

YEAR 7 - 10

COURSE INFORMATION GUIDE 2027

Year 7 – 10 Subject Selection Guide

GENERAL INFORMATION AND REQUIREMENTS

The curriculum structure at Highvale allows students to study a broad range of core subjects, while also selecting 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 have increasing levels of choice in certain learning areas as they progress through the year levels.

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

All subjects from Years 7-10 have been developed so that they address the Victorian Curriculum 2.0, 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

CURRICULUM DESIGN

The Victorian Curriculum (Vic Curric) is composed of discipline area and general 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, and 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	

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YEAR 7 Year 7 is a secondary school foundation year. All students complete the same studies in all the learning areas. For English, Maths, Science, Humanities, PE and Languages, they will be in year-long subjects. For Arts and Technology, they will complete semester long subjects. In technology, this will be a semester of Food Studies and a semester of Digital Technologies. In the Arts area, they will complete a semester of Performing Arts (Drama) and a semester of Visual Arts, introducing them to Art Making and Visual Communication Design. Students will be asked to select a 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 ***Students will be required to study:***
A compulsory, full-year course in Mathematics, English, PE, Languages, Science and Humanities
1 x semester long subject in Performing Arts - Music (Orchestra for those who already play an Orchestral instrument, Classroom Music for all others)
1 x semester long subject in Visual Arts (any ONE of Art Making, Media or Visual Communication Design)
1 x semester long subject in Product Design Technologies (select Multimaterials or Textiles, noting it is a preference only)
1 x semester long subject in another Technology field (any ONE of Food, Digital Technologies or Systems)

YEAR 9 ***Students will be required to study:***
A compulsory, full-year course in Mathematics, English, PE, Science and Humanities
1 x semester long subject in Arts (choose from Drama, Music, Art Making, Media or Visual Communication Design)
1 x semester long subject in Technology (choose from Food, Systems, Digital Technologies, Multimaterials, Jewelry Making, Textiles)

If you DO NOT wish to continue with French/Chinese you must select:
* A second Arts or Technology subject (see above)
* 3 x semester long subjects in any combination of Arts, Technology, Humanities, Science, or PE.

If you DO wish to continue with French/Chinese you must select:
* 1 x year-long French or Chinese (may show as two subjects in the online preference system)
* A second Arts or Technology subject (see above)
* 1 x semester long subject in Arts, Technology, Humanities, Science or PE (see above for options)

YEAR 10 ***Students will be required to study:***
A full year of English
A full year of Mathematics
A full year of H/PE
6 x semester–long electives, covering at least 4 out of the following learning areas: Arts, Humanities, Languages (requires two slots), Science, Technology.
For approved students, this could include a VCE Accelerated subject (requires two slots).

Additional notes regarding Year 10:
High achieving students may be offered the opportunity to complete a Year 11 unit in Year 10 via an application process. Such offers are dependent on a number of criteria, including adequate space in classes. Students will need to have applied for this program through the separate application form on Compass, usually late term 2. Students who are accepted into this acceleration program will be advised in writing.

Year 7 – 10 Subject Selection Guide

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. Students in consultation with parents and teachers should select units according to their interests, abilities, 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.

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

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 and 9 students are required to select at least one Arts unit each year. Students should select units according to their interests and abilities

Title of Unit	Year Level
Art Making and Exhibiting	
Art Year 8	8
Art Year 9	9
Pre VCE Art Making and Exhibiting	10
Media	
Media Year 8	8
Media Year 9	9
Pre VCE Media	10
Visual Arts - General	
Introduction to the Visual Arts	7

Title of Unit	Year Level
Visual Communication Design	
Visual Communication Design Year 8	8
Visual Communication Design Year 9	9
Pre VCE Visual Communication Design	10
Drama	
Drama Year 7	7
Drama Year 9	9
Drama and Theatre Studies	10
Music	
Classroom Music Year 8	8
Orchestra Year 8	8
Music Year 9	9
Music Year 10	10

ARTS PLANNER

Learning Domains



ARTS PLANNER

YEAR 7	YEAR 8	YEAR 9	YEAR 10	VCE
Year 7 Visual Arts	Year 8 Art	Year 9 Art	Pre VCE Art	Art Making & Exhibiting
Year 7 Visual Arts	Year 8 Visual Communication Design	Year 9 Visual Communication Design	Pre VCE Visual Communication Design	Visual Communication Design
	Year 8 Classroom Music OR Year 8 Orchestra	Year 9 Music	Pre-VCE Music	Music
Year 7 Drama		Year 9 Drama	Pre-VCE Drama & Theatre Studies	Theatre Studies
	Year 8 Media	Year 9 Media	Pre-VCE Media	Media Studies

Learning Domains

Visual Arts

Art Making and Exhibiting

Learning Domains

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.

Year 7 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.

Year 8 Art – *Year 8 Elective*

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

Year 9 Art – *Year 9 Elective*

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.

Pre VCE Art-Making and Exhibiting– *Year 10 Elective*

In this unit students will explore a range of materials and techniques which may include print-making, painting and sculpture. They will extend their understanding of colour theory, artists and art movements.



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.

Year 8 Media – *Year 8 Elective*

Go behind the scenes of the media you consume every day. Analyse films, TV shows, games and online content to discover how they influence audiences. Then use those same techniques to plan, create and share your own media projects that showcase your creativity and unique voice

Year 9 Media– *Year 9 Elective*

Explore how media shapes the world around us while creating your own films, photography, advertisements and digital content. Develop creative and technical skills as you learn to communicate ideas and engage audiences through powerful visual storytelling.

Pre VCE Media– *Year 10 Elective*

In this hands-on Media course, students will explore a wide range of production styles and creative techniques across film, photography, and print media. Designed as a foundation for VCE Media, this subject introduces students to industry-standard editing software and professional equipment, including cameras, microphones, and animation tools. Students will develop practical skills in video production, photo editing, and media design, while also analysing the distinctive styles of key filmmakers and international media creators. This course is ideal for students interested in storytelling, digital creativity, and understanding the power of media in shaping ideas and culture.

Learning Domains

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.

Year 8 Visual Communication Design – *Year 8 Elective*

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).

Year 9 Visual Communication Design – *Year 9 Elective*

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), objects (furniture, toys and appliances) and interactive experiences (wireframes and icons).

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

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.

Learning Domains

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.

Drama – *Year 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 design roles and develop skills outside of acting to create theatre performances;
- 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.

Drama and Theatre Studies – *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;
- Explore and design different production elements such as lighting, costume and set for different theatrical contexts;
- 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.

Learning Domains

Music

Year 8 Music – *Year 8 (compulsory if not doing Orchestra Year 8)*

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
- use digital tools to assist in the creation of their own compositions and/or performances.

Year 9 Music – *Year 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.

Pre-VCE 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.

Learning Domains

Music

Year 8 Orchestra – *compulsory for some students; see requirements below*

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 requirements:

- You **must** select Orchestra if you began learning an orchestral instrument (strings, woodwind or brass) **at school** in Year 7 and **are continuing** to learn it in Year 8.
- You are **strongly recommended** to select Orchestra if you learn an orchestral instrument **at school or outside of school** even if you have been playing longer than a year.
- Orchestra requires 3 – 4 percussionists, so if you learn percussion / drum kit, select Orchestra. If we get more than we need, we will prioritise students who learn at the school and consider recommendations from the percussion teacher if required.
- Orchestra can accommodate up to 2 piano players. Particularly if you are playing at a Grade 3 or above standard on piano, you are encouraged to select Orchestra. If we get more than we need we may need to interview and/or audition students.
- **NOTE 1:** Students who do not fit into any of the above categories must choose Year 8 Classroom Music.
- **NOTE 2:** 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, you 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 Semester 2 groups 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.

Learning Domains

English

English is a compulsory year-long subject in Years 7–10, with three curriculum strands available: Core English, Advanced English and EAL.

Core and Advanced English (Years 7–10) will develop students' ability to understand, analyse and create a wide range of texts. Through language, literature and literacy, students will learn to communicate effectively with different audiences and for different purposes. Students will explore how language creates meaning, influences audiences and represents different experiences and perspectives. They will develop into thoughtful, critical and creative communicators with increasing confidence and independence.

EAL (Years 7–10) supports qualifying students to develop the English language and communication skills needed to participate confidently in various contexts. Students will engage with a range of texts and perspectives while developing their vocabulary, fluency, comprehension and control of spoken, written, visual and multimodal English. Students will learn to understand and respond to texts, communicate for different audiences and purposes, and become increasingly confident and independent users of English.

Title of Unit	Year Level
Core English	
Year 7	7
Year 8	8
Year 9	9
Year 10	10
Accelerated English	
Year 7	7
Year 8	8
Year 9	9

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

CORE ENGLISH

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

ADVANCED ENGLISH

Accelerated English is offered in Years 7, 8 and 9 in place of Core English. Students engage with the same core English curriculum as their peers, with additional depth, complexity and challenge. Placement is informed by Year 6 assessment data for entry into Year 7 and ongoing achievement and demonstrated suitability throughout Years 7 to 9. Students may move into or out of the program as appropriate to their learning needs and progress.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Students from non-English speaking backgrounds who have been in Australia for seven years or less may be eligible to undertake English as an Additional Language in place of Core English. 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

English

English – *Year 7 Core and Advanced*

In these subjects, students will develop their capacity to read, view, listen to, create and respond to a diverse range of literary, persuasive, informative and multimodal texts. Students will explore how texts are shaped by their purpose, audience and context, and how language choices influence meaning, relationships and perspectives. Students will engage with texts from a range of historical, cultural and social contexts, including works by Aboriginal and Torres Strait Islander authors and Australian and international authors. They will explore characters, settings, events, ideas and issues, and develop their ability to respond to texts and justify their interpretations.

More specifically, they will:

- explore and respond to a diverse range of literary, persuasive, informative, visual and multimodal texts, identifying how authors and creators use language and text features to construct meaning.
- create imaginative, informative and persuasive texts for different purposes and audiences, developing control over text structures, language, grammar, spelling and punctuation.
- participate in discussions and deliver structured spoken texts, using appropriate language, voice and multimodal elements to communicate ideas and engage audiences.

English – *Year 8 Core and Advanced*

In these subjects, students will build their capacity to analyse, interpret and create increasingly complex literary, persuasive, informative and multimodal texts. Students will explore how language, text structures and literary devices shape meaning, represent perspectives and influence audiences across a range of contexts. Students will engage with texts from diverse historical, cultural and social contexts, exploring how ideas, issues and points of view can represent the values of individuals and groups. They will develop increasing control over their responses to texts and their own communication, making deliberate choices about language, structure and multimodal elements for particular purposes and audiences.

More specifically, they will:

- analyse how authors and creators use language features, literary devices, text structures and visual elements to construct meaning and represent perspectives.
- create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, making deliberate choices about language, structure and multimodal elements.
- participate in discussions and deliver structured spoken texts, using language, voice and multimodal elements to support or challenge ideas and communicate effectively with particular audiences.

Learning Domains

English

English – *Year 9 Core and Advanced*

In these subjects, students will develop the ability to critically analyse, interpret and create increasingly sophisticated texts. Students will examine how language, text structures, literary devices and visual features represent people, places, ideas and perspectives, and how texts reflect the contexts in which they are created and received. Students will engage with a diverse range of literary, persuasive, informative, multimodal and digital texts. They will develop increasingly independent and considered responses to texts, analysing how language choices represent values, beliefs and attitudes and how authors organise ideas to shape meaning. Students will create texts that present and develop points of view, ideas and responses to issues for specific audiences and purposes.

More specifically, they will:

- analyse how language features, text structures, literary devices, symbolism and visual elements represent ideas and perspectives across different texts and contexts.
- create texts that present and develop points of view and ideas, making deliberate choices about language, structure, voice and multimodal elements for specific purposes and audiences.
- discuss and evaluate texts, analysing how language positions audiences, and deliver structured spoken texts with deliberate choices about formality, voice and multimodal elements.

English – *Year 10 Core*

In this subject, students will engage critically, creatively and independently with complex literary, persuasive, informative, multimodal and digital texts. Students will analyse how texts represent individuals, groups, places, ideas and issues, and evaluate how language, structure, literary devices and multimodal features shape meaning, interpretation and audience response. Students will engage with texts from diverse historical, cultural and social contexts, including works by Aboriginal and Torres Strait Islander authors and Australian and international authors. They will synthesise interpretations, evaluate the effectiveness of authors' choices and develop increasingly sophisticated responses to complex ideas and issues. Students will create purposeful texts that demonstrate deliberate control over language, structure, voice and multimodal features for specific audiences and contexts.

More specifically, they will:

- analyse and evaluate how text structures, language features, literary devices, intertextual connections and visual and auditory elements shape representations and interpretations.
- create imaginative, informative and persuasive texts that explore complex issues, demonstrating sustained control over language, structure, voice and multimodal features for particular purposes and audiences.
- analyse, discuss and deliver formal and informal spoken texts with deliberate control over language, formality, voice and multimodal elements to suit purpose, audience and context.

Learning Domains

English as an Additional Language

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

In this subject, qualifying students will develop increasing confidence, independence and control in using English across social, classroom and academic contexts. They will build their vocabulary, grammatical knowledge and communication skills across spoken, written and multimodal contexts, progressing from supported use of familiar language to greater autonomy. Students will develop their ability to understand increasingly complex texts and explanations, participate in discussions, debates and presentations, and express and justify ideas and opinions. They will learn to adapt their language and communication choices to different purposes, audiences and contexts, becoming increasingly capable users of English who can participate confidently in the social and academic life of the school community.

More specifically, they will:

- develop their ability to understand and respond to increasingly complex instructions, questions, explanations and spoken and written texts;
- expand their vocabulary and use of grammatical structures and connectives to communicate ideas, express and justify opinions, and negotiate meaning;
- develop their ability to participate in increasingly extended discussions, debates and presentations, adapting their language, structure and delivery to suit different purposes, audiences and contexts;
- develop increasing control over pronunciation, stress, rhythm, intonation and non-verbal communication to communicate meaning effectively;
- develop greater autonomy in using English to engage with the language of the curriculum and participate confidently in the social and academic life of the school community.

Learning Domains

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
Health & Physical Education	8
Health & Physical Education	9
Health & Physical Education	10

Title of Unit	Year Level
Physical Education based Elective	
Sports Coaching for Performance	9

Learning Domains



Health & Physical Education

Health & Physical Education – *Year 7*

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;
- Practice effective communication and problem-solving skills.

Health & Physical Education – *Year 8*

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.
- Examine the impact of physical changes on gender, cultural and sexual identity;

Health & Physical Education – *Year 9*

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.
- 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.

Learning Domains



Health & Physical Education

Health & Physical Education – *Year 10*

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

Physical Education elective – Sport Coaching for Performance – *Year 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.

Learning Domains

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 7-9, all students will complete the same compulsory year long Humanities subject
2. In Year 9, students have the option of undertaking a more specialised elective subject in addition to the year long compulsory subject.
3. In Year 10, students select electives as relevant based on Year 10 course rules, their interests and their future career and study plans.

Title of Unit	Year Level
Core Humanities	
Humanities Year 7	7
Humanities Year 8	8
Humanities Year 9	9
Geography	
Geography Year 9	9
Geography 10	10
Civics & Citizenship	
Legal Studies Year 10	10

Title of Unit	Year Level
Economics & Business	
Business Management Year 9	9
Economics Year 10	10
Accounting Year 10	10
History	
History Year 9	9
History Year 10	10

HUMANITIES PLANNER

Learning Domains

HUMANITIES PLANNER

YEAR 7	YEAR 8	YEAR 9	YEAR 10	VCE
Humanities Year 7	Humanities Year 8	Humanities Year 9		
		History Year 9	History Year 10	Economics Business Management Accounting
		Geography Year 9	Geography Year 10	History
			Legal Studies Year 10	Legal Studies
		Business Management Year 9	Economics Year 10 Accounting Year 10	Economics Business Management Accounting

Learning Domains

Core Humanities

Humanities – *Year 7 (Compulsory)*

Course Overview/Description:
In this subject, students will explore how societies develop, function and change over time, and the factors that enable them to survive, grow and flourish.

More specifically, they will:
- Investigate the factors that contributed to the development of early human civilisations, including the rise and fall of Ancient Egypt.
- Analyse how the rights, responsibilities and active participation of individuals and groups contribute to cohesive societies.
- Analyse how societies manage and distribute essential and non-essential resources to meet competing needs and wants, including an in-depth study of water as a global essential resource.
- Evaluate how societies create places where people belong and thrive.

Humanities – *Year 8 (Compulsory)*

Course Overview/Description:
In this subject, students will analyse the ways in which change is a constant in our world, and the opportunities and challenges this creates for societies and environments.

More specifically, they will:
- Investigate how increasing exploration and growing connections in both Europe and Asia-Pacific (600-1750CE), created opportunities and challenges that helped shape the modern world.
- Evaluate how multi-culturalism has shaped modern Australian society, and the opportunities and challenges this creates.
- Analyse how natural and human processes continually shape and change environments, and how people respond to these changes.
- Analyse how urbanisation is reshaping societies, and the social, economic and environmental challenges this creates.
- Prepare for the opportunities and challenges presented by the world of work.

Humanities – *Year 9 (Compulsory)*

Course Overview/Description:
In this subject, students will analyse and evaluate how the power individuals and groups wield, and the choices this allows them to make, can dramatically alter society, for better or worse.

More specifically, they will:
- Explain how decisions made by those in positions of power contributed to two world conflicts and the Holocaust, and analyse their short and long-term consequences.
- Analyse how democratic societies distribute and control power, including the role individuals play within them.
- Investigate how the choices made about how land is used can set us on a path for a sustainable and equitable food future, or can result in a future that is less food secure.
- Develop the knowledge and skills needed to make informed financial decisions and understand their consequences.

Learning Domains



Economics & Business

Business Management – *Year 9 (Elective)*

Course Overview/Description:

In this subject, students explore how businesses operate in a modern economy. They will investigate what makes organisations successful, how entrepreneurs establish and grow businesses, and the strategies businesses use to attract customers and remain competitive.

More specifically, they will:

- Analyse the different types, structures and characteristics of businesses, and how these influence their operations.
- Investigate the characteristics and behaviours of successful entrepreneurs.
- Experiment with business practices including marketing, public relations and human resources.
- Analyse the decisions and strategies used by businesses to gain a competitive advantage.

Economics – *Year 10 (Elective)*

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.

Accounting – *Year 10 (Elective)*

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 and insurance 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.

Learning Domains

Geography / Civics & Citizenship

Geography – *Year 9 (Elective)*

Course Overview/Description:

In this subject, students explore how natural processes and human activities shape and change environments, evaluating the ways people respond to these changes through a detailed study of coastal environments. They will also discover the hidden geographical connections that link people, places and environments across the globe, from products like chocolate to cultural phenomena like K-Pop and global challenges such as pandemics.

More specifically, they will:

- Explain the natural processes that form and change coastal environments;
- Explain how human activities deliberately and unintentionally disrupt, change or supplement natural processes
- Evaluate a range of strategies used to manage change in coastal environments, including how these strategies impact people and places.
- Collect and analyse primary and/or secondary data to investigate change within a coastal environment.
- Investigate the ways products, cultural trends, and global challenges connect people and places around the world.
- Analyse the positive and negative impacts increasing global connections have on people and the planet.

Geography – *Year 10 (Elective)*

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.

Legal Studies – *Year 10 (Elective)*

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 impacts on 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.

Learning Domains

History

History – *Year 9*

Course Overview/Description:

In this subject, students investigate how societies are shaped by moments of profound change. Through studies of colonial Australia and a significant Asian society, they will examine how historical events, cultural traditions and competing perspectives continue to influence the world today.

More specifically, they will:

- Explain Aboriginal and Torres Strait Islander understandings of Country, community and cultural practices prior to and during colonisation.
- Explain the causes and events of colonisation, along with its impacts, including on Aboriginal and Torres Strait Islander People.
- Anaylse the developing ways of life, political and legal systems and cultural expressions in Australia up to the beginning of the 20th century.
- Explain the key features of a significant Asian society and analyse patterns of continuity and change from 1750 to the present.
- Analyse key events and their impacts on society during the period from 1750 to the present.
- Evaluate and compare varying perspectives on the history of each of the studied societies over this time period.

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.

Learning Domains

Languages

Highvale Secondary College offers French and Chinese (Mandarin) to all students. These languages are of great importance in international affairs, trade, culture, science and technology. 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. NB Each unit is a year 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

Learning Domains

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.

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.

Chinese-Mandarin Second Language – *Year 8*

Course Overview/Description:

- Students will be able to discuss birthdays, dates and 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 and the weather.
- They will learn to write 140 characters this year.

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 & 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.

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 and generational differences.
- Students will enhance their knowledge and skills when engaging with text types including e-mail, newspaper/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.

Learning Domains

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 cartoon stories, focusing on pets, colours, preferences, adjectives, and discussing characters, events, themes and effects and idiomatic phrases to interact with characters, .
- They can recognise and use features of the French phonetics, including pitch, rhythm, stress and intonation.
- Students will learn cardinal numbers from 0 to 70.
- Students will learn about meals at varying times of the day and how it differs in different parts of the francophone countries.

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 hobbies they personally like and dislike.
- They will also learn to use imperative mood to give basic directions to navigates various places of interests in towns, cities and countries.

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 to perform more complex tasks.
- 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 and exploring their varying accents specialties and festivals.
- They learn about cultural events, foods and traditions in an engaging way while learning idiomatic expressions.

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.
- 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 the world around them.
- Students research issues affecting the world around them & present their opinions & ideas to their peers in the form of a presentation using idiomatic expressions to demonstrate cultural awareness.
- 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 and respond to different audience.

Learning Domains

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

Title of Unit	Year Level
Mathematics - Accelerated	
Mathematics – Accelerated	7
Mathematics – Accelerated	8
Mathematics – Accelerated	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
Foundation Maths	10

Learning Domains

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 .

Statistics: 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.

Learning Domains

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.

Learning Domains

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.

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.

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

Mathematics

Pre-Methods – *Year 10* /Accelerated Mathematics – *Year 9*

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.

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.

Note: Students who are considering selecting Maths Methods Units 1 & 2 when they reach Year 11 should choose Year 10 Pre-Methods in Year 10.

Learning Domains

Mathematics

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.

Note: Students are advised that this Year 10 Maths option does not lead to VCE Maths Methods.

Learning Domains

Mathematics

Foundation Maths – *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.

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 and 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.

Note: Students are advised that this Year 10 Maths option does not lead to VCE General Maths or Maths Methods

Learning Domains

Science is the study of the natural and physical world. At Highvale Secondary College, students explore the four branches of science—Biological Sciences, Chemical Sciences, Earth and Space Sciences, and Physical Sciences—to understand how living things function, how matter and energy interact, and how Earth and the universe have changed over time.

Through practical investigations and experiments, students develop scientific knowledge, laboratory skills, critical thinking and problem-solving skills while learning to analyse evidence and communicate scientific ideas. Science provides a strong foundation for further study in VCE Biology, Chemistry, Physics and Psychology and helps students understand the important role science plays in society.

Science is a compulsory year-long subject in Years 7, 8 and 9. Year 9 students may also choose a semester-long Science elective to explore an area of interest in greater depth. In Year 10, students select electives as relevant based on Year 10 course rules, their interests and their future career and study plans.

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

Title of Unit	Year Level
Science Electives	
Scientific Inquiry	9
Biology and Psychology	10
Chemistry	10
Physics	10

Learning Domains

Core Science

Science – *Year 7 (Compulsory)*

Course Overview/Description:

In this subject, students will explore the fundamental concepts of biology, chemistry, Earth and space science, and physics through practical investigations and real-world applications.

More specifically, they will:

- develop scientific inquiry skills by planning, conducting and evaluating investigations, and communicating scientific findings
- investigate the properties and behaviour of matter, including states of matter, mixtures and separation techniques
- explore the diversity of living things, ecosystems and the interactions between organisms and their environment
- examine Earth's resources and consider the importance of their sustainable use
- investigate forces, simple machines and the motion of objects
- explore the relationships between the Earth, Sun and Moon and how they influence seasons, tides and eclipses
- apply scientific knowledge and skills to design and conduct an independent scientific investigation.

Science – *Year 8 (Compulsory)*

Course Overview/Description:

In this subject, students will deepen their understanding of biology, chemistry, Earth science and physics through practical investigations, scientific inquiry and real-world applications.

More specifically, they will:

- investigate the structure and function of cells and organ systems in living organisms
- explore electricity, energy and the behaviour of matter using atomic theory to explain everyday phenomena
- distinguish between physical and chemical changes and investigate the properties of substances
- examine Earth's dynamic processes, including plate tectonics and the rock cycle
- develop scientific inquiry skills by planning, conducting and evaluating investigations, and communicating scientific findings
- apply scientific knowledge and skills to design and conduct an independent scientific investigation.

Learning Domains

Science

General Science – *Year 9 (Compulsory)*

Course Overview/Description:

In this subject, students will extend their understanding of biology, chemistry and physics by investigating the principles that explain the natural world and their applications in everyday life.

More specifically, they will:

- investigate atomic structure and chemical reactions to explain the behaviour of matter
- explore how body systems work together to maintain homeostasis, reproduce and respond to disease
- investigate the transfer of energy through waves and examine how electricity is generated using a range of energy sources
- develop scientific inquiry skills by planning, conducting and evaluating investigations, and communicating scientific findings
- apply scientific knowledge and skills to design and conduct an independent scientific investigation.

Scientific Inquiry – *Year 9 (Elective)*

Course Overview/Description:

In this subject, students will investigate real-world scientific questions through independent inquiry, developing the skills and understanding used by scientists to solve problems and make evidence-based decisions.

More specifically, they will:

- develop scientific inquiry skills by questioning, planning, conducting and evaluating investigations
- collect, analyse and interpret data to draw evidence-based conclusions
- communicate scientific findings using a range of scientific conventions and presentation formats
- investigate how scientific knowledge is developed, refined and applied to solve real-world problems
- evaluate the ethical, social and environmental impacts of scientific discoveries and technological advances
- explore the contributions of science to society and the diverse careers and opportunities available in science.

Learning Domains

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;
- Transmission of infectious and non-infectious diseases and measures of control;
- 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.

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.

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.

Learning Domains

Technology

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 Year 8 students are required to select two Technology units, one from the Product Design discipline and one from either the Digital Technologies, Food Technology or Systems Engineering disciplines . Students should select units according to their interests and abilities.

In Year 9 students are required to select at least one Technology unit from those on offer. Students should select units according to their interests and abilities.

Title of Unit	Year Level
Digital Technologies	
Digital Technologies	7
Digital Technologies	8
Digital Technologies	9
Applied Computing	10

Title of Unit	Year Level
Product Design	
Product Design (Wood Metal Plastics)	8
Product Design (Textiles)	8
Product Design (Wood Plastics)	9
Product Design (Jewellery)	9
Product Design (Textiles)	9
Product Design & Technologies (Wood Metal Plastics)	10
Product Design & Technologies (Textiles)	10

Food Technology	
Food Technology	7
Food Technology	8
Food Technology	9
Food Studies	10

Systems Engineering	
Design Engineering	8
Design Engineering	9
Systems Engineering	10

TECHNOLOGY PLANNER

Learning Domains

TECHNOLOGY PLANNER

YEAR 7	YEAR 8	YEAR 9	YEAR 10	VCE
Digital Technologies Year 7	Digital Technologies Year 8	Digital Technologies Year 9	Applied Computing Year 10	Applied Computing
Food Technology Year 7	Food Technology Year 8	Food Technology Year 9	Food Studies Year 10	Food Studies
	Product Design (Wood Metal Plastics) Year 8 Product Design (Textiles) Year 8	Product Design (Wood Plastics) Year 9 Product Design (Jewellery) Year 9 Product Design (Textiles) Year 9	Product Design & Technologies (Wood Metal Plastics) Year 10 Product Design & Technologies (Textiles) Year 10	Product Design & Technologies
	Design Engineering Year 8	Design Engineering Year 9	Systems Engineering Year 10	Systems Engineering

Learning Domains

Digital Technologies

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.

Digital Technologies – *Year 8*

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.

Digital Technologies – *Year 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.

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.

Learning Domains

Food Technology

Food Technology – *Year 7*

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.

Food Technology – *Year 8*

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 healthy eating and sustainable practices underpins the course content.

Food Technology – *Year 9*

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.

Food Studies – *Year 10*

Learning Domains

Course Overview/Description:

In preparation for VCE studies, students participate in weekly practical cooking classes where they develop advanced food preparation and cooking skills. The course explores Australia's food system, with a focus on contemporary issues including food security, food citizenship and food sovereignty. Students investigate their role within the food system and examine strategies for adopting sustainable food practices. Central to the course is an understanding of the principles of healthy and sustainable eating, which underpin both practical and theoretical learning.
In preparation for VCE, students will complete weekly cooking practical classes where they learn complex cooking techniques. There is a key focus on Australia's food system and the main issues associated with it such as food security, food citizenship and food sovereignty. Students learn about their role in the Australian food system

Product Design

Product Design (Wood Metal Plastics) – *Year 8*

Course Overview/Description:

Students will use the double diamond design process to design and produce products working with traditional and new/emerging technologies. They will specifically use wood, metal and/or plastics to create their products.

Product Design (Textiles) – *Year 8*

Course Overview/Description:

Students will use the double diamond design process to design and produce products working with traditional and new/emerging technologies. They will specifically use textiles to create their products.

Product Design (Wood Plastics) – *Year 9*

Course Overview/Description:

Students will use the double diamond design process to design and produce products that solve real world problems. They will work with traditional and new/emerging technologies. They will specifically use wood and/or plastics to create their products.

Product Design (Jewellery) – *Year 9*

Course Overview/Description:

Students will use the double diamond design process to design and produce products in the jewellery design specalisation using a range of materials, such as metal, plastic, wood and more. They will also learn traditional and new technologies to create their work. They will have the option of several materials and processes to create their final products.

Product Design (Textiles) – *Year 9*

Course Overview/Description:

Students will use the double diamond design process to design and produce products that solve real work problems. They will work with traditional and new/emerging technologies. They will specifically use textiles to create their products.

Learning Domains

Product Design

Product Design & Technologies (Wood Metal Plastics) – *Year 10*

Course Overview/Description:

In preparation for VCE, students will use the double diamond design process to design and produce products that solve real work problems for a specific end user. They will work with traditional and new/emerging technologies. They will specifically use wood, metal and/or plastics to create their products.

Product Design & Technologies (Textiles) – *Year 10*

Course Overview/Description:

In preparation for VCE, students will use the double diamond design process to design and produce products that solve real work problems. They will work with traditional and new/emerging technologies. They will specifically use textiles to create their products.

Learning Domains

Systems Engineering

Design Engineering– *Year 8*

Course Overview/Description:

Students will analyse how force, motion, material and energy are used to control an engineered system. They construct, program and test an integrated system of a mini drone using 3D printing and laser cutting.

Design Engineering– *Year 9*

Course Overview/Description:

Students will apply engineering principles and process in ethical design. They Construct, program and test an integrated system of a music box and a mechanical system using 3D printing and simulation.

Systems Engineering – *Year 10*

Course Overview/Description:

In preparation for VCE, students will apply engineering principles and process in ethical design. They construct, program and test an integrated system of a RC car using 3D printing and simulation.

Learning Domains