it to their atomic structure;
- Properties and uses of metals and the extraction of metals.

Assessment Tasks:

- Class tests - 50%
- Projects and assignments - 30%
- Practical work - 20%

Forensic Science – *Year 8, 9*

Course Overview/Description:

Students will study:

- Key science skills to demonstrate creative and critical thinking skills in the analysis of real-life cases;
- Forensic applications in the investigation of crime and how evidence collected is used in a trial;
- Types of specialists involved in securing a crime scene and documenting and analysing evidence from a crime scene;
- Techniques for analysing evidence, including detecting fingerprints, hair and fibre analysis, blood spatter patterns and casting shoeprints;
- Forgery techniques and methods of forgery recognition;
- Identification of human persons using DNA, blood types, iris and retina scanning, and skeletal bones and teeth structure;
- The application of Newton's laws of motion on car safety and car crash investigations;
- Qualitative analytical techniques, including chromatography, gel electrophoresis, microscopy, acid-base reactions.

Assessment Tasks:

- Class tests - 50%
- Projects and assignments - 30%
- Practical work - 20%

Learning Domains

Elective Charges

Science

Biology and Psychology – *Year 10*

Course Overview/Description:

Students will study:

- Key science skills to design and carry out a range of practical investigations and use appropriate technology to collect and analyse data;
- Structure and function of the human nervous and endocrine systems and how they work together to regulate and coordinate the body's response to stimuli;
- Structure and function of DNA, chromosomes and genes;
- Patterns of genetic inheritance in monohybrid crosses;
- Theory of evolution by natural selection and the evidence to support it;
- Role of psychologists and the differences between psychology and psychiatry;
- The process of psychological development over the course of the life span and the role of sensitive and critical periods;
- Role of the brain in behaviour and mental processes;
- The role of perception in making sense of the world around us and the distortions of perception.

Assessment Tasks:

- Class tests - 30%
- Projects and assignments - 30%
- Practical work - 20%
- Examination- 20%

Chemistry – *Year 10*

Course Overview/Description:

Students will study:

- Key science skills to design and carry out a range of practical investigations and use appropriate technology to collect and analyse data;
- The organization of the elements in the Periodic Table and how it is related to the structure and properties of atoms;
- Patterns and trends in the metallic and non-metallic properties, atomic size and reactivity of the elements in the Periodic Table;
- Different types of chemical bonding;
- Basic organic and polymer chemistry;
- Types of chemical reactions and predict products of chemical reactions;
- Factors that affect the rate of a reaction.

Assessment Tasks:

- Class tests - 30%
- Projects and assignments - 30%
- Practical work - 20%
- Examination- 20%

Learning Domains

Elective Charges

Science

Physics – *Year 10*

Course Overview/Description:

Students will study:

- Key science skills to design and carry out a range of practical investigations and use appropriate technology to collect and analyse data;
- Newton's laws of motion and the relationship between force, mass and acceleration of objects;
- The Law of Conservation of Energy and the associated energy transfer processes;
- The relationships between distance, speed, acceleration, mass and force and use qualitative and quantitative explanations to predict and explain motion;
- Free body diagrams to analyse forces on an object and determine net force;
- Terminal velocity of a free-falling object;
- Calculations of the different energy forms.

Assessment Tasks:

- Class tests - 30%
- Projects and assignments - 30%
- Practical work - 20%
- Examination- 20%

Learning Domains

Elective Charges

Technology Studies is an area of the curriculum which is characterised by students using tools, mechanisms, machines, processes and various resources to produce a desired result. The units offered in this field involve the development of skills in investigation, design, production, planning, assembly and evaluation. It also encompasses the use of computers to help solve technological problems that are commonplace in industry and in the home

In Years 8 to 10 students are required to select at least one Technology unit per year. Students should select units according to their interests and abilities

Title of Unit	Year Level
Digital Technology	
Digital Technologies	7
Computer Programming	8, 9
Introduction to Web Development	8, 9
Pre VCE Applied Computing	10

Title of Unit	Year Level
Multi Materials	
Product Design & Technology	7
Jewellery Design	8, 9
Product Design	8, 9
Designing for an End User	10

Title of Unit	Year Level
Food Technology	
Food Technology	7
Food for Life	8, 9
Hospitality	8, 9
Advanced Food Technology	10

Title of Unit	Year Level
Systems Engineering	
Introduction to Mechanical & Electronic Systems	8, 9
Systems Design & Engineering	10

Title of Unit	Year Level
Textiles	
Textiles	7
Textiles Design	8, 9
Textiles and Fashion	10

TECHNOLOGY PLANNER

Learning Domains

Elective Charges

TECHNOLOGY PLANNER

YEAR 7	YEAR 8, 9	YEAR 10	VCE
Digital Technologies	Computer Programming Introduction to Web Development	Pre VCE Applied Computing	Applied Computing
Food Technology	Food for Life Hospitality/Global Foods	Advanced Food Technology	Food Studies
Product Design & Technology	Jewellery Design Product Design	Designing for an End User	Product Design & Technology
	Introduction to Mechanical and Electronic Systems	Systems Design & Engineering	Systems Engineering
Textiles	Textiles Design	Textiles & Fashion	Product Design & Technology

Learning Domains

Elective Charges

Digital Technology

Digital Technologies – *Year 7*

Course Overview/Description:

Students will explore various digital tools essential for organizing their learning, such as effective file management and the Office suite. They will also learn strategies to safeguard their online safety and privacy. Additionally, students will develop computational thinking skills by solving problems using flowcharts, pseudocode, and general-purpose algorithms.

Assessment Tasks:

- Digital Folio - 80%
- Test - 20%

Introduction to Web Development – *Year 8, 9*

Course Overview/Description:

Students will focus on learning how to create websites with Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). They will investigate how websites manage, control and secure access to data, and how cyber security threats can affect content online. Students will be challenged to investigate, gather data, draw conclusions and make predictions by identifying trends, and then share their findings on a custom website of their own design.

Assessment Tasks:

- Portfolio - 20%
- Research Task - 30%
- Custom Webpage - 40%
- Test - 10%

Computer Programming – *Year 8, 9*

Course Overview/Description:

Through practical learning activities students will describe the main principles involved in computer programming and write simple programs to solve various problems.
Students will design algorithms involving logical operators and represent them as flow charts and pseudocode, and validate algorithms and programs by comparing their output against a range of test cases.

Assessment Tasks:

- Portfolio - 20%
- Assignments - 30%
- Custom Project - 40%
- Test - 10%

Pre-VCE Applied Computing – *Year 10*

Course Overview/Description:

This unit introduces students to data analysis, and object-oriented programming. Students will learn to collect, manipulate, and visualize data using spreadsheets and databases, while also developing software solutions using a programming language and related tools. Key areas of focus include understanding data types and structures, applying object-oriented programming principles, and exploring emerging trends in software development. Students will also address legal and ethical considerations, implement validation and debugging techniques, and utilize design tools to represent solutions, culminating in being able to respond to novel problems in both areas.

Assessment Tasks:

- Data Visualisation Folio - 20%
- Programming Folio - 20%
- Custom Project - 40%
- Examination - 20%

Learning Domains

Elective Charges

Food Technology

Food Technology – *Year 7*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

Course Overview/Description:

Students will learn to work with food safely and hygienically while becoming familiar with the range of tools and equipment found in everyday kitchens. Students will design a dish to solve a design problem. Collaboration is key in this subject.

Assessment Tasks:

- Workbook - 50%
- Practical - 50%

Hospitality – *Year 8, 9*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

Course Overview/Description:

Students go on a culinary journey around the world where they learn about the impact of global food influences on Australian cuisine and the foods that we enjoy at cafes, food courts and restaurants. Students glimpse what it is like to work in the Hospitality industry with a focus on occupational health and safety in the workplace. Food with an international flavour is designed and produced to be served on a small scale. Students learn precision knife skills and practice presenting food to a commercial standard.

Assessment Tasks:

- Design Task - 40%
- Practical Component- 40%
- Test - 20%

Food for Life – *Year 8, 9*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

Course Overview/Description:

Students will focus on designing meals and learning skills that they can apply to everyday life. Embedded in the course is the development of fundamental kitchen skills of hygiene, safety, planning, and managing food waste while exploring dishes from around the world. Understanding the importance of sustainable practices in our daily lives underpins the course content.

Assessment Tasks:

- Design Task - 40%
- Practical Component - 40%
- Test - 20%

Advanced Food Technology – *Year 10*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

Course Overview/Description:

In preparation for VCE Food Studies, students are exposed to the magic of food science. Students will prepare a range of complex dishes where they will explore how and why food changes when it is prepared and cooked.

Assessment Tasks:

- Practical Assessment - 40%
- Tests and examination - 25%
- Assignment - 35%

Learning Domains

Elective Charges

Multi Materials

Product Design and Technology – *Year 7*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

Course Overview/Description:

Students will learn to work safely with a range of materials, such as wood and metal in the technology classroom. They will use simple production processes and tools to make a product they have contributed to the design of.

Assessment Tasks:

- Safety Training S/N
- Production Model - 60%
- Design Folio - 40%

Jewellery Design – *Year 8, 9*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

Course Overview/Description:

Using the double diamond design process students will create solutions to problems in the jewelry design specialisation.

Pathway:

VCE Product Design and Technologies

Assessment Tasks:

- Safety Training S/N
- Production - 60%
- Design Folio - 40%

Product Design – *Year 8, 9*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

Course Overview/Description:

Using the double diamond design process students will create solutions to real world problems using multiple materials including wood, metal and/or plastics.

Pathway:

VCE Product Design and Technologies

Assessment Tasks:

- Safety Training S/N
- Investigation Task - 20%
- Design Folio - 30%
- Production Model - 50%

Designing for an End User – *Year 10*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

Course Overview/Description:

In preparation for VCE Product Design and Technologies, students will use the double diamond design process to create solutions for an end user using multiple materials including wood, metal and/or plastics.

Pathway:

VCE Product Design and Technologies

Assessment Tasks:

- Investigation Task - 20%
- Design Folio - 25%
- Production Model - 40%
- Examination- 15%
- Safety Training S/N

Learning Domains

Elective Charges

Systems Engineering

Introduction to Mechanical and Electronic Systems – *Year 8, 9*

Course Overview/Description:

Students will:

- investigate input, process and output of an engineered system including the energy transformation;
- evaluate renewable and non-renewable energy sources and technology to harness, transport and store energy;
- design and construct simple mechanical systems using computer aided design (CAD) and prototyping tools such as 3D printers;
- experiment with various input and output devices of an electronic system;
- simulate and test a controlled system including programming a microprocessor.

Pathway:

Systems design and engineering

Assessment Tasks:

- Assignment - 20%
- Tests - 20%
- Practical Projects - 60%

Systems Design and Engineering – *Year 8, 9*

Course Overview/Description:

Students will:

- apply engineering process to design, build, test and evaluate electromechanical systems;
- develop problem-solving and analytical skills and use virtual and physical modelling including 3D printing and prototyping;
- design mechanical systems with a range of materials and components and develop optimal structures considering load, force, motion and energy;
- investigate appropriate manufacturing and processing methods including use of tools, equipment and machines;
- program microprocessors and incorporate a range of sensors and transducers as part of an electrotechnical system;
- consider various factors that influence the system design including function, environment, safety and ethics.

Pathway:

VCE Systems Engineering

Assessment Tasks:

- Assignment - 10%
- Circuit Practice - 20%
- Design Project - 60%
- Examination - 20%

Learning Domains

Elective Charges

Textiles

Textiles – *Year 7*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

Course Overview/Description:

In this unit students will:

- focus on health and safety in the technology classroom;
- investigate different fabrics and fibres and hand sewing techniques;
- identify and research sustainable practices in the textiles industry.

Assessment Tasks:

- Safety Training S/N
- Book Cover - 60%
- Workbook - 40%

Textile Design – *Year 8, 9*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

Course Overview/Description:

In this unit students will:

- focus on health and safety in the technology classroom;
- investigate materials and techniques for use in design development;
- analyse elements of sustainability;
- test materials to understand their properties;
- create samples and final pieces using hand and machine stitch methods.

Assessment Tasks:

- Design Folio – 40%
- Final Piece - 60%

Textiles and Fashion – *Year 10*

This subject will incur a voluntary charge for specific materials & resources. Click here to view the Elective Contribution Charges and a description of the items provided.

Course Overview/Description:

In this unit students will:

- focus on health and safety in the technology classroom;
- investigate materials and techniques for use in design development;
- analyse elements of sustainability;
- test materials to understand their properties;
- create samples and final pieces using hand and machine stitch methods.

Assessment Tasks:

- Upcycling/Wearable art piece - 40%
- Design Folio - 40%
- Examination – 20%

Learning Domains

Elective Charges

Elective Charges

As per the DET Parent Payment policy all Curriculum contributions for 2025 are of a voluntary nature. Highvale Secondary College appreciates the generous support of families that make these contributions. This enables the College to offer a broad range of elective units to our students when determining their courses. Without this support, the College acknowledges that it would be unable to offer the extensive curriculum that it does.

PLEASE NOTE: PRICES LISTED BELOW ARE ONLY INDICATIVE, THERE MAY BE SLIGHT VARIATIONS DUE TO PRICING AT THE TIME OF ENROLMENT.

THE ARTS DOMAIN		
Unit Name	**Cost**	**Items Provided**
Painting and Printmaking (8, 9)	$55	Plastic Pocket & Label, Canvas Board, Stretched Canvas, Assorted Paint, Assorted Paper, Range of Media, Range of Equipment
Sculpture (8, 9)	$55	Plastic Pocket & Label, Assorted Paint, Assorted Paper, Assorted Materials, Range of Media, Range of Equipment
Pre VCE - Painting and Printmaking (10)	$55	Plastic Pocket & Label, Canvas Board, Stretched Canvas, Assorted Paint, Assorted Paper, Range of Media, Range of Equipment
Pre VCE – Sculpture(10)	$55	Plastic Pocket & Label, Speciality Printing Inks, Assorted Paper, Speciality Paper, Range of Media, Range of Equipment
VCD-Technical Design (8, 9)	$40	Plastic Pocket & Label, Assorted Paper, Speciality Paper, Range of Media, Range of Equipment, Presentation Materials
VCD-Creative Design (8, 9)	$40	Plastic Pocket & Label, Assorted Paper, Speciality Paper, Range of Media, Range of Equipment, Presentation Materials
Pre VCE-VCD	$40	Plastic Pocket & Label, Assorted Paper, Speciality Paper, Range of Media, Range of Equipment, Presentation Materials
Pre VCE Media-Industry Based Photography	$32	SD Card
Pre VCE Media-Advanced Film & Media Production	$32	SD Card

TECHNOLOGY DOMAIN			
Unit Name		**Cost**	**Items Provided**
Year 7 Technology	Product Design & Technology	$150	Assorted Paper, Range of Media, Timber, Sandpaper, Adhesives & Putty, Paint & Brushes, Nails/Screws/Nuts, Coping Saw Blades, Paper & Pencils
	Textiles		Calico, Assorted Fabrics, Ribbon, Sewing Thread, Tape, Zip, Button, Pins & Needles, Felt Square, Filling & Cord, Paper Templates
	Food Technology		Meats, Poultry, Legumes, Fruit & Vegetables, Eggs, Dairy, Grains, Rice, Pasta, Pantry Items, Extra Condiments
Food Technology			
Food for Life (8, 9)		$75	Meats, Poultry, Legumes, Fruit & Vegetables, Eggs, Dairy, Grains, Rice, Pasta, Pantry Items, Extra Condiments
Hospitality/Global Foods (8, 9)		$75	Meats, Poultry, Legumes, Fruit & Vegetables, Eggs, Dairy, Grains, Rice, Pasta, Pantry Items, Extra Condiments
Advanced Food Technology (10)		$75	Meats, Poultry, Legumes, Fruit & Vegetables, Eggs, Dairy, Grains, Rice, Pasta, Pantry Items, Extra Condiments
Multi Materials			
Jewellery Design (8, 9)		$70	Acrylic Plastic-Coloured, Acrylic Plastic Glue, Specialised Timbers, Sandpaper, Copper, Brass, Silver, Polishes, Neck Chains, Paper & Grey Lead Pencils
Product Design (8, 9)		$70	Acrylic Plastic-Colouredx, Pinewood Timber, Sandpaper, Wood glue, putty, plastic glue, Fasteners (Nails/Screws/Nuts), Paper & Grey Lead Pencils
Designing for an End User (10)		$70	Acrylic Plastic-Colouredx, Pinewood Timber, Sandpaper, Wood glue, putty, plastic glue, Fasteners (Nails/Screws/Nuts), Paper & Grey Lead Pencils
Systems Engineering			
Introduction to Electromechanical Systems (8, 9)		$30	Solder, Vero Board, Resistors
Systems Design & Engineering (10)		$40	Velleman Soldering Kit x 2, Solder, Vero Board, Resistors
Textiles			
Textiles Design (8, 9)		$25	Assorted Fabrics/Haberdashery, Embroidery Thread/Hoop, Vislofix, Mounting Paper, Quick Unpick, Sharpie, Felt & Sewing Needles, Foam Block
Textiles and Fashion (10)		$25	Assorted Fabrics/Haberdashery, Embroidery Thread/Hoop, Vislofix, Mounting Paper, Quick Unpick, Sharpie, Felt & Sewing Needles, Foam Block

Learning Domains