Dear Girls and Parents

The years of secondary schooling are exciting and dynamic ones, during which girls develop by responding to the challenges provided by the School in both the academic and co-curricular programs. Together they are designed to create the best possible holistic girls learning environment to prepare them for a fulfilling life in which they are ready to face, with confidence, a future of continued change and life-long learning.

It is our experience that the highest academic achievement at all levels for girls goes hand-in-hand with a fully rounded education. Ivanhoe Girls’ extensive co-curricular program offers every girl the opportunity to explore and develop her interests by participating in a wide range of intellectual, sporting, musical and cultural activities as well as a strong commitment to community service, which complement and enhance her learning.

For both parents and teachers alike, the years ahead will be filled with the pride and joy which comes from sharing in the growth of our girls in independence and responsibility towards a confident adulthood. Our staff are dedicated to supporting the intellectual, personal, social and spiritual growth of the girls in every possible way. A list of many of the key staff from whom support and advice is readily available is provided on page 5.

This Senior School Handbook 2015 provides the details of all the academic studies offered from Years 7 to 12. We seek to meet the diverse needs and aspirations of all our students and to provide them with the best possible basis for future tertiary studies and employment. It is important to remember that ‘our brains are like muscles - they improve with use’. Consequently girls in Years 7 and 8 undertake a core curriculum which gives them maximum flexibility for their future studies by keeping options open and offering opportunities to experience the study of a wide range of subjects. This also enables them to enhance all learning areas, including their respective individual strengths and weaknesses. At Year 9, electives are introduced and students begin to make individual choices. Girls in Year 10 continue to undertake a core curriculum which is complemented by a framework of elective studies with increased scope for individual choice, including the opportunity to commence their VCE studies.

Course selection in the VCE years has significant implications for future study options and career paths (although flexibility in tertiary pathways continues to increase). Girls and parents need to approach this subject choice supported by as much accurate information and advice as possible. The School’s subject selection processes are designed to provide this support in a systematic and timely manner. It is important to remember, however, that girls do best when they choose subjects they enjoy and in which they are confident. Once students’ choices are made, the grouping of studies and the School’s timetabling are based on these choices. The information published in this Handbook is an important first step in the provision of course guidance.

I encourage you all to read this Handbook carefully and to discuss it together.

Heather Schnagl
Key Dates for 2015

Term 1
Friday 30 January     Year 7 Orientation
Monday 2 February    Term 1 Commences
Monday 9 March       Labour Day
Friday 27 March       Term 1 Concludes
Friday 3 April        Good Friday
Monday 6 April        Easter Sunday

Term 2
Tuesday 14 April     Term 2 Commences
Saturday 25 April    ANZAC Day
Monday 8 June        Queen’s Birthday
Wednesday 10 June    GAT
Friday 26 June        Term 2 Concludes

Term 3
Tuesday 14 July       Term 3 Commences
Friday 11 September   Term 3 Concludes

Term 4
Monday 5 October – Sunday 1 November     October Performance/Language Oral Exams
Tuesday 6 October     Term 4 Commences
Monday 2 November     Mid-term Break
Tuesday 3 November    Mid-term Break – Melbourne Cup Day
Wednesday 14 October  CCAFL Written Exam
Wednesday 28 October – Friday 20 November VCAA Exams
Date to be announced  Celebration Night
Friday 11 December    Term 4 Concludes
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An online version of the handbook is available at https://hive.ivanhoegirls.vic.edu.au

Front cover artwork by Sophie Dewey, Year 10 2014
## Academic Curriculum 2015

### Ivanhoe Girls' Grammar School

**Academic Curriculum 2015**

**Learning Areas**

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**Note:** Interactive Literacy, Information and Communication Technology (ICT), and Creative and Critical Thinking are integrated across all learning areas P - 12

**Bold = Core**  
**Normal type = Electives**  
*** = at least one of these is strongly recommended**  
**^ = VET studies across a broad range of subjects are offered in conjunction with NMVC**

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**VCE**

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Parents and girls are encouraged to talk with the appropriate staff about any issues relating to their studies, activities or welfare. Parents should telephone or email to arrange an appointment with a member of staff whenever a discussion would be helpful.

**Deputy Principal and Head of Senior School**  
The Deputy Principal and Head of Senior School is responsible for the day-to-day management of the Senior School and major aspects of student welfare.

**Director of Learning and Teaching**  
The Director of Learning and Teaching oversees the curriculum offerings of the whole school, from ELC to Year 12.

**Head of Curriculum (Years 7 - 9)**  
The Head of Curriculum (Years 7 - 9) is responsible for the implementation of the Years 7 - 9 curriculum in the Senior School and working with Faculty Coordinators to ensure coordination of all Years 7 - 9 curriculum matters and all academic program reports in Senior School.

**Head of Curriculum (Years 10 - 12)**  
The Head of Curriculum (Years 10 - 12) is responsible for the implementation of the VCE curriculum in the Senior School and working with Faculty Coordinators to ensure coordination of Year 10 and VCE curriculum matters including assessment.

**Director of the Cooerwull Centre for Leadership and Service**  
The Director coordinates leadership development opportunities for students at all levels and promotes the School’s philosophy of leadership as service. The Director is responsible for auditing all potential leadership and service programs to ensure that all students have access to appropriate experiences in and beyond the School cultivating their teamwork, collaboration and leadership capacities.

**Year Level Coordinators**  
Year Level Coordinators are responsible for the welfare of students in their year level, including overseeing each girl’s academic and co-curricular development and facilitating effective communication with parents.

**Chaplains**  
The Chaplains are responsible for the spiritual wellbeing of all students.

**Heads of Faculty**  
Heads of Faculty develop and implement appropriate curriculum and courses of study within their respective faculties.

**International Student Coordinator**  
The International Student Coordinator is responsible for all matters related to international students.

**Head of Individual Differences**  
The Head of Individual Differences is responsible for the coordination and implementation of programs which cater for the individual needs of all students. These programs include those that enhance, enrich and extend each student’s talents as well as those that support each student’s learning.

**Head of Counselling**  
Working within a specialist counselling team, the Head of Counselling assists girls and their families to deal with personal issues and concerns. Senior School girls may seek confidential counselling support from the School Counsellors on their own initiative or on the advice of staff members or parents.

**Careers Teachers**  
The Careers Teachers provide information on a diverse range of courses and careers. Girls are able to make individual appointments to discuss tertiary courses and career opportunities.

**Tutors**  
Tutors have detailed knowledge of individual girls in their small Tutor Group, provide support and guidance and monitor each girl’s academic progress and personal development throughout the year.

**Subject Teachers**  
Subject Teachers work within Faculty teams to deliver the curriculum.

**Student Services**  
The Student Services Centre, adjacent to the VCE Centres, supports the welfare of students. It is staffed from 8.00am to 4.00pm daily. Individual medical records for each girl are held in the Centre and girls who are ill at school must always report to the Centre. Students leaving with a parent for any external appointment must still sign out at Student Services before leaving.

The Centre also monitors daily arrivals and departures of all students and maintains the legally required absence and late records.

Parents are asked to telephone the Student Absence Line on 9490 6281 to notify the reason for absence before 9.30am on each day of a student’s absence or email the student absence to: sservices@ivanhoegirls.vic.edu.au
**THE LIBRARY**

**Frances Lowe Collection**

**Opening Hours**

**Term time**
Monday-Friday 8.00am-6.00pm

**Holidays**
Monday-Friday 8.30am-4.00pm

**Key Skills and Learning Focus**

**Guided Inquiry: Research and Information Skills**

Research and information skills are vital for all students and are incorporated sequentially into the teaching program. Through resource-based programs, students develop the skills necessary to become autonomous learners. Students extend their information competencies in increasingly complex contexts, using a range of information resources, formats and technologies.

The information process involves six basic steps:

1. **Defining:** the student defines the task and identifies the information required
2. **Locating:** the student identifies and locates potential sources of information from a variety of formats
3. **Selecting:** the student analyses the gathered information and selects only the information appropriate to the task
4. **Organising:** the student takes notes and works critically with the information, analysing and synthesising to develop her own insights and new meanings
5. **Presenting:** the student creates and presents a response to the task, keeping in mind the intended audience
6. **Evaluating:** the student reflects on the process undertaken and judges the effectiveness and efficiency of the process

**Resource Guides/Pathfinders for Units of Study**

Resource guides for units of study are discussed with students when they begin a unit of study and are posted on the Library hive page. These guides cover a range of research strategies and information sources.

**Wide Reading**

International research has shown that recreational reading aids the development of literacy skills and extends a student’s abilities to comprehend and analyse written text. The Library holds an extensive fiction collection that has been established to support students’ wide reading both for recreation and within curriculum areas.

Many popular titles are also currently available as eBooks via the Kindle eReader or can be downloaded to personal devices via Overdrive, our digital lending library.

Wide reading programs are conducted in partnership with the English Faculty. These programs aim to expose the students to a wide choice of reading materials to foster a life-long love of reading. To support students in their choice of reading material, many brochures are available to capture students’ interest and offer books appropriate to their reading level. These lists are also available on hive. The Library runs a variety of promotional activities to encourage students to read for pleasure as well.

**Resources**

**General Collection**

The Library holds an extensive collection of over 25,000 volumes of reference, fiction and non-fiction books, eBooks, DVDs, newspapers, magazines and multimedia equipment. These resources can be searched via Access-it, the Library catalogue system.
Newspapers

- The Age, Herald Sun and The Australian are available daily, are archived for nine months and are available online.
- Australian and international newspapers are also available through both eLibrary and the internet.
- Echo is a newspaper indexing service which also has outlines of current issues.

Journals

- Journal articles are available in both hard copy and electronic formats.
- Electronic articles are available through eLibrary and the internet.

The Library $hive$ Page

This provides links to a wealth of online resources. These include material appropriate for specific units of work studied within the curriculum, extensive lists to support wider reading and additional support materials for general interest.

The Internet

Guidance is provided in searching strategies and students are encouraged to critically evaluate all material. Relevant internet sites are listed for many units of study. Library Webs is an outstanding online database that provides educationally valuable internet sites. It is available through $hive$.

Other Libraries

- The State Library of Victoria: Online access to the catalogue is available through the Library $hive$ page.
- Yarra Plenty Regional Library (YPRL): Students are encouraged to browse the YPRL catalogue through the Library $hive$ page and make use of the online databases available. Interlibrary loans are available to both students and staff.

Audio Visual/Media Services

Multimedia support is provided by the Audio Visual Department, located in the Library. Students are able to borrow equipment (camcorders, cameras etc.) when required to support student learning.

All ClickView programs and DVDs can be found on the Library catalogue. ClickView is available to students through the School network and is also available online from School or home.

Digital video editing is available using iMovie on MAC laptops and Moviemaker on the PCs throughout the school. Equipment is available to students and staff for school related activities.

Students are well supported by both Audio Visual and Information Technology staff in the use of AV and IT equipment and software programs.


**Information and Communication Technology**

*Cyber Positive Education*

Girls learn best when they are engaged and can see real-life, relevant meaning in what they do. At Ivanhoe Girls’, the students’ love of technology is used to increase engagement and learning. In addition, it is well known that many girls learn best when they collaborate. Social networking sites like Wikis and Facebook are used to facilitate collaboration enabling students to jointly solve problems, answer one another’s questions, communicate with world experts and to peer assess work.

The use of communication technologies in our classes allows our students to become publishers, researchers and filmmakers. There is huge potential for students to showcase their skills. Through our Cyber Positive Education curriculum we aim to teach students how to use digital media to their advantage and to give them many opportunities to publish meaningful, quality work that is then available to a global audience.

Our Cyber Positive Education Years 7-12 curriculum has three strands:

1. Cyber Positive - how to use technology positively and avoid traps and pitfalls
2. Cyber Savvy - applying technology to advantage
3. Cyber Citizenship - the rights, respect and responsibilities involved with using technology

These strands are approached in a coordinated way that includes dedicated subjects at Years 7 and 8 and are integrated with the pastoral care and careers program as part of our whole School approach to cyber education.

Our school is an active participant of the eSmart program. The eSmart framework helps us to create a cultural norm of ‘Safe, Smart and Responsible Use of Digital Technologies’, as well as managing cybersafety and student wellbeing.

*Cybersafety Policy*

With this in mind a Cybersafety Policy has been developed.

- At all times, priority of access will be given to students using the School network for educational and research purposes
- The intellectual rights of others should be respected. Computer software and other material protected by copyright should not be printed or downloaded unless permission is given by the copyright holder
- Users of the internet are responsible for verifying for themselves the integrity and authority of information gained from the internet
- Users of the internet at Ivanhoe Girls’ Grammar School must ensure that the use of the information system either in sending or receiving information is appropriate to the ethos of the School
- Users of the internet should ensure that any communications transmitted should not be offensive or objectionable to the recipient
- Students should be very cautious in providing any personal details through the internet, and must never provide details of any other person
- Users are expected to take all due care to avoid damage to computer hardware and software and not interfere with the operation of the network by installing unapproved software or shareware
- It is the responsibility of every user to check USBs and portable hard drives regularly for viruses
All students and parents sign a cybersafety agreement on entry to the School. The complete Cybersafety Policy can be found on hive.

**ICT Resources**

Girls have ready access to class sets of iPads, notebooks and desktop computers provided by the School. The School provides dual platform computer operating systems (Windows and Mac OS) with industry standard application software which includes state-of-the-art multimedia and desktop publishing suites.

All areas of the School have access to hive, internet and school servers via an extensive fibre and cable network. The network includes a comprehensive distribution of wireless access points throughout the campus.

Each student has her own network login and email address with passwords which are changed twice a year. Students and families have access to hive from home.

Apple and Lenovo desktop computers are available in the Senior Library and classrooms throughout the School.

The Senior area of the Library holds class sets of Apple MacBooks, Lenovo ThinkPads and iPads which are available for use throughout the day, either in classes or for individual student use. Students in Years 7 - 12 may borrow the laptops overnight, at weekends or during the holidays. An agreement form must be completed by parents before borrowing a notebook overnight. Six computer laboratories/areas enable classes to use desktop computers when required. Class sets of iPod Touch devices and iPads are also available from the Library. Additionally, located throughout the Senior School are class sets of laptops on trollies that are available for classroom use.

Facilities for scanning and digital editing are also available. Colour printing can be done on MFDs (Multi Functional Devices) located throughout the School.

It is the responsibility of every user of the School’s ICT network that their downloading of information does not restrict or impact on the use of the network by others. Excessive downloading slows the entire network and restricts its effectiveness.

**hive**

An important feature of hive, the School’s intranet, is that students and parents can easily access School Newsletters, announcements, news, School communications concerning forthcoming events, School and year level calendars, and also have immediate access to individual timetables for the day or week. hive greatly enhances students’ involvement in their education through direct access to information about their homework, assignments and School activities.

**iPad Bring Your Own Device (BYOD)**

All students in Years 7-10 use their iPad as part of the general learning program. All students use the School’s wi-fi network to access the internet to back up their work.
“Careers are no longer ‘chosen’ - they are constructed through the series of choices we all make throughout our lives.”
– Professor Tony Watts

Rapid and constant changes to learning and the workplace make it essential that young people take an active role in their career development and have the confidence and abilities necessary to do so.

At Ivanhoe Girls’ the focus of career education is to provide students with the skills and information they need to make informed career decisions and transitions throughout their life. Career education emphasises the relevance and importance of lifelong learning. It provides personal support to help students focus on their areas of interest and to use the skills and knowledge they have developed about learning and work to make appropriate choices. This is reinforced during the individual subject choice interviews.

The goals of career education and career advice at Ivanhoe Girls’ are to help students:
• understand themselves and influences around them, in relation to career and lifelong learning
• develop skills, knowledge and capabilities to make career decisions
• learn employability skills
• apply their learning to achieve educational and career aspirations
• build their capacity to manage change throughout their lives

Years 7 and 8
In the early years of secondary school, career education is embedded in the range of self-discovery activities, social interaction and learning habits that the girls experience and acquire.

Year 9
At Year 9 the focus of career education is understanding the importance of personal attributes and effective communication and leaving a positive digital footprint. Students learn to write employment applications, develop and maintain a digital portfolio, participate in mock interviews and prepare for Work Experience.

Year 10
Year 10 students begin to plan their pathway to achieve broad career goals, with an emphasis on developing a range of options. To do this they use their expanding self-knowledge, career testing and learning about education and training options. Each student completes Career Voyage, which is a computer-based career testing program to help them identify broad areas of occupational interests, has an individual career advice session and participates in the Morrisby Report Career Guidance Program. The Morrisby Report program helps students build knowledge of their personal abilities, personality and interests as well as suggesting careers for further exploration. Career seminars and workshops each term help students learn essential work related skills for the future. The final week of Year 10 is spent undertaking Work Experience. This is an opportunity to test a possible career pathway, explore new options, develop personal confidence and learn a range of skills.

Year 11
Year 11 students apply the knowledge and insights gained from Work Experience to their own personal objectives and values, and then relate this to their broad career pathway. Emphasis is on expanding their knowledge about themselves and future options. Students have the opportunity to
hear career-related speakers throughout the year. Students may complete a My Career Match assessment which is a psychometric assessment that measures their behaviour profile and possible predictions are made on the understanding that each personality style finds certain jobs more rewarding and enjoyable than others.

**Year 12**

Year 12 students need to be able to critically examine their career goals and have a sound knowledge of the requirements for their selected further education, training or employment options. They need to understand transition issues associated with their next planned step. Importantly they also need to be aware of alternative pathways to their preferred future and have developed various career options. To help them do this each Year 12 student has an individual career advice session in Term 3.

**Further Careers Information**

There are a number of career events organised during the year which are available to students across year levels. A Careers Information Evening is held early in Term 3 and provides an opportunity for parents and students to meet tertiary and industry representatives and learn about various careers which are showcased on the evening. Career presentations are held throughout the year and are advertised to students.

Students and parents are always welcome to contact the Careers Department with questions or concerns or to explore options.
Assessment and Reporting Years 7 to 9

Students are assessed regularly to provide them with feedback to assist them in their learning and their teachers’ planning. The type of assessment tasks vary to reflect the nature and objectives of the subject. These tasks help to identify strengths and weaknesses as a basis for further teaching and learning.

Girls in Year 9 have formal examinations at the end of the year for most subjects. Semester one examinations may be held in subjects of one semester’s duration.

Written reports are provided at the end of semesters one and two. These describe how the student is progressing and areas for improvement. Depending on the particular task, a student will either receive a grade A+ to E or S (Satisfactory) or N (Not Satisfactory). If the work does not meet the criteria UG (ungraded) may be awarded. In addition, for most subjects a standardised global grade will be given so a student can compare relative strengths and weaknesses across subjects.

Learning Progress Interview nights provide an opportunity to discuss each girl’s progress with parents and students. Other communication, on an individual basis, between School and home is encouraged.

Assessment and Reporting Year 10

In anticipation of the requirements at VCE level, students will be expected to complete a range of assignments, reports and projects to meet specified deadlines within each study. In addition, tests and semester examinations will be used in some studies to assess a variety of skills and knowledge. Regular assessment also provides girls with feedback to help identify strengths and weaknesses and to assist them in their learning.

Girls in Year 10 sit formal examinations at the end of semesters one and two.

Written reports are provided at the end of semesters one and two describing student progress and performance on assessment tasks. Depending on the particular task, a student will receive either a grade, A+ to E, or S (Satisfactory) or N (Not Satisfactory). If the work does not meet the criteria, UG (ungraded) may be awarded. In addition, for most subjects a standardised global grade will be given so a student can compare relative strengths and weaknesses across subjects.

Learning Progress Interview nights provide an opportunity to discuss each girl’s progress with parents and students. Other communication, on an individual basis, between School and home, is encouraged.

Assessment and Reporting for VCE

Learning Progress Interview nights for girls studying Units 1 - 4 provide opportunities to discuss a student’s progress with teachers, students and parents.

Units 1 & 2

Written reports are issued at the end of each semester. For most subjects this will include a standardised global grade so a student can compare relative achievements across subjects.

Units 3 & 4

The School provides a written report at the end of semester one commenting on each girl’s progress. After the completion of Unit 4 the VCAA provide a results statement. Further details on VCE assessment and reporting are outlined on page 93.
Life in Year 7

Year 7 marks the beginning of a new and exciting stage of schooling at Ivanhoe Girls’ Grammar School. A dedicated group of pastoral care tutors and subject teachers are there to encourage each Year 7 girl as she makes the transition from primary to secondary school. Each girl is challenged to take responsibility for her own learning and take advantage of the many curricular and co-curricular activities. In Year 7 there are many opportunities specifically designed to develop independence and a sense of belonging. Students are encouraged to participate in activities that provide them with the capability to develop leadership and service skills. Year 7 students will require an iPad as part of their standard learning program in line with the School’s Bring Your Own Device (BYOD) policy.

The First Day
This new adventure will begin on 30 January 2015. The first day will begin at 8.30am and conclude at 12.45pm. During the morning girls will meet in the Year 7 Centre for a welcome and introductions. Girls will also spend time in the company of their tutor while having the opportunity to become acquainted with other girls in their tutor group.

Other activities for the first day will involve girls working through personal timetables with their tutor, discovering where the various subject rooms are located in the school and learning about each day’s time schedule, school routines and other important “survival” information. Combination locks and lockers will be allocated. Students will connect their iPad to the School’s network, be introduced to *hive*, the School server and the Senior part of the Library.

Most of all, we hope that on the very first day all girls will have a positive and memorable experience and that each girl will go on from this day to make the most of all that Ivanhoe Girls’ Grammar School has to offer.

Pastoral Care
The Year 7 home area is in the Pizzey Wing. Tutor groups are also located here or close by.

The Year 7 Centre is open at lunchtime for girls to use. Teachers are on duty and girls are expected to keep this area clean and tidy at all times. Girls are also encouraged to spend time outdoors and enjoy the lovely surroundings, facilities and activities offered.

The Year Level Coordinator has an office in the Year 7 Centre. The Year Level Coordinator and the tutors are available to assist girls when needed. Items of special value can be left with the Year Level Coordinator.

Girls are organised into small groups for pastoral care. Each group has a tutor who oversees the students’ academic progress and personal development. Throughout the year the girls meet with their tutor each day after recess to receive news from the daily bulletin (also available on screen in the Year 7 Centre) and be briefed on relevant matters for the day. This also provides the tutor with the opportunity to check on the wellbeing of the members of the tutor group.

The girls sit with their tutor in Assembly on Mondays and meet each Wednesday for a short time before House meetings, Junior debates or other activities. Student Representative Council (SRC) reports, leadership development, social service planning, House and School participation and home study related matters are some of the issues addressed on these occasions.
The **Personal Development program** is an extension of tutor group and occurs each Friday when time is allocated to a curriculum of pastoral issues which are carefully prepared each week and are geared to the developmental stage and needs of the girls in their transition year. They include cybersafety, health and social issues. Sometimes a brief level meeting is held to provide an introduction or framework, after which issues are taken up by the tutor and girls in their small groups.

Year 7 has five representatives who attend the meetings of the Student Representative Council. They raise issues on the year level’s behalf, have the right to vote and are responsible for reporting the outcome of meetings to the year level.

**Year 7 Camp**

In Term 1 Year 7 girls and tutors go to **Valley Homestead** near Myrtleford for the Year 7 Camp. Situated in the Ovens Valley in north-east Victoria, Valley Homestead has been developed to cater for groups such as ours. Girls will find accommodation that is very comfortable with excellent facilities. The program will prove challenging and enjoyable.

The range of activities for the week include: an aerial obstacle course, abseiling, bush dancing, flying fox, raft making, reflector trail, bush survival day, sports, fun and fitness activities and games night.

**Special Commitments**

Year 7 girls join with girls in Year 8 and 9 and enjoy a **Carols for Christmas** service towards the end of the School year. This function is held within the School day. The **Senior School Celebration Night** is held in Term 4. It is expected that all girls will attend these functions.

**Co-curricular Activities**

A wide range of activities are offered within the School. Girls are encouraged to participate in House activities as well as interschool sports. Trials are held to select those girls who will represent their House or School in a particular activity.

Girls have the opportunity to join choirs, orchestras, bands or small groups depending on their particular interests and level of musical ability. On certain occasions our musicians are involved in presenting work for public performance, both within and outside the School. A wide range of other co-curricular activities such as Amnesty International, International Club and Edition are also offered. Girls will receive a detailed co-curricular timetable early in Year 7.

**Extra Subjects**

Extra tuition (for which an additional fee is payable) is available for swimming, tennis and instrumental music. Music tuition is offered in: piano, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, saxophone, french horn, trumpet, trombone, euphonium, tuba, guitar, bass guitar, percussion, pipe organ, theory, voice and speech (voice Year 9 upwards only, unless by special consideration). Musical instruments which cannot fit into lockers should be taken to the Performing Arts Centre before school.

For good progress, it is necessary for girls learning music to practise every day at home. A short daily session is much better than a lengthy session infrequently.
**Academic Program**

The middle years of schooling are a time for brain growth and development. It is very important for students to practise and develop skills in all learning areas. With this in mind, all Year 7 students study a core curriculum in a broad range of subjects. These include: Geography, History, Chinese, English, French, Knowing IT, Mathematics, Performing Arts (Drama, Theatre Arts and the Language of Music), Physical Education, Science, Religious Education and Visual Arts.

Aspects of the new Australian Curriculum are taught in all subjects as the curriculum is published.

In subject classes students are encouraged to interact with as many different students as possible and the School timetable is constructed with this in mind. Our timetable changes each semester. This allows girls to develop their social skills, encourages understanding of others and exposes them to a wide range of opinions.

At the beginning of the year all students are shown where, and how, to access all relevant school policies and procedures. All students are also shown where to access information about effective use of technology, research hints and thinking tools. Information literacy skills are becoming more important in everyday life, education and the workplace. Information literacy skills, cybersafety and thinking tools are taught explicitly in all subject areas.

One of the highlights of the Year 7 academic year is an **integrated unit** combining both Year 7 and Year 8 students. This unit allows students to study a unit of work in greater depth and to make connections across subject areas and year levels.

Some of the extension, enhancement and support programs offered at Year 7 include Ignite, Future Problem Solving and a Skills Enhancement Class.

The **Ignite program** is an extension program that has been developed according to the interests of our Year 7 students of high ability. Each six to eight week unit is designed to encourage higher level analytical skills, creative writing, problem-solving and/or philosophical discussion. Students spend one lesson each week in the production of a piece of writing, a report or a product that demonstrates their exploration of ideas.

**Future Problem Solving** is an international program that develops analytical thinking skills and clear communication as well as fostering the ability to work as a member of a team. In groups of four, students tackle a futuristic problem related to an important world issue and write their solution using the six stages of the problem-solving process. This solution, in booklet form, is submitted for external assessment.

We welcome you and hope that your years at Ivanhoe Girls’ Grammar School will not only be rewarding from an academic point of view, but among the happiest years of your life.
Year 7 Subjects

Year 7 English

Learning Focus
The Year 7 English course reflects the three interrelated strands of Language, Literature and Literacy that make up the Australian Curriculum. The course aims to equip girls with a variety of communication skills: that is, the ability to listen and read with understanding; to speak and write with insight and creativity; and to function as reflective individuals capable of independent learning. Enrichment and support classes are available according to the needs of individual students.

This course is designed to enable girls to:

- extend and deepen their understanding through close reading or viewing of at least four texts
- be clear and precise in written and oral work
- read widely and with enjoyment

Highlights
- guest speakers
- choice of texts
- a focus on interactive technologies in the classroom

Assessment
- coursework includes:
  - text responses
  - writing folio
  - oral work

Grades are allocated to text response, writing folio and oral work.

Support
A Specialist Literacy teacher offers support for English classes. A small number of girls are usually withdrawn from classes to concentrate on developing a particular skill or teachers may wish to use this support within the classroom. These sessions are developed and offered according to need. Examples of subject matter covered are: paragraphs, sentence structure, handwriting and general neatness, organisation, folio and/or text response writing tips, vocabulary development, apostrophes for ownership, apostrophes for contraction, punctuation of direct speech, capitals, confusing words, basic spelling rules and developing auditory/visual spelling skills.

Year 7 Geography
(One semester)

Learning Focus
This course aims to introduce students to the skills of geography and to develop a greater awareness of the world.

Topics studied include:
- Geospatial skills such as maps, atlas use and world knowledge
• Place and liveability – what makes a place good to live in?
• Water and the World – the distribution, uses and supply of water

Highlights
• fieldwork investigation – for example, how water is supplied to Melbourne

Assessment
• coursework
• fieldwork report

Year 7 History
The Ancient World
(One semester)

Learning Focus
This course follows the Australian Curriculum for History and primarily focuses on the study of the Ancient World as well as developing students’ historical skills and an appreciation of their place in history. The thinking skills of the question matrix and Think, Pair, Share are used to help students explore, investigate, analyse and draw conclusions about the ancient world.

Topics studied include:
• Overview of the Ancient World (60,000BCE – c.650CE)
• Investigating the Ancient past
• Ancient Rome
• Ancient China

Highlights
• History Enrichment Day
Activities may include: Roman arms and armour, ancient costumes and lifestyle, music and games, a film study and any current exhibitions.

Assessment
Assessment tasks may include:
• class work and workbooks
• analysis of visual and written representations
• a research report
• a presentation
• a test

Year 7 Individual Differences Support
A small number of students with specific learning difficulties in the area of literacy are invited to take an alternative class. Standardised test results and professional assessment reports, classroom performance and teacher observations are used as the basis for student selection. The rationale behind withdrawal of students is that students need strong literacy skills to independently approach Senior School learning tasks. The class is small making it possible for students to be supported on a more individual basis.

Learning Focus
The course is designed to allow students to develop:
• good organisation and time-management skills
Ivanhoe Girls’ Grammar School

• a variety of comprehension strategies leading to effective, independent reading
• word analysis skills to assist spelling and reading
• planning and writing skills for essay writing
• study techniques to assist with preparing for tests and assignments
• positive attitudes and improved confidence

Assessment
Assessment is in the form of ongoing observational assessment of organisation, reading and writing tasks.

Year 7 Knowing IT (KIT)

Learning Focus
Students explore various forms of multimedia with a focus on using digital technologies and learning how to create interactive and multi-modal presentations for other learning areas. The themes of ‘Being a responsible Cyber Citizen’ and ‘Caring For Your Digital Reputation’ underpin the subject matter studied in this course.

Applications studied in KIT are:
• image manipulation
• film and music editing
• digital photography

Highlights
• learning how to be a responsible and proactive cyber citizen
• using iPads to capture film and images

Assessment
• folios and projects using a variety of computer applications
• digital story film
• “ways of seeing” portfolio presentation

Year 7 Languages
The study of Chinese and French are compulsory subjects at Year 7. Girls are encouraged to make the most of their opportunities to get to know and compare both languages.

Learning Focus
Language courses are designed to enable girls to:
• enjoy the study of a language other than English
• recognise differences in a way of life, language and culture other than the student’s own
• develop skills in listening, speaking, reading, writing and pronunciation that enable them to cope in everyday language situations
Year 7 Languages - Chinese

Learning Focus
Students are introduced to Chinese language and culture. Through the exchange of personal information and topics such as Self, Friends, School, Family and Pets, students develop an understanding of language within their own world. Students study:

- pinyin, tones and the nature of the Chinese writing system
- greetings, introductions, songs and other simple routines used to introduce the sounds of Chinese language and to encourage students to use Chinese
- similarities and differences between cultures
- students learn to read approximately 90 characters and write 60 characters

Highlights
- films and singing
- interactive games
- Chinese calligraphy
- traditional craft such as knotting and paper folding
- traditional Chinese celebrations such as Chinese New Year and the Moon Festival

Extension
Girls with prior Chinese language experience will have the opportunity to participate in further extension.

Assessment
- listening, reading and writing
- class dictation
- quizzes
- oral assessment tasks including role-play and speech
- research essay
- poster

Year 7 Languages - French

Learning Focus
The course at Year 7 has two streams – one for beginners and one for students who have learnt French previously (on-going).

Beginners’ classes: the focus is to become familiar with commonly used words in French and use these in speech and writing through the medium of classroom language and plays using the Gesture Approach, as developed for the Accelerated Integrated Methodology (AIM) Language Learning program.

On-going classes: the focus here is to develop, strengthen and deepen the students’ knowledge of commonly used language
in French and to apply this to everyday situations through plays and classroom language, using the Gesture Approach as developed for the AIM Language Learning program.

All students focus on being able to answer questions in French based on when, why, who, what and where.

Students also learn about France, French culture and other French-speaking countries.

**Plays studied**
- Beginners
  - Les Trois petits cochons
  - Comment y aller?
- On-going classes
  - Un jour bizarre
  - Le Bistro des animaux

**Highlights**
- performing
- singing and dancing
- interactive games
- French poetry festival

**Assessment**
Language learnt in each play is assessed by:
- reading comprehension
- written exercises
- listening exercises
- verbal responses to questions
- performing the play

Cultural activities are assessed through:
- researching a particular topic or issue
- presenting the topic using print or digital media

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**Year 7 Mathematics**

**Learning Focus**
In the Year 7 course mental arithmetic and other mental processes are given considerable prominence, as is the development of spatial intuition and logical reasoning. The course provides girls with a variety of problems to work on in order to help develop the thinking and skills necessary to problem-solve. Use of the calculator is not required as girls need to become confident at carrying out accurate mental and written calculations, using a variety of techniques. This takes time and effort. These skills are essential to girls' mathematical development, and lead to a feeling of confidence and mathematical self-reliance.

This course, which is based on the Australian Curriculum, covers both revision of previously learned Mathematics and the introduction of new topics. The basic operations (addition, subtraction, multiplication and division) are applied to whole numbers, fractions and decimals.

Girls are introduced to algebraic notation and pronumerals, and learn to use symbols in order to generate general rules for number sequences. Girls develop skills in graphical interpretation, complete work in the areas of measurement, space, and chance and data.
Throughout the course problem-solving skills are strengthened and reinforced while opportunity for group work is provided through a variety of activities.

Extension and Support
All girls are offered the opportunity to participate in further extension and enrichment programs:

- access to Maths Peer Tutoring sessions which are held every Tuesday and are run by Maths Peer Tutors who assist students with their learning of Mathematics. Maths Peer Tutors are girls in Years 10, 11 or 12 who are enthusiastic about Mathematics and excel in their studies of Mathematics
- access to the online maths program HOTmaths which provides extension and assistance with students’ learning of Mathematics
- attendance at mathematical presentations
- participation in the Australian Maths Trust (AMT) Challenge Stage
- participation in the Australian Mathematics Competition
- participation in the University of Melbourne School Mathematics Competition

Assessment
The following methods of assessment are used:

- topic tests based on skills and applications
- end-of-semester tests
- written reports for problem-solving and/or analysis tasks

Year 7 Performing Arts
Drama & Theatre Arts

Learning Focus
The focus of this course is the development of confidence, effective communication and team work. The classes are largely practical, developing expression through movement and voice training. Improvisation and script-writing skills are also developed as each class works towards an end-of-year performance. All students are encouraged to be positive and sensitive audience members, appreciating the need for encouragement and constructive criticism.

Topics studied are:

- Familiarisation games
- Mime
- Movement
- Characterisation and improvisation
- Performance

Highlights

- guest performers
- specialist workshops

Assessment
Each unit of work includes:

- practical work
- logbook responses and creative written tasks
Year 7 Performing Arts
The Language of Music

Learning Focus
In the course at the Year 7 level, new students begin to learn the language of music through a singing-based developmental program known as the Kodaly Method. This program allows students to experience the sounds of music at the same time as the theoretical and technical aspects are learned. Continuing music students expand on and continue to develop the knowledge they already have, also using the Kodaly Method. Aural skills are developed along with the skills necessary to begin creating their own music.

In addition, as part of the class music program, all students in Year 7 learn the basics of ensemble playing and performance through participation in the Year 7 band, string ensemble, keyboard/percussion ensemble or choral ensemble and through various performance opportunities such as the annual Year 7 to 9 Concert.

Units include:
• introduction to instruments
• ensembles including advanced strings/band/keyboard ensemble for students with some instrumental music experience
• composition
• basic theory
• musical appreciation
• aural/oral work, including singing and solfege (do, re, mi, etc.)

Highlights
• students may be given the opportunity to attend performances by various relevant artists as an extension to the class work undertaken

Assessment
Assessment takes a variety of forms, according to the nature of the work covered. Where possible, the assessment is on-going and carried out in class. Participation in practical activities is of great importance in assessment at this level. There is a composition or research assignment to be completed each term.

Year 7 Physical Education
Learning Focus

Physical Education emphasises creating an environment favouring the development of a life-long, physically active lifestyle. The course enables girls to develop motor skills, undertake activities to develop personal fitness, implement basic strategies in games and develop interpersonal and group relationships. All girls participate in aquatic activities once per week throughout the year, with fitness testing conducted twice a year. Where appropriate iPad technology is being used to assist with the development and improvement of a variety of motor skills.

The major units covered include:
- swimming – emphasis on stroke development and survival skills
- athletics
- educational gymnastics
- fitness
- minor games
- major games – introduction to sports required for House carnivals. These include: volleyball, softball and basketball

Highlights
- GSV Sports Expo
- PE Week

Extension
All girls are encouraged to join the interschool sport squads.

Ignite extension programs operate every second year.

Assessment
Girls are assessed ‘S’ or ‘N’ on the basis of their participation in practical work and their workbook and assignments.

Year 7
Religious Education

Learning Focus
This course is designed to introduce students to the Bible, with a particular focus on the Old Testament.

Topics covered in the course are:
- An overview of the Old Testament including the Creation and Fall
- The Ancestor Stories: Abraham
- Joseph’s Story
- The Desert Stories: Moses
- The Settlement Stories
- Stories of Biblical women including Ruth and Esther
- The Stories of the Kings: David and Solomon
- The Stories of the Prophets
- Hope of a Messiah

Assessment
Girls are assessed ‘S’ or ‘N’ in this subject on the basis of their workbooks, assignments and class work.
Year 7 Science

Learning Focus
This Science course emphasises application of scientific methods and modelling. Students will be taught and encouraged to use concept maps to organise information. Information literacy skills will be developed and assessed by completing research tasks using research guides.

The topics studied are:

- Science is: scientific method, laboratory procedures and safety, designing experiments that control variables
- Astronomy: our place in the universe and the Solar System, the planets
- Classification: living and non-living systems, use of keys for plant and animal classification
- Food Chains: interactions between organisms and human influence on these relationships
- Chemistry: mixtures – separating techniques
- Forces: describing and measuring forces, mass and weight, gravity, friction, magnets

The use of thinking tools are introduced throughout the course.

Highlights

- StarLab – a portable planetarium excursion
- visit by mobile zoo
- visiting presenter – illusions and misconceptions in Science

Extension

- Royal Australian Chemical Institute (RACI) Chemistry Quiz
- University of NSW Educational Assessment International Competitions and Assessments for Schools (ICAS)

Assessment

Each unit of work includes:

- practical investigations/research tasks
- a topic test
- a record of all classroom activities

Year 7 Visual Arts

Learning Focus

Students are encouraged to become aware of their own unique potential in artistic activities and to develop skills in a wide range of media.
Practical

Two dimensional activities such as:
- printmaking – collagraph
- painting
- drawing
- collage
- embellish textiles with colour and/or texture

Three-dimensional activities such as:
- wire construction
- clay sculpture or ceramics which is functional and/or decorative

This course develops good studio practices and an awareness of health and safety issues.

Theory - Ancient Civilisations I

Art History is introduced through an informal study of Ancient Civilisations. At least one practical activity will be based on or inspired by the work covered in theory each semester.

Highlights
- demonstrations and/or workshops

Assessment
- practical exercises and projects are assessed
Life in Year 8

Year 8 is a year to consolidate the wide variety of skills girls have acquired since starting Senior School. The core curriculum studied in Year 7 is continued with the addition of Food and Technology and Lights, Camera, Action. The organisational skills acquired in Year 7 are refined and improved and girls are expected to take more responsibility for the planning and completion of their work. In a variety of ways Year 8 students are presented with the opportunity to develop leadership, teamwork and service skills.

Pastoral Care

Girls are organised into small groups for pastoral care. Each group has a tutor who oversees the students’ academic progress and personal development.

Girls meet with their tutor for roll call every morning after recess. Tutor group meetings also occur on Wednesday and Friday. Tutors monitor girls’ organisation and parents are asked to assist with this.

Year 8 has five representatives who attend the meetings of the Student Representative Council (SRC). They raise issues on the year level’s behalf, have the right to vote and are responsible for reporting the outcome of meetings to the year level.

The Year 8 Personal Development program is an extension of the program girls participated in at Year 7. The program is centred around socialising skills. Friendships are very important and girls are encouraged to work at relationships and clear communication. This is done by working on team projects and learning to appreciate each other’s differences.

Health issues, such as the effects of alcohol, are addressed and time is also spent looking at protective behaviours and cybersafety.

Girls are given assistance in learning how to organise and use their time effectively. We look at different aspects of learning. This includes: how we learn, styles of learning, summarising and revising work, approaching assignments and studying for tests.

Outdoor Education

In first term a three day camp at Eildon introduces students to the Outdoor Education program. In Term 4 the Year 8 students attend their second program spending four days in a challenging and carefully chosen environment. This provides girls with opportunities to build self-esteem and self-confidence and learn how to effectively relate to, and communicate with, their peers. This is an extremely important part of pastoral care and the Personal Development program and every girl is expected to attend.

Service

Throughout part of Term 2 and Term 3 the girls of Year 8 are given the responsibility of raising the funds necessary to pay the annual running costs of the school in Bangladesh originally built by the CO-ID organisation using funds raised by Ivanhoe Girls’ in 2001. Tutor group leaders and SRC representatives take a leadership role in this project which involves every girl in the year level carrying out service to others to raise a set amount of money.
Special Activities
During the second half of the year girls attend a Design Technology program at a tertiary institution. This gives the girls an opportunity to learn about technology and experience a range of technical components and activities.

Senior School Celebration Night is held in Term 4 and all girls are expected to attend and participate in this very important School occasion.

Co-curricular Activities
Year 8 is a great year to become involved in the wide variety of co-curricular activities offered by the School. The program provides opportunities for girls to broaden their interests and increase their circle of friends, not only within Year 8 but also with other levels within the School. There are also leadership opportunities for girls in the House system as representatives for Junior House activities.

Academic Program
The middle years of schooling are a time for brain growth and development. It is very important for students to practise and develop skills in all learning areas. With this in mind, all Year 8 students study a core curriculum in a broad range of subjects. These include: Chinese, Creating and Exploring Music, English, Food and Technology, French, Geography, Religious Education, Lights Camera Action, Mathematics, History, Physical Education, Science and Visual Arts. Aspects of the new Australian Curriculum are taught in all subjects as the curriculum is published.

Information literacy, thinking tools and positive use of communication technologies are integrated across all subject areas.

In subject classes students are encouraged to interact with as many different students as possible and the School timetable is constructed with this in mind. Our timetable changes each semester. This allows girls to develop their social skills, encourages understanding of others and exposes them to a wide range of opinions.

During Term 3 each student has a subject choice interview with a senior member of staff in preparation for Year 9.

Organisation and Policies
At the beginning of the year tutors ensure all students know where to find relevant calendars, timetables, policies and procedures on hive. Tutors help guide students as they use their iPad to create and maintain a diary of co-curricular activities, homework and assessment tasks.

Integrated Unit
One of the highlights of the Year 8 academic year is an integrated unit. This program allows students to study a unit of work in greater depth and to make connections across subject areas. The girls work in teams with Year 7 students.
Competitions

Girls have the opportunity during the year to participate in a number of special competitions. Some of these competitions are: the Australian Mathematics Competition, the ICAS Science Competition and Science Talent Quest. We also have internal language competitions for French and Chinese as well as an opportunity for girls to enter external competitions in these areas. Additionally, there is the 3in6 video and animation competition run by the Victorian Information Technology Teachers Association (VITTA).

Extension

Some of the extension, enhancement and support programs offered at Year 8 include: Ignite, Future Problem Solving and a Skills Enhancement Class.

The Ignite program is an extension program that has been developed according to the interests of our Year 8 students of high ability. Each unit is designed to encourage higher level analytical skills, creative writing, problem-solving and/or philosophical discussion. Students spend one lesson each week in the production of a piece of writing, a report or a product that demonstrates their exploration of ideas.

Future Problem Solving is an international program that develops analytical thinking skills and clear communication as well as fostering the ability to work as a member of a team. In groups of four, students tackle a futuristic problem related to an important world issue and write up their solution using the six stages of the problem-solving process. This solution, in booklet form, is submitted for external assessment.

The Skills Enhancement Class is a specific remediation program available to students after school. After assessment of spelling skills students follow an individualised program to develop their spelling skills. They also develop skills in writing, grammar and proofreading.

Year 8 Camp.
Year 8 English

Learning Focus
The Year 8 English course reflects the three interrelated strands of Language, Literature and Literacy that make up the Australian Curriculum. The course aims to equip students with a variety of skills, that is: the ability to interpret a range of texts creatively and analytically; the skills to understand how the English language is constructed; and the capacity to communicate through writing, speech and multi-modal texts. Girls are encouraged to function as reflective individuals who are capable of independent learning.

A special emphasis is placed on Australian adolescent literature. Students also commence media analysis and awareness. Technology skills are developed and implemented within a classroom context.

This course is designed to enable girls to:
- extend and deepen their understanding through close reading or viewing of at least four texts
- be clear and precise in written and oral work
- read widely and with enjoyment

Highlights
- guest speakers
- choice of texts
- a focus on interactive technologies in the classroom

Year 8 Food and Technology

(One semester)

Learning Focus
Nutrition and the basic skills of food preparation are emphasised. The connection between food and healthy lifestyle choices is examined.

The topics studied are:
- Safety and hygiene procedures when working with foods
- The appropriate way to prepare and cook a variety of everyday ingredients
- Interpretation and following of instructions to prepare food using basic cooking skills
- Nutrition and dietary knowledge that will enable wise food choices

Highlights
- excursion to a market

Assessment
An ‘S’ or ‘N’ grade is awarded to both practical and theoretical components of this course.
- digital record of selected theory tasks
- participation in practical outcomes
- an e-scrapbook showcasing cooked food products
Year 8 Geography
(One semester)

Learning Focus
This course aims to give students an understanding of natural and human landscapes around them. It also investigates the qualities of being a global citizen. This forms the basis for the investigation of the unsustainable use of rainforest biomes. Geography skills are extended via a study of topographic maps and emphasis is placed on skills in representing and interpreting data in a variety of forms.

Topics studied include:
• Landforms and landscapes – Mountain formations and coastal processes
• Global citizenship – the geography of the qualities of global citizenship and how to take better care of biomes such as rainforests

Highlights
• fieldwork investigation – for example, coastal processes at Half Moon Bay

Assessment
• coursework
• fieldwork report

Year 8 History
The Ancient to the Modern World
(One semester)

Learning Focus
The Year 8 Australian Curriculum for History provides a study of history from the end of the ancient period to the beginning of the modern period (c.650CE – c.1750). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. The thinking tool of Think, Pair, Share is reinforced throughout the course.

Topics studied include:
• An overview study of the period
• Medieval Europe
• Japan under the Shoguns
• The Black Death in Asia, Europe and Africa

Highlights
• History Enrichment Day
Activities may include: Medieval arms and armour, costumes and lifestyle, Medieval dance and music, a film study and any current exhibitions.
Assessment
Assessment tasks may include:
• class work/workbooks
• analysis of visual and written representations
• a research report
• tests

Year 8 Individual Differences Support
A small number of students with specific learning difficulties or broader challenges across the curriculum are invited to take an alternative class. Students will have either taken Individual Differences in Year 7 or will have been referred because of significant difficulties with curriculum in Year 7.

Learning Focus
The course is designed to allow students to develop:
• a variety of reading and comprehension strategies, particularly in the areas of critical understanding
• appropriate writing skills in a number of genres
• assistance with class novels
• word analysis skills to assist spelling and reading
• organisational skills
• study skills to assist with revising for tests and assignments, such as summarising, and the explicit teaching of memory strategies
• positive cognitive behaviours and improved confidence

Assessment
Assessment is in the form of ongoing observational assessment of organisation, reading, spelling and writing tasks.

Year 8
Lights, Camera, Action
(Combining Drama and ICT)

Learning Focus
This subject integrates Drama and Information Communication Technology to explore the relationship between stage and screen. Through set tasks students work through various concepts culminating in a major film production that draws skills and knowledge from the two disciplines.

Lights, Camera, Action introduces students to digital filming and formats supported by drama techniques. Through collaborative learning projects students develop organisational skills, self-confidence, higher order thinking, active listening and leadership skills. The values of being a responsible Cyber Citizen, creating positive digital forums and respecting the rights of others, especially in the digital world, are a focus in each aspect of this course.

The topics covered in Year 8 are:
• Rights and responsibilities
• Voice technique
• Movement
• Styles
• Improvisation
• Scripting
• File types and size
Ivanhoe Girls’ Grammar School

- Audio
- Editing
- Camera technique
- Lighting

**Highlights**
- digital storytelling
- film entry to our cyber awareness competition
- green screen and animation short film
- learning the conventions of soap opera, horror and action genres

**Assessment**
- mini projects of filming and editing
- group tasks and performances
- all assessments are graded an ‘S’ or ‘N’

**Year 8 Languages**
Both Chinese and French are compulsory subjects at Year 8. Students are encouraged to make the most of their opportunities to get to know both languages and to compare linguistic structures.

**Year 8 Languages - Chinese**

**Learning Focus**
Students understand and use more of the Chinese language within the world of their own experiences. They exchange simple personal information on topics such as country and language, likes, dislikes, time, daily routines, appearance and food. The course is designed to allow students to:
- learn to read and write Chinese characters
- expand their comprehension of Chinese characters to approximately 180 characters, and learn to write up to 120 individual characters
- express themselves clearly and simply in speaking Chinese
- understand different ways of thinking and doing things through Chinese food and physical exercise such as tai chi

**Highlights**
- film and interactive games
- Chinese calligraphy
- traditional craft such as knotting and paper folding
- traditional Chinese martial arts lessons
- cooking Chinese cuisine

**Assessment**
- tests on listening, reading and writing
- quizzes
- listening, reading and writing practices in work book
- oral assessment tasks: role-play, speech and animated PowerPoint presentations
- cultural activities are assessed individually or as a group through quizzes or ICT application

**Year 7 and 8 Extension Class**
This combined Year 7 and 8 Chinese class is designed for girls with prior Chinese language experience. The instruction for this class will be mainly in Chinese language. Students learn to speak, read and write Chinese at an extended level through various activities and the study of Chinese culture.
Assessment

- tests on speaking, listening, reading and writing skills
- oral skills are assessed through: interview, speech and presentations
- cultural activities are assessed individually through: quizzes and a research essay in Chinese

Year 8 Languages - French

Learning Focus

The focus is to consolidate students’ knowledge of commonly used French language structures taught at Year 7, and to introduce them to more formal grammatical concepts.

Students study specific vocabulary and grammatical themes and apply their knowledge to everyday situations in both oral and written tasks.

Topics include:
- Family
- Home
- Animals and pets
- Clothes
- Weather and seasons
- Giving directions
- Food and drink

Assessment

- performances by visiting musical or theatrical artists
- interactive games
- French poetry festival

Highlights

Learning Focus

In the Year 8 course there is a strong emphasis on understanding basic mathematical ideas and girls are provided with essential skills to increase their ability to apply Mathematics independently. Mental arithmetic and other mental processes are given considerable prominence as is the development of spatial intuition and logical reasoning. The course, which is based on the Australian Curriculum, provides
girls with a variety of different kinds of problems to work on to help them develop the mathematical thinking and the skills necessary to solve them. During semester one, use of the calculator is seldom required as girls need to become confident at carrying out accurate mental and written calculations, using a variety of techniques. These skills are essential to girls’ further mathematical development, and lead to a feeling of confidence and mathematical self-reliance. In semester two, however, the use of calculators is required to assist girls in their work. They are taught how to use various operations and functions available through the calculator and are instructed in estimation and approximation skills so that they check the validity of calculator responses. The use of calculators, however, is not allowed to override the need for girls to acquire basic arithmetic skills or the need to practise such skills.

The Year 8 course involves the study of directed numbers, algebra, measurement, equations, percentages, geometry, indices, probability and Cartesian graphs. Problem-solving skills such as the use of Venn diagrams and application of thinking tools are strengthened through a variety of enrichment activities and analysis tasks provided throughout the course.

**Extension**

All girls are offered the opportunity to participate in further extension and enrichment programs:

- access to Maths Peer Tutoring sessions which are held every Tuesday and are run by Maths Peer Tutors who assist students with their learning of Mathematics. Maths Peer Tutors are girls in Years 10, 11 or 12 who are enthusiastic about Mathematics and excel in their studies of Mathematics

**Assessment**

The following methods of assessment are used in Year 8:

- topic tests based on skills and applications
- end-of-semester tests
- written report for problem-solving and/or analysis tasks

**Year 8 Performing Arts**

**Creating and Exploring Music**

**Learning Focus**

This program develops the appreciation and understanding of various musical styles and the skills of musical composition. Students also continue to improve their practical and ensemble skills through their participation in the Year 8 band, string ensemble, keyboard/
percussion ensemble or choral ensemble and through various performance opportunities such as the annual Years 7-9 Concert. Students are also given the opportunity to explore aspects of music technology and the use of computer software in their composition and creative activities. They will be introduced to useful music-related iPad apps. Problem-solving thinking tools are taught throughout the course.

The topics include:
- Band/strings/keyboard/choral ensemble
- Aural training and comprehension, including solfege
- Extending basic theory
- Creative/compositional activities, including the use of ICT
- Performance skill development, especially in group music making and group singing
- Music appreciation of a variety of styles, including musicals
- Development of problem-solving strategies in an ensemble setting

**Highlights**
- Live performances

**Assessment**
Assessment will take a variety of forms. Involvement in practical activities will be of great importance and much of the assessment in this subject will be on-going and undertaken in class time. There is a composition or research assignment to be completed each term.

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**Year 8 Physical Education**

**Learning Focus**
Physical Education emphasises creating an environment favouring the development of a life-long, physically active lifestyle. The Year 8 course enables girls to develop motor skills, undertake activities to develop personal fitness, implement basic strategies in games and develop interpersonal and group relationships. All girls participate in aquatic activities once per week throughout the year, with fitness testing conducted twice a year. Thinking skills are refined.

Where appropriate iPad technology is being used to assist with the development and improvement of a variety of motor skills.

The major units include:
- Athletics
- Fitness
- Olympic gymnastics
- Aquatics – major focus is water sports
- Major games – GSV sports include: tennis, softball, netball, hockey, volleyball, basketball, cricket and soccer

**Highlights**
- Guest presenters (e.g. boxercise)
Extension
All girls are encouraged to join the interschool sport squads.
Ignite extension programs operate every second year.

Assessment
Girls are assessed ‘S’ or ‘N’ on the basis of their participation in practical work and their workbook and assignments.

Year 8 Religious Education
(One semester)

Learning Focus
This course focusses on the life and ministry of Jesus as presented in the gospels. Students are taught to use extended brainstorming to further enhance their understanding and ability to interpret the texts studied.

Topics include:
• Birth stories of Jesus
• Introduction to the Gospels
• Jesus’ relationship with God and others
• Jesus’ life – miracles, parables and teachings
• The disciples of Jesus
• Jesus’ death and resurrection

Assessment
• girls are graded ‘S’ or ‘N’ on their classwork
• assignments are graded

Year 8 Science

Learning Focus
This course places emphasis on application of scientific methods, evaluative thinking and problem-solving.

The topics studied are:
• Cells – an introduction to cells and specialised structures
• Functions and systems of multicellular organisms
• Chemistry States of Matter – elements, compounds and mixtures, chemical change, particle model
• Energy – kinetic, heat and potential
• Rocks – types and processes involved in formations
Highlights
- NMIT – Science/Technology program. This is a one day program which includes workshops in machining, robotics and welding.

Extension
- Aurecon Bridge Building Competition
- Royal Australian Chemical Institute (RACI) Chemistry Quiz
- University of NSW Educational Assessment International Competitions and Assessments for Schools (ICAS)

Assessment
Each unit of work includes:
- practical investigations/research tasks
- a topic test
- a record of all classroom activities

Year 8 Visual Arts

Learning Focus
Students broaden the range of skills and techniques developed in Year 7. They are encouraged to continue developing their unique potential in artistic activity. Students are taught to use the creative thinking tool SCAMPER.

Practical
The girls experience two dimensional activities such as:
- printmaking – lino-cut
- painting – acrylic
- drawing – developing form with tone using conte and developing form with colour and tone using pastels
- embellishing textiles with colour and/or texture

They develop spatial awareness by exploring three dimensional activities:
- construction
- clay sculpture or ceramics which is functional and/or decorative

Theory
Ancient Civilisations II and Medieval Art are studied in Art History.

Semester one: Ancient Civilisations II – Roman Art
Semester two: Medieval Art – Study may include Byzantine and Gothic periods and the art of medieval Japan

At least one practical activity will be based on or inspired by the work covered in theory each semester.

Highlights
- demonstrations/workshops
- possible Ignite program

Extension
- Ignite program: Art

Assessment
- practical exercises and projects are assessed
Life in Year 9

Year 9 is a transition year as girls are offered electives in addition to the core curriculum and continue to accept more responsibility for their own learning. There are several special activities and programs for girls designed to meet their particular developmental needs. Year 9 girls are provided with authentic opportunities to develop genuine leadership and service within our community.

Pastoral Care

Girls are organised into small groups for pastoral care. Each group has a tutor who oversees the student’s academic progress and personal development. Throughout the year girls meet with their tutor for roll call every morning after recess. Tutor meetings also occur on Wednesdays and Fridays.

Tutor Captains are appointed each semester. These girls have responsibility for a variety of roles which may include the organisation of duty rosters, tutor group competitions, a level assembly and chairing part of tutor group meetings.

Year 9 has five representatives who attend the meetings of the Student Representative Council (SRC). They raise issues on the group’s behalf, have the right to vote and are responsible for reporting the outcome of meetings to the year level.

The Personal Development program is extended in Year 9. It focusses on coping skills needed to develop resiliency as well as decision-making, rights and responsibilities, interpersonal relationships, cybersafety, study skills and test preparation. During Term 3 time is also spent on subject selection for Year 10.

Outdoor Education

The Year 9 Outdoor Education program aims to help girls gain an understanding of themselves and their relationships with others through their shared experiences in the natural environment. Communication, co-operation and leadership are all elements of the program, as well as the development of personal and outdoor skills.

To build on the skills developed in the Year 8 Outdoor Education program, the students will complete a five day program, participating in a range of outdoor activities.

Participation in the Outdoor Education program is regarded as a compulsory component of the Year 9 core curriculum.

Special Activities

Year 9 is the time when students become more involved in the wider community. Over the last few years Year 9 students have raised money for the Austin and Repatriation Hospital’s Spinal Unit through an activity such as a walkathon.

Senior School Celebration Night is held in Term 4 and all girls are expected to attend and participate in this very important School occasion.
Co-curricular Activities

All girls are encouraged to participate in the wide range of competitions provided by the House system.

Girls with particular expertise in any of the House activities may be elected to be the House Representative for that activity. These representatives take responsibility for team selection and organisation of meetings which precede the competition.

There is a wide range of sporting and debating teams, musical groups, clubs and public speaking activities in which girls are encouraged to participate.

All girls in Year 9 have the opportunity to enrol in the Bronze level of the Duke of Edinburgh Scheme. The requirements for the Bronze award are mainly met by participation in the broad curriculum and co-curricular activities offered in Year 9.

The aims and philosophy of the award have common threads running through all sections:

• Voluntary, self-directed activities
• Fun activities
• Commitment and responsibility
• Self-challenge/personal goal-setting and achieving a broader life experience

Academic Program

The academic program at Year 9 offers girls a core curriculum which consists of:

• English
• Health
• History - The Making of the Modern World/Geography
• Mathematics
• Physical Education
• Religious Education
• Science

Information literacy, thinking tools and cyber positive education are integrated across all subject areas and the personal development program.

Aspects of the new Australian Curriculum are taught in all subjects as the curriculum is published.

In subject classes students are encouraged to interact with as many different students as possible and the School timetable is constructed with this in mind. Our timetable changes with each semester. This allows girls to develop their social skills, encourages understanding of others and exposes them to a wide range of opinions.

The Year 9 conference sees all students working across the disciplines of English, Geography and Religious Education to investigate a humanitarian problem in the developing world. Students research the problem in groups, then identify solutions and present these to the rest of the Year Level.
A highlight of Year 9 Religious Education is the two visiting programs. The **Church Visiting program** involves girls visiting different churches and provides the opportunity for girls to learn about the beliefs and values held by a variety of religious groups.

The **Community Visiting program** provides a wonderful opportunity for girls to mix with different groups in the community. Hospitals, homes for the aged, childcare centres and a sheltered workshop are visited. Some of these institutions provide girls with new experiences, while preparation for these visits equips girls with strategies for mixing with the various groups.

As part of their Physical Education program all girls study for their **Royal Life Saving Society Bronze Medallion** in Year 9.

At Year 9 the focus of **Career Education** is understanding the importance of personal attributes and effective communication and leaving a positive digital footprint. Students learn to write employment applications, participate in mock interviews and prepare for Work Experience. Students will complete **Career Voyage** which is a computer-based career testing program to help them identify broad areas of occupational interests.

During Term 3 each student has a subject choice interview with a senior member of staff in preparation for Year 10.

**Elective Program**

In addition to studying the core subjects, girls select three electives each semester. Some electives run for two semesters and others for one semester. Other than in exceptional circumstances, all girls will continue to study at least one Languages subject throughout Year 9.

**Electives of two semesters length:**

- Creative Music
- Criminal Minds
- Drama and Theatre Arts
- Food and Technology
- Issues in Society and Environment
- Languages - Chinese
- Languages - French
- Visual Arts - Art
- Visual Arts - Fashion as Sculpture
- Visual Arts - Studio Art

**Electives of one semester length:**

- Communications
- Consumer Power
- Creative Music and Performance
- Criminal Minds
- Digital Divas
- Drama and Theatre Arts
- Extreme Earth
- Food and Technology
- History Mysteries
- Issues in Society and Environment
- Outdoor Education
- Philosophy
- Study Skills
- Visual Arts - Art
- Visual Arts - Fashion as Sculpture
- Visual Arts - Studio Art

If a student chooses a one semester elective, then she must choose another one semester elective. Elective subjects are offered on the basis that they will proceed only where there is sufficient interest.
Ivanhoe Girls’ offers a large number of electives. Not all of these will run each year. Those electives that run in Year 9 depend entirely on the subject choices made by the year group and the timetable blocks which result. Elective subjects are offered on the basis that they will proceed ONLY where there is sufficient interest.

Girls in Year 9 have an assessment period at the end of the year to give them experience in formal examination situations. Some semester subjects have an examination at the end of first semester.

At the beginning of the year all students are shown where, and how, to access all relevant school policies and procedures. All students are also shown where to access information about technology, research hints and thinking tools. Information literacy skills are becoming more important in everyday life, education and the workplace. Information literacy skills, cyber positive education and thinking tools are explicitly taught in all subject areas.

Some of the extension, enhancement and support programs offered at Year 9 include Future Problem Solving and Ignite.

**Future Problem Solving** is an Australia-wide program that develops analytical thinking skills and clear communication, as well as fostering the ability to work as a member of a team. In groups of four, students tackle an important world issue and write up the different stages of the problem-solving process in a booklet.

The **Ignite** program is an extension program that has been developed according to the interests of our Year 9 students of high ability. Each unit is designed to encourage higher level analytical skills, creative writing, problem-solving and/or philosophical discussion. Students spend one lesson each week in the production of a piece of writing, a report or a product that demonstrates their exploration of ideas.
Year 9 English

Learning Focus
The Year 9 English course reflects the three interrelated strands of Language, Literature and Literacy that make up the Australian Curriculum. This course provides a transition from more basic skills in this subject to the more complex analytical, interpretive and evaluative skills needed for mature communication. There is an emphasis on understanding different genres of literature and appreciating the distinctive individual styles of various authors. Technology skills are developed and implemented within a classroom context.

This course is designed to enable girls to:
- extend and deepen their understanding through close study of at least four texts
- develop clear and precise oral and written communication
- consolidate their knowledge of the English language
- expand their range of vocabulary
- increase the range of their knowledge and use of persuasive devices and literary terms
- create and present effective arguments in persuasive and expository writing
- improve their research skills
- read widely and with enjoyment

Year 9 Geography

(One semester)

Learning Focus
We will be introducing parts of the Australian Curriculum at this year level in 2015. This course investigates sustainable use of resources and the capacity of our environment to achieve food security in the future. The links between the movement of products, people and information across our world is also explored.

Topics studied include:
- Sustainability and food security – the future of sustainable food and fibre production
- The geography of global interconnections – the role of trade, technology and tourism in connecting our world

Highlights
- fieldwork investigation
**Core**

**Assessment**
- coursework
- fieldwork report

**Year 9 Health**

**Learning Focus**
The course at Year 9 focusses on the particular health needs of adolescents, the dimensions of health and wellbeing and the factors that either inhibit or enhance health. Students use extended brainstorming to consider how their culture and the range of relationships in which they are involved may influence their behaviour, self-esteem and attitudes. The topics studied in Year 9 Health are:
- Decision-making, values, attitudes and behaviour which contribute to personal and community wellbeing
- Risk-taking
- Cybersafety
- Sexuality and relationships
- Drug education
- Nutrition, body image and self-esteem
- Adopting and sustaining healthy life practices
- Responsible use of health related information and websites

**Highlights**
- facilitation of a drug awareness program (Creating Conversations)
- participation in the Year 9 end-of-year Health Days

**Assessment**
Students will complete a variety of:
- short exercises and activities
- media reviews
- role-plays
- class presentations

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**Year 9 History**
The Making of the Modern World

**Learning Focus**
The Year 9 Australian Curriculum for History provides a study of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.
Students are taught to use the thinking skills of mind mapping and extended brainstorming as well as skills related to developing effective research questions. The topics studied include:

- An overview of the period 1750-1918
- Progressive ideas and movements
- Making a nation
- The First World War

**Highlights**

Activities may include: an excursion to Sovereign Hill, a film study and any current exhibitions.

**Assessment**

Assessment tasks may include:

- class work
- analysis of visual and written representations
- a research report
- tests
- examination

**Year 9 Mathematics**

In Year 9 girls’ algebraic skills are extended. Algebraic and graphical methods are used to solve both linear and quadratic equations. Knowledge of area and volume formulae is extended to more complex objects. Girls learn to produce sketch graphs of linear and quadratic functions. Girls become familiar with solving problems using Pythagoras’ Theorem and trigonometric rules. Girls learn to use the conditions of similarity for triangles to solve mathematical problems. The appropriate use of technology is incorporated throughout the course. Throughout the year some topic tests are nominated as calculator free and some as calculator active. The course, which is based on the Australian Curriculum, challenges students to combine and apply past knowledge as well as newly introduced ideas when solving equations and real-world problems. Problem-solving skills are strengthened through a variety of enrichment activities and analysis tasks which are provided throughout the course.

Mathematics classes are grouped according to ability to meet the learning needs of all girls. In addition to the mainstream classes an extension class, an accelerated class and a support class are proposed depending on numbers.

**Extension Class**

In the extension class girls learn at a faster pace and to a greater depth. They are able to work quickly and independently and are extended beyond the core material and are provided with learning activities that require a high level of analysis and synthesis.

**Acceleration Class**

At Year 9, an acceleration class is also offered for girls who have shown a high level of achievement in all areas of the Mathematics curriculum. The appropriate use of technology is incorporated throughout the course, with particular emphasis on girls using the CAS (computer algebra system) calculator both in the learning of new material and the application of this material.
Core

in a variety of different contexts. Girls in this program complete both the Year 9 and Year 10 Mathematics curriculum in the one year. Consequently in Year 10 they have the opportunity to study VCE Mathematical Methods Units 1 & 2 and in Year 11 they may do VCE Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 1 & 2. At Year 12 they may choose Specialist Mathematics Units 3 & 4 as well as a University Mathematics Extension subject which is also taught at Ivanhoe Girls’.

Support Class

Girls with significant difficulties in Mathematics are taught in a smaller class thereby providing the opportunity for further support from the teacher. The core topics remains the same as the other classes to allow girls to move from this support class back into a mainstream class as their skill and confidence levels increase in Mathematics.

Extension and Support

All girls, irrespective of class, are offered the opportunity to participate in further extension and enrichment programs:

- access to Maths Peer Tutoring sessions which are held every Tuesday and are run by Maths Peer Tutors who assist students with their learning of Mathematics. Maths Peer Tutors are girls in Years 10, 11 or 12 who are enthusiastic about Mathematics and excel in their studies of Mathematics
- attendance at mathematical presentations
- participation in the Mathematics Challenge for Young Australians
- participation in the Australian Mathematics Competition
- participation in the University of Melbourne School Mathematics Competition

Assessment

The following methods of assessment are used in Year 9:

- topic tests based on skills and applications
- end-of-semester tests
- the accelerated class is given tests of a more difficult nature
- written report for problem-solving and/or analysis tests

Year 9 Physical Education

Learning Focus

Physical Education emphasises creating an environment favouring the development of a life-long, physically active lifestyle. This course enables girls to refine motor skills, undertake activities to develop personal fitness, implement tactics, apply more advanced strategies in games and develop interpersonal and group relationships. All girls participate in aquatic activities once a week throughout the year, with fitness testing conducted twice a year. Formative assessment is used to focus on learning goals and encourage decision-making skills in both information gathering and physical activity.

Where appropriate iPad technology is being used to assist with the development and improvement of a variety of motor skills.
The units covered include:

- fitness testing
- athletics
- rhythmic gymnastics
- major games
- invasive vs non-invasive games
- alternative sports such as softcrosse, table tennis and touch football
- aquatics – major focus is the Bronze Medallion

**Highlights**

- guest presenters
- RLSS Bronze Medallion

**Extension**

All girls are encouraged to join the interschool sport squads.

Ignite extension programs operate every second year.

**Assessment**

Girls are assessed ‘S’ or ‘N’ on the basis of their participation in practical work and their workbook and assignments.

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**Year 9 Religious Education**

**Learning Focus**

This course is designed to increase girls’ understanding of the Christian faith in action and to discover its relevance to daily life through class work, church visiting and community visiting. The girls are taught to use the question matrix as part of their church visiting program.

The topics covered in this course are:

- Faith in action
- The developing world and how we can help
- The history of the Church
- Communication skills
- Service in action, including a class project which focusses on making a difference locally and globally

**Highlights**

- four visits to an aged care facility or sheltered workshop
- three visits to different Christian Churches
- an excursion to Urban Seed (an organisation that works with the homeless in Melbourne)
Core

Assessment
- girls are graded ‘S’ or ‘N’ on their workbooks
- class work written reports and research assignments are graded

Year 9 Science

Learning Focus
This course focuses on the scientific concepts, skills, and processes used in the investigation of questions, rather than on the acquisition of knowledge. The course focuses on developing scientific literacy skills and problem-solving strategies. Students are encouraged to use a variety of thinking tools.

The topics studied in Year 9 Science are:
- Atomic structure: periodic table and radioactivity
- Structure and properties of matter: ionic, bonding, properties of ionic compounds
- Chemical reactions including combustion, reactions of acids and energy transfer
- Ecosystems: communities of interdependent organisms and abiotic components of the environment, sustainability, matter and energy, flow through these systems
- Light and sound: transverse and longitudinal waves, reflection, refraction and the eye
- Control Systems: understanding the structure and function of the body’s nervous system and endocrine system, sense organs, the role of chemical messengers and hormones
- Heat: the mechanisms for heat transfer, conduction, convection and radiation are explored in detailed and applied to real-life practical examples

Extension
- Royal Australian Chemical Institute (RACI) Chemistry Quiz
- University of NSW Educational Assessment International Competitions and Assessments for Schools (ICAS)

Assessment
Each unit of work includes:
- practical investigations and research tasks
- a topic test
- a record of all classroom activities
- end-of-year examination
Electives

Year 9 Communications  
*(One Semester Elective)*

**Learning Focus**

Communications is a practical film-making course that focuses on production techniques and tailoring media products to appeal to specific audiences. Students analyse actual examples of media products, noting specific genre features and technical elements. They then apply these techniques in the creation of their own original work. There is a mix of group and individual assessment, with students working in collaboration to create major films, and at other times working on their own to edit footage that is provided for them. The course includes a unit on advertising in music, where students look at a variety of ways in which record companies market music (and the performers) to their target audience. Students create a fictional band. They create album artwork, promotional materials and a 30 second television ad promoting the band’s latest release or tour. Students also learn about representations of Australian culture in film and television. Students investigate the variety of ways the Australian character has been portrayed and how this has evolved over the last 40 years. This analysis is then applied in a short dramatic or comic scene that employs the stereotypes and conventions that have been identified in the examples they have studied.

A third unit is negotiated with the student group, to reflect their interests or to explore a current media development. (Past examples include Reality TV and Infomercials.)

The course is designed to enable girls to:

- understand and articulate how various modes of communication shape our culture
- develop media production skills
- learn about marketing and demographics
- acquire the language to analyse and create various modes of communication
- create original short films

**Assessment**

Coursework includes:

- individual film editing assessment
- collaborative creation of short films and other media

Year 9 Consumer Power  
*(One Semester Elective)*
Electives

Learning Focus
Consumer Power is designed to enable students to develop an awareness of their basic rights and responsibilities as consumers and to develop the knowledge and skills needed to implement these rights. The subject emphasises co-operative learning through the use of peer-teaching, think-pair-share and collective problem-solving and analysis.

This is achieved through the study of the following topics:
- Shop till you drop – consumer awareness and rights
- Youth employment and independence – getting a job and earning an income
- Financial literacy – the basic knowledge and skills needed to make wise financial decisions and control finances such as the costs of mobile phone usage, the pros and cons of credit
- Globalisation – the impact of multinational companies on Australia

Highlights
- excursions to local businesses and supermarket
- Commonwealth Bank program
- guest speaker

Assessment
- applied exercises focussing on financial literacy, job seeking and legal rights and responsibilities
- investigative assignment
- end-of-semester examination

Year 9 Creative Music
(Two Semester Elective)

Learning Focus
This elective will extend students’ appreciation and skills in music. The course will take into consideration the previous musical experience of the students involved.

The content includes:
- creative/compositional activities
- music history and appreciation
- performance skill development, especially in group and solo situations, using instruments such as guitar and percussion
- aural training and comprehension, including solfege
- listening skills based on an understanding of musical style
- music theory
- music technology

Highlights
- live performances
- girls in this elective take a leading role in the Years 7-9 Concert
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Electives

Assessment
- aural comprehension will be continually assessed in class in workbook exercises and creative tasks and there will also be at least one formal test/examination
- music history/appreciation will be assessed by means of occasional short assignments and presentations
- performance will be assessed throughout the year, informally, in class time using masterclass and ensemble activities
- there will be a number of composition tasks set during the year

Recommendations
Although there is no prerequisite study for this course, it is expected that students be practising musicians and/or have a strong interest in music.

Year 9 Creative Music and Performance
(One Semester Elective)

Learning Focus
This elective subject will extend students’ appreciation and skills in music. The course will take into consideration the previous musical experience of the students involved.

Year 9 Criminal Minds
(One Semester Elective)

Learning Focus
This course aims to provide students with a foundation in psychological explanations of criminal behavior. The course will examine:
- What is crime? How much crime is there in Australia? Who is at most risk of being a victim of crime? How do we measure crime?
- What are the major approaches to explaining crime? What can cause criminal behavior?
Electives

- The various theories that explain criminal behavior
- Students will explore how the criminal justice system responds to serious violence offences with particular emphasis on homicide. This will be explored via a case study approach
- Forensic science
- Youth justice and the particular historical, sociological and criminological context of youth justice

Highlights
- guest speakers
- an excursion to Old Melbourne Gaol

Assessment
- class work
- assignments
- ICT presentation and role play

Year 9 Digital Divas
(One Semester Elective)

Learning Focus
Students learn about the development and use of multimedia elements such as sound, animation and video. Students are introduced to StopMotionPro, used to create Claymation animation, and Flash, used to create 2D and 3D animated movies. This elective also focusses on webpage development. Students will use professional standard software, Dreamweaver, to create a website for a client of their choice. The girls also learn to use Hypertext Markup Language (HTML) to write the scripting required for interactive webpages. Using 3D software, students will learn how to create basic three dimensional objects.

Topics covered:
- Animation – past present future
- 3D printing
- Website design

Highlights
- working for and collaborating with a real client to produce a website for their business
- creating an animated story for Year 4 students
- two-four hour workshops in the Deakin University Motion Lab
- use of the 3D printer

Assessment
- animation folio
- HTML website
- client website
- 3D product
Year 9 Drama & Theatre Arts
(One or Two Semester Elective)

Learning Focus
This course is largely a practical one which enables students to build and develop skills learnt in Years 7 and 8. Girls have the opportunity to approach script and performance work.

Topics studied are:
- Theatre sports
- Development of improvisation – an approach to script-writing
- Movement and dance
- History of theatre – exploring theatrical styles including Greek, Shakespeare, Commedia dell’arte and Realism
- Performance

Highlights
- theatre excursions
- guest performers/specialist workshops

Assessment
Each semester of work includes:
- teamwork and collaborative tasks
- ensemble performance
- analytical responses
- theatre review

Year 9 Extreme Earth
(One Semester Elective)

Learning Focus
No region on Earth is immune from disasters. When they occur they usually involve massive natural forces and affect millions of people’s lives. Often they leave behind a path of devastation and destruction. Such phenomena feature prominently in our newspapers, television reports and discussions. This unit examines the geography behind different types of disasters and our ability or inability to control and predict such events.

Topics studied include:
- Weather related disasters – storms, floods, tornadoes, cyclones
- Plate tectonics related disasters – earthquakes, tsunamis, volcanoes
- Climate change related disasters – megafires, glacial melt, sea level rise
- Human disasters – toxic waste accidents, nuclear accidents
Electives

Assessment
- coursework
- a major research project

Year 9
Food and Technology
(One or Two Semester Elective)

Learning Focus
This course encourages students to develop a sound knowledge of nutrition and to explore ways of practically integrating nutrition ideals into their everyday food choices, food preparation and menu planning. Students are taught the use of action plans, self assessment and flow charts to show various relationships, with an emphasis on testing, cooking, and tasting.

The topics covered in semester one are:
- Nutrition, covering:
  - the fundamental functions of the nutrients and the possible ways to incorporate them into everyday meals
  - dietary considerations important to the teenager e.g. protein, carbohydrates, fibre, glycemic index, fats, vitamins and minerals
- Healthy breakfast and lunch foods
- Basic principles of cookery
- Food myths

The topics covered in semester two are:
- Dietary imbalances e.g. obesity, osteoporosis, type 2 diabetes
- Healthy dinner and snack foods
- Packaging and labelling, fresh vs packaged

Highlights
- visiting local food suppliers and manufacturers
- celebration foods, Easter and Christmas

Assessment
There are weekly assessments of practical and organisational skills in addition to:
- two practical tests
- two self-evaluation tasks
- one written test
- one written examination

Year 9 History Mysteries
(One Semester Elective)
Electives

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Year 9 Issues in Society and the Environment
(One or Two Semester Elective)

Learning Focus
This course engages students in the investigation of significant social and environmental issues. Students develop a range of analytical and research skills that are relevant to Humanities subjects. Emphasis is placed on participation in decision-making and taking appropriate action in response to issues.

The content studied within the course is determined by significant current events/issues and by student interest, such as
- refugees
- war/conflict
- animal rights
- poverty

Highlights
The course empowers students to take on issues studied by:
- letter-writing
- involvement in community campaigns
- student led action projects
**Electives**

**Assessment**

- coursework – students complete a variety of tasks including: written responses, discussions, role-plays and oral presentations
- issues analysis – completion of analyses and written reviews of news articles
- individual research – completion of research investigation and presentation of findings in a variety of formats

**Learning Focus**

At this year level, students begin to understand and use the language in relation to their personal world and to the countries where the language is spoken. They learn to use the language to describe their personal interest, fashion, places and schooling.

Increasing emphasis is placed on all language skills such as listening, speaking Chinese and learning to read and write in Chinese characters.

Students learn to:

- consolidate previously learnt language and extend their personal vocabulary and knowledge of language structures
- read up to 250 individual characters and write approximately 200 characters
- make links between cultures. They are encouraged to reflect on life in China as well as in Australia
- use the dictionary and ICT applications to demonstrate understanding of known Pinyin, characters and structures
- experiment with language and to express themselves with meaning

**Year 9 Languages**

**Learning Focus**

Language students learn about other cultures and are encouraged to consider the implications of interaction with other people in a different language.

The study of at least one Languages subject at Year 9 is expected.

**Year 9 Languages - Chinese**

*(Two Semester Elective)*

**VET Certificate II in Mandarin**

On successful completion of their study of Chinese at Year 9, students are eligible to receive a VET Certificate II in Mandarin.

**Assessment**

- tests on speaking, listening, reading and writing skills
- oral skills are assessed through interviews, speech and presentations
Electives

Year 9 Languages - French
(Two Semester Elective)

Learning Focus
This course aims to continue general language development through themes connected to every day interactions. Students use grammar and language structure as tools for expanding their own independent development in French. They are encouraged to apply their knowledge to simple creative writing tasks and to role-plays of everyday situations.

The main topics studied are:
- Food shopping
- Transport and buying tickets
- Holiday destinations
- Daily routines and leisure activities
- Expressing the present, near future and past tenses

Highlights
- lunch at a French restaurant
- Berthe Mouchette poetry competition for the Alliance Française

Assessment
Language learnt is assessed in speaking, writing, reading and listening comprehension through:
- unit tests
- role-plays
- ICT presentations
- examination in Term 4

Cultural activities are assessed through:
- researching a particular topic or issue
- presenting the topic or issue in a specified format

Year 9 Outdoor Education
(One Semester Elective)

Learning Focus
Girls are offered a skills extension program to engage students in the investigation of outdoor activities, and the knowledge and skills required to participate safely in them. The course also looks closely at natural environments and our relationships with them. There is a close relationship between theoretical learning and practical application in outdoor education. The course requires students to participate in some day and half-day activities. The cost of some of these activities will be met by the participants.
Electives

The course aims to:

- make students aware of the range of outdoor activities available to them
- assist students in developing a range of skills for participation in outdoor activities
- help students to participate safely in outdoor activities
- assist students to value our natural heritage
- develop skills of data/information analysis and interpretation in relation to the environment and our relationship with it

Highlights

- the course will include a wide range of activities to develop the skills necessary for safe participation in the outdoors e.g. indoor/outdoor climbing, mountain biking, surfing, orienteering
- opportunities for involvement in outdoor activities through ventures run for the class such as weekend or extended trips

Assessment

- class work – students complete a variety of tasks including theory, skills and activity/program planning
- practical skills and participation – completion of skills components such as canoeing or climbing, and participation in outdoor activities
- journal

Year 9 Philosophy

(One semester Elective)

Learning Focus

This elective will introduce students to the study of Philosophy. The course will look at some of the following topics:

- Machine intelligence
- The mind/body problem
- Time travel
- Free will, determinism and fate

Highlights

- guest speakers
- film discussions
- online interaction

Assessment

A variety of assessment tasks will be undertaken by students and may include:

- class work
- assignments
- time travel short story
Year 9 Study Skills
(One Semester Elective)

This elective is designed to cater specifically for students wanting to improve in some aspect of reading, written expression, essay writing as well as general organisation and study skills. This prepares students for the demands of senior levels at school and builds confidence.

Learning Focus
Course content includes:
• reading comprehension strategies
• strategies for increasing reading speed
• research skills
• long-term and short-term goal setting
• development of study timetables and planners
• homework habits
• note-taking strategies
• concentration and revision techniques
• techniques and tips for taking exams
• essay writing and sentence development
• editing and proofreading

Assessment
Students are assessed on:
• attendance and active participation in class activities
• completion of classroom work and timely submission of work
• demonstration of the strategies taught
• written language skills

Year 9 Visual Arts
Art
(One or Two Semester Elective)

Learning Focus
Students experience a range of two-dimensional activities. The emphasis is on developing the students’ creative response and understanding. Students gain new skills, build on existing ones and become more aware of the aesthetic aspects through design and exploration. They explore their own creativity and extend the range of techniques and media introduced to the girls in Visual Arts.

Art Appreciation – the formal study of art appreciation begins in Year 9, with students studying styles sequentially from the Renaissance period to the Realism movement.
Electives

Semester One
Students work in the following areas:
• acrylic painting
• drawing
• basic perspective
• embossing
• basic digital photography
• introduction to Photoshop
Art Appreciation – Students will study Early Renaissance, High Renaissance and Baroque Art.

Semester Two
Students work in the following areas:
• acrylic painting
• drawing
• multiple colour lino cut prints
• basic digital photography
• Photoshop
Art Appreciation – Students will study Rococo, Neo Classicism, Romanticism and Realism.

Highlights
The course may include:
• demonstrations/workshops and/or gallery visits

Assessment
Students are assessed on both practical Art and Art Appreciation (theory). Art Appreciation will be assessed each semester by:
• a test or research assignment or presentation
• an examination

Year 9 Visual Arts
Fashion as Sculpture
(One or Two Semester Elective)

Students explore creative fashion as a medium for visual expression. The course does not emphasise formal dressmaking skills, but skills in sculpture. Students who wish to extend the skills learnt in semester one may enroll in a second semester of Fashion as Sculpture.

Learning Focus
Students develop their skills creating three-dimensional works using a range of materials and techniques that allow for freedom of expression and individual creations. They are encouraged to look at alternative methods for creating fashion on the human figure such as wrapping and draping. There is an emphasis on design and construction.

One semester (semester one or two)
In the practical component students will explore:
• creative use of materials
• construction of sculptural garments
• millinery
Electives

The theory component will introduce students to a formal study of Fashion History, including:

- the cyclic nature of fashion
- the evolution of styles in fashion
- sculptural fashion and wearable art

**Extension (semester two only)**

The second semester of fashion will extend the skills learnt in semester one and provide an opportunity for students to create and innovate further ideas using textiles and hand-dyeing methods. This program will incorporate a more advanced and varied use of creative garment construction.

In the practical component students will explore:

- The reconstruction/reinvention of an old item of clothing
- millinery - A hat based on the influences of Balenciaga e.g. dynamic shape, construction of 3D elements
- sculptural jewellery with the emphasis on finish and innovation, using varied materials

The theory component will introduce students to a formal study of Fashion History, including:

- the work of contemporary designer Vivienne Westwood
- compare Westwood’s styles to a designer from the past

**Highlights for Semester One and Two**

These may include:

- demonstrations and workshops on specific units of work
- an excursion to an exhibition or fashion show

**Assessment**

Students are assessed on both practical work and theory. Emphasis in all practical assessments will be on detail and a highly finished work. The theory component will be assessed by:

- a test or research assignment or presentation, and
- an examination

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**Year 9 Visual Arts Studio Arts**

*(One or Two Semester Elective)*

**Learning Focus**

Students develop creative responses and understanding, through their exploration of three-dimensional media. Students gain new skills, build on existing ones and become more aware of the aesthetic aspects through design. They explore their own creativity and extend the range of techniques and media introduced to the girls in Visual Arts. The formal study of art appreciation
begins in Year 9, with students studying three-dimensional art and craft in a range of historical periods.

**Semester One**

Students work in the following areas:
- textile exploration
- glass – sand blasting
- ceramics – a range of hand building techniques with a focus on slab work

Art Appreciation – students will study Early Renaissance, High Renaissance and Baroque Art. A study of contemporary applications of the media the students explore is also included.

Students will be assessed on the work covered in theory by means of a mid-semester test and an examination at the end of the semester.

**Semester Two**

Students work in the following areas:
- mosaic
- ceramics – girls are introduced to using a pottery wheel
- construction and/or carving – in 3D forms other than clay

Art Appreciation – students will study Rococo, Neo Classicism, Romanticism and Realism. A study of contemporary applications of the media the students explore is also included.

Students will be assessed on the work covered in theory by means of a mid-semester test and an examination at the end of the semester.

**Highlights**

The course may include:
- visiting speakers
- demonstrations/workshops and/or gallery visits

**Assessment**

Students are assessed on both practical work and theory. The theory component may be assessed by:
- tests
- research
- presentations

An examination is given in both semesters.
Life in Year 10

Year 10 offers more than academic studies. It marks the entry into the final years of school where the girls develop their interests, broaden their horizons and accept new responsibilities. Students are encouraged to accept new roles and to participate in a variety of musical, social, recreational and intellectual pursuits, as well as community service. Every girl has leadership potential and this is encouraged throughout Year 10. There are many opportunities to enhance both leadership and service skills, which strengthen our community.

Pastoral Care

The Pastoral Care program is integral to success at Year 10. A tutor group of approximately 15 girls working with a tutor enables close teacher-student relationships to develop. The tutor group system provides the girls with someone to whom they can turn for help and advice during the year. A focus of the Personal Development program is the development of study skills that are required for the VCE. During the year girls prepare for and sit examinations both mid-year and end-of-the-year.

Year 10 has five representatives who attend the meetings of the Student Representative Council. They raise issues on the group’s behalf, have the right to vote and are responsible for reporting the outcome of meetings to the year level.

Year 10 provides the opportunity for girls to develop an awareness of the subjects which interest them and in which they have success. They also form more focussed career aspirations through the work experience program.

Special Activities

The Careers program at Year 10 aims to provide each student with opportunities to develop and expand their knowledge, skills and confidence regarding the workplace, career and study issues. The program aims to contribute to the student’s understanding of herself so that she can make realistic decisions about her future that are consistent with her values and goals. Students are encouraged to become independent decision-makers.

Career education at this level focusses on the need to:

- develop self-awareness in relation to work and study
- learn about the world of work – current and future
- understand the importance of planning and effective decision-making
- develop skills for managing transitions
- know the process of applying for a position
- develop a positive digital footprint

Each Year 10 student has an individual careers interview, completes Career Voyage and participates in the Morrisby Report Career Guidance Program. These help students build knowledge of their personal abilities, personality and interests as well as suggesting careers for further exploration. Careers Seminars and workshops each term help students learn essential work related skills for the future. The importance of a positive digital footprint is a major focus.

Work Experience occurs in Year 10 and there are several activities that support the girls so they are well prepared to get the most out of the experience. Students are encouraged to take a great deal of personal responsibility for Work Experience arrangements.
Students are also encouraged to attend the annual Ivanhoe Girls’ Grammar School Careers Evening in Term 3 and interact with the careers presenters. Participation in these opportunities will help a student to ascertain individual interests, requirements and personal planning needs for subject, course and work options.

**Senior School Celebration Night** is held in Term 4 and all girls are expected to attend and participate in this very important School occasion.

**Co-curricular Activities**

All girls are encouraged to participate in the wide range of competitions provided by the House system.

Girls with particular expertise in any of the House activities may be elected to be the House Representative for that activity. These representatives take responsibility for team selection and organisation of meetings which are held prior to the competition.

There is a wide range of sporting and debating teams, musical groups, clubs and public speaking activities in which girls are encouraged to participate.

The girls are also encouraged to continue with the **Duke of Edinburgh Scheme** detailed in the Year 9 section of this Handbook. On successful completion of the bronze award, girls may continue with silver and gold. Service to others in school and our community is a focus of Year 10 and this spreads far beyond the actual Duke of Edinburgh award.

The School play or musical is a highlight of the School calendar each year and the Year 10 girls play their part by preparing and serving supper during the interval. The refreshments provided are always in keeping with the theme of the production. The girls also dress in some way to represent their connection with the actors and story line.

There are many opportunities in Year 10 for students to develop their leadership skills. They may become part of the transition program by applying to be **Peer Support Leaders**. These girls work with Year 7 students, aiding their transition into the Senior School by offering them friendship, guidance and advice. An initial two-day intensive training program is undertaken and this is supported by refresher courses throughout the year. Girls entering this program must commit to it for the entire year.

Year 10 students may also apply for the position of a **School Ambassador**. These girls act as guides on Open Days and School Tours, show visitors around the School and answer their questions. Tour guides are selected from those students who demonstrate good social and communication skills and an active involvement in the life of the School. There are several leadership conference opportunities, which are held to guide our Year 10 students through exploration of leadership – leading self and leading others. In close connection with leadership, service is a vital part of life at Ivanhoe Girls’ and all girls are encouraged to serve others in many different forms both in school and in our wider community.

To assist Year 10 students in preparation for their VCE, PeakSkills Australia offers its advanced learning skills program to students and parents in Term 3. The course is conducted over four evening sessions. The program has now been offered for several years and the feedback from students and parents has been very positive.
Students are given the opportunity to participate in two days of driver education workshops including driving practice at Kilsyth Driver Education Centre. Students who have already turned 16 by the time they complete the Driver Education course, may also undertake their Learner’s Permit assessment during the program.

The Academic Program
The academic program at Year 10 offers girls a core curriculum which consists of:

• English
• Geography
• History - The Modern World and Australia
• Mathematics
• Physical Education
• Religious Education
• Science

Information literacy, thinking tools and cyber positive education are integrated across all subject areas and the personal development program.

Aspects of the new Australian Curriculum are taught in all subjects as the curriculum is published.

In subject classes students are encouraged to interact with as many different students as possible and the School timetable is constructed with this in mind. The timetable changes each semester. This allows girls to develop their social skills, encourages understanding of others and exposes them to a wide range of opinions.

In addition to this core, girls select three electives each semester. Some electives run for two semesters and others for one semester. Girls may chose to study one VCE Unit 1 & 2 elective or VCE VET (Vocational Education and Training in Schools) study.

VET Studies in the VCE
A VCE VET program offers students a vocational certificate with VCE credit, just like other VCE studies. At Ivanhoe Girls’ VCE VET Interactive Digital Media is offered. Students may undertake training in the workplace as part of these programs. This training contributes towards satisfactory completion of the VCE and provides a nationally recognised vocational qualification. In some circumstances students can complete this workplace learning during work experience.

Ivanhoe Girls’ is a member of the Northern Melbourne VET cluster. There are over 30 schools in the cluster, many of whom offer VET studies to students at other schools. In 2015 there will be Certificates available in Aged Care, Children’s Services, Applied Fashion, Information Technology, Equine Studies, Music and many more. At the time of publication programs were still being finalised for 2015. Up-to-date information can be found in the VCE area of the School intranet. The 2015 timetable is designed so that students can choose a VET Certificate as one of their subjects and attend a host school on a Wednesday afternoon without missing classes at school. Students will be responsible for their own travel arrangements. Note that each host school charges students to complete the program and costs vary depending on the nature of the course e.g. costs associated with a Certificate in retail would be less than course
costs for hospitality. Further information can be found on hive. Any students wishing to apply for VET studies will need to make a written application to the Head of Curriculum (Years 10-12). An application form is available in the VCE area of hive. Further details about VET programs are available on the VCAA website: www.vcaa.vic.edu.au/Pages/vet/index.aspx

Electives of two semester length:
- Accounting 1 & 2
- Biology 1 & 2
- Business Management 1 & 2
- Communications
- Creative Music
- Drama & Theatre Studies
- Economics 1 & 2
- Food and Technology
- Food and Technology 1 & 2
- Geography 1 & 2
- Health & Human Development 1 & 2
- History 1 & 2
- Legal Studies 1 & 2
- Literature 1 & 2
- Languages
  - Chinese
  - Chinese First Language 1 & 2
  - Chinese Second Language 1 & 2
  - French
  - French 1 & 2
- Music Performance 1 & 2
- Philosophy 1 & 2
- Physical Education 1 & 2
- Theatre Studies 1 & 2
- VCE VET Interactive Digital Media Certificate II
- Visual Arts - Art
- Visual Arts - Studio Art
- Visual Communication Design 1 & 2

Electives of one semester length:
- Biology 1
- Commerce and Law
- Communications
- Digital Design
- Drama & Theatre Studies
- Food and Technology
- Geography 1
- Geography 2
- Global Powers in the Global Arena
- Literature 1 or 2
- Outdoor Education
- The Roaring Twenties - The Age of Excess
- Visual Arts - Art
- Visual Arts - Photography
- Visual Arts - Studio Art
- Weimar & Nazi Germany

Students may choose only one of:
- Accounting 1 & 2
  or Business Management 1 & 2
  or Economics 1 & 2
  or Legal Studies 1 & 2
- Chinese
  or Chinese First Language 1 & 2
  or Chinese Second Language 1 & 2
- Creative Music
  or Music Performance 1 & 2
- French
  or French 1 & 2

The School strongly encourages girls to select ONLY ONE subject from any faculty area.

Ivanhoe Girls’ offers a large number of electives each year not all of which will run. Those electives that run in Year 10 depends entirely on the subject choices made by the year group and the timetable blockings which result. Elective subjects are offered on the basis that they will proceed ONLY where there is sufficient interest.
If a student chooses a one semester elective then she must choose another one semester elective.

Students with strong mathematical skills will be able to continue with an accelerated Mathematics program. This will enable them to cover the content of VCE Mathematical Methods Units 1 & 2 in Year 10 and, at the recommendation of the School, take VCE Mathematical Methods Units 3 & 4 in Year 11.

Including one VCE Unit 1 & 2 sequence in the study program gives the girls the chance to experience and become familiar with the VCE assessment procedures.

It is strongly recommended that students study no more than one VCE Unit 1 & 2 sequence. In exceptional circumstances only, students may be permitted to do two VCE Unit 1 & 2 sequences. Written applications must be made to the Head of Curriculum (Years 10-12) outlining the exceptional circumstances.

As part of their Geography studies all Year 10 students participate in a one-day Womens’ and Human Rights Conference. This conference focusses on human rights globally, and in particular those of women. The students hear presentations from guest speakers from Amnesty International, watch relevant documentaries and participate in workshops.

One of the highlights of the year is Australian Business Week. This week-long program gives each girl the opportunity to learn about business management by running their own company in small teams. Each team designs a marketing campaign for their business and participates in a decision-making computer simulation. The week concludes with a trade display and oral presentations. Throughout this exciting week students also attend a series of lectures from visiting keynote business speakers.
**Core**

**Year 10 English**

**Learning Focus**

The Year 10 English course reflects the three interrelated strands of Language, Literature and Literacy that make up the Australian Curriculum. This course prepares students for the demands of the VCE English course. There is a critical approach to literature, including the study of Shakespeare, romantic poetry as well as contemporary Australian texts. Film and multimedia study are integrated into the course. Students learn to refine their writing skills so they can respond to texts analytically and creatively. There is an increased focus on reading and comprehending persuasive texts, and students are introduced to point-of-view writing and language analysis skills. Students undertake a range of oral presentations, including persuasive speeches, dramatic enactments and personal stories. Technology skills are developed and implemented within a classroom context.

EAL (English as an Additional Language) classes and EAL support classes are offered according to need.

The course is designed to enable girls to:

- extend and deepen their understanding through close reading or viewing of at least four texts
- be clear and precise in written and oral work
- analyse and present arguments effectively
- read widely and with enjoyment
- learn and develop the skills necessary for research

**Highlights**

- guest speakers
- choice of texts
- opportunities for extension study

**Assessment**

Coursework includes:

- text responses and expository essays
- creative and persuasive responses
- oral presentations
- examination, each semester

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**Year 10 Geography**

*(One semester)*

**Learning Focus**

Global trends regarding changes in population size, quality of life, human impacts and access to food and water introduce this unit. The trend of an increasingly urbanised world and the growth of megacities is then investigated. This study is linked to the growth of Melbourne and how we accommodate this growth via urban
sprawl. The focus then shifts to global trends in human rights, complemented by the Year 10 Human Rights Conference.

Topics studied include:

- Investigation of global trends
- Urbanisation, megacities and slums
- The growth of Melbourne
- Urban sprawl and fringe estate developments
- Human rights trends and variations

**Highlights**

- Human Rights Conference
- Films
- Fieldwork

**Assessment**

- Coursework
- Fieldwork report
- Examination

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**Year 10 History**

**The Modern World and Australia**

*(One semester)*

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**Learning Focus**

The Year 10 Australian Curriculum for History provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th Century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

The thinking skills of multiple intelligences, mind-mapping, extended brainstorming and question matrix are reinforced.

**Topics studied are:**

- An overview of the period 1918 to the present
- The Second World War
- Rights and freedoms
- Popular culture

**Assessment**

Assessment tasks may include:

- Class work
- Analysis of visual and written representations
- A research essay
- An examination
Year 10 Mathematics

To meet the learning needs of all girls in Year 10, Mathematics classes are grouped into: Mainstream, Extension, VCE Mathematical Methods Units 1 & 2 (Year 10 acceleration) and General Mathematics (modified).

Mainstream and Extension

The course for Mainstream Mathematics and Extension Mathematics is designed to lead into a variety of Year 11 and Year 12 Mathematics courses. Extension Mathematics enables girls to learn at a faster pace and to a greater depth.

Learning Focus

In Year 10, girls consistently work with integers, rational numbers and irrational numbers. They develop familiarity with different representation of these numbers, including: scientific notation and approximate decimal forms of irrational numbers such as simple surds. Knowledge of formulae for solving problems involving right-angled triangles is extended to three-dimensional problems. Girls learn to select and use suitable procedures to calculate length, area and volume of various shapes and solids. They use and convert units of measurement to suit the purpose of the problem. There is further development of skills in expanding and factorising algebraic expressions.

Girls learn to model problems with relevant equations and apply algebraic and graphical methods to solve linear, quadratic and simultaneous equations. Girls have the opportunity to produce sketch graphs of linear and quadratic functions which capture all the essential features of the graph. They also learn to apply probability concepts to aspects of chance in everyday life.

The appropriate use of technology is incorporated throughout the course, with particular emphasis on girls using the CAS (computer algebra system) calculator both in the learning of new material and the application of this material in a variety of different contexts. They carry out relevant computations to support analysis in mathematical inquiry. The use of calculators is not allowed to override the need for girls to acquire basic arithmetic and algebraic skills or the need to practise such skills. Throughout the year some topic tests will be nominated as calculator free and some as calculator active. The course provides girls with a variety of problems which help them to develop thinking skills.

Problem-solving skills are strengthened through a variety of enrichment activities and analysis tasks which are provided in each of the mathematics streams offered at Year 10.

Extension

All Year 10 Mainstream and Extension Mathematics students are offered the opportunity to participate in further
extension and enrichment programs as outlined below.

- access to Maths Help sessions which are held on a weekly basis and are offered by Maths teachers to assist students with their learning of Mathematics
- access to the online maths program HOTmaths which provides students with extension and assistance with their Mathematics
- attendance at mathematical presentations
- participation in the Australian Mathematics Competition
- participation in the University of Melbourne School Mathematics Competition

**Assessment**

- topic tests based on skills and applications
- Mathematics exams each semester – one is calculator free
- written reports for problem-solving and/or analysis tasks

OR

**VCE Mathematical Methods Units 1 & 2**

Girls who have successfully completed the Year 9 accelerated course are encouraged to take Mathematical Methods Units 1 & 2 (refer to the section on VCE Mathematical Methods Units 1 & 2 on page 103 for full description).

OR

**Year 10**

**General Mathematics**

(Modified Course Semester Two)

General Mathematics is a course designed for girls who find Mathematics demanding. The course places less emphasis on algebra and more on practical and business applications.

Girls are recommended for the modified stream in semester two, based on past test results and teacher recommendation in consultation with parents.

Girls who do General Mathematics in semester two at Year 10 are able to proceed to Further Mathematics Units 1 & 2 and Units 3 & 4. Further Mathematics Units 3 & 4 is a prerequisite for a number of tertiary courses.

**Learning Focus**

The areas of study for this unit are: arithmetic, statistics, business mathematics and trigonometry.

The appropriate use of technology is incorporated throughout the course, with particular emphasis on girls using the CAS (computer algebra system) calculator both in the learning of new material and the application of this material in a variety of different contexts. They carry out relevant computations to support analysis in mathematical inquiry. The use of calculators is not allowed to override the need for girls to acquire basic arithmetic and algebraic skills or the need to practise such skills.

**Assessment**

- topic tests based on skills and applications
- one exam in semester two – use of calculator and notes are allowed
- written reports for problem-solving and/or analysis tasks
**Core**

### Year 10 Physical Education

**Learning Focus**

Physical Education emphasises creating an environment favouring the development of a life-long, physically active lifestyle. The Year 10 course enables students to approach games from a variety of perspectives: as a player, a coach or an umpire. More advanced strategies and tactics are implemented in games. Students undertake activities to develop personal fitness with a focus on weight training and developing interpersonal and group relationships. Students are encouraged to apply thinking skills to both the practical and theoretical component of the course.

The course includes:

- weight training
- major games – both GSV and non-GSV
- theory
- diet and exercise
- fitness assessment
- training methods
- personal programs
- ergogenic aids
- relaxation techniques – yoga and pilates

Where appropriate iPad technology is being used to assist with the development and improvement of a variety of motor skills.

**Highlights**

- guest presenters
- level 1 first aid day

**Assessment**

Girls are assessed ‘S’ or ‘N’ on the basis of their participation in practical work and their workbook and assignments.

### Year 10 Religious Education

**Learning Focus**

Students are presented with different religious traditions in an attempt to compare and contrast the main world religions. Using the divergent question model students explore the fundamental questions about life and the universe.
Topics include:
- Monotheistic religions, Judaism, Christianity and Islam
- Eastern religions, Hinduism and Buddhism
- In search of meaning
- Existence of God
- Problems of suffering and evil
- What is the good life?

**Assessment**
- class work and assignments are graded
- book work graded ‘S’ or ‘N’

**Core**

The program allows for classes to be rotated between specialist teachers in the disciplines of Biology, Chemistry and Physics.

The topics for the year are:
- Genetics – students study inherited characteristics and the means by which these are passed from one generation to the next. They learn about chromosomes, genes, gene technology, as well as mutation and natural selection, including the procedures involved
- Physics – the laws of motion are studied in the context of human movement and car safety. Reaction times, friction and deceleration are related to stopping distances, momentum to collisions and the safety features of the modern car are researched
- Chemistry – the language of chemistry is studied in the form of chemical symbols, formulae and equations. Changes that occur during reactions are studied, including energy and mass changes. The investigation of a typical metal, copper, is undertaken including the extraction of copper metal from copper ore
- Earth and Space Science – global systems, the Universe and the Big Bang Theory

**Year 10 Science**

**Learning Focus**

The Year 10 Science course provides students with a sound basis for VCE Science studies with three major core studies relating to Biology (Genetics), Chemistry (Copper Extraction and Surface Chemistry) and Physics (On The Move). A minor core study is Earth and Space Science. Girls intending to study Physics or Chemistry at VCE level are recommended to complete an Energy unit in Term 4. Alternatively, a Psychology unit introduces important research and data collection methods as an introduction to VCE Psychology.

Term 4 electives:
- Introductory Psychology – personality types, mental health, multiple intelligences, conditioning and learning, and research methods are introduced

**OR**
Core

- Energy – common types of energy and energy transformations will be investigated. Analysis skills relevant to VCE Physics and Chemistry are introduced.

The thinking tools of evaluative thinking and flow charts are developed and reinforced throughout the course.

Highlights
- La Trobe University visit – genetics laboratory activities

Extension
- Melbourne Science and Engineering Competition
- Gene Technology Access Centre – Genetech seminar
- Royal Australian Chemical Institute (RACI) Chemistry Quiz
- The Science Experience – Science Schools Foundation
- University of NSW Educational Assessment International Competitions and Assessments for Schools (ICAS)
- Melbourne School of Engineering - The ‘Amazing Spaghetti Machine’ contest

Assessment

Each unit of work includes:
- extended practical investigations
- a topic test
- research tasks
- a mid-year or end-of-year examination
Year 10
Commerce and Law
(One Semester Elective)

Learning Focus
Commerce and Law is designed to give students useful, practical information concerning the commercial, political and social environment in Australia. Having an understanding of the principles of law and finance will provide students with the necessary knowledge and skills to make informed decisions about the everyday issues faced in our complex society.

• The nature and function of laws – an examination of why we require laws in our society, what makes an effective law, young people and the law
• Government and the political system – how government and the political system in Australia operates and its impact on the community
• Economics – how the Australian economy works focussing on key economic issues including inflation, supply and demand, trade and the Australian sharemarket
• Accounting – the importance of keeping accurate business records, business calculations, the recording of financial information
• Business opportunities – investigation of different business structures and the skills required to start up a small business

Important note: This course does not repeat topics covered in Year 9 Consumer Power. Any topics that appear similar are an extension of those covered in Year 9.

Highlights
• guest speaker
• participation in the Australian Share Market Game (simulation)

Assessment
• investigative report
• topic tests
• end-of-semester examination

Year 10 Communications
(One Semester Elective)

Learning Focus
Communications is a practical film-making course that focusses on production techniques and tailoring media products to appeal to specific audiences. Students analyse examples of a variety of media, noting specific genre features and technical
Electives

elements. Students then apply these techniques in the creation of their own original work. There is a mix of group and individual assessment, with students working in collaboration to create major films, and at other times working on their own to edit footage that is provided for them. The course includes four units of study.

The first is a unit styled on ‘Tropfest’. Students:

• collaborate as a class to plan and produce a short film
• work individually to edit the raw footage

The second unit is an investigation of the silent film era. Students:

• view examples of films by Charlie Chaplin, Buster Keaton, Laurel and Hardy and Harold Lloyd, as well as the more recent film The Artist
• apply their knowledge of the genre to create their own silent film that closely mirrors silent films of the 1920s and 1930s

The third unit is a study of the conventions of tabloid television, as seen in shows such as Today Tonight and A Current Affair. Students:

• investigate the demographics of the audiences of these two programs and the content of the featured stories
• collaborate to create short tabloid features that attempt to generate strong emotional response in the audience

The fourth unit is designed by the class in consultation with their teacher based on student interest.

The course is designed to enable students to:

• understand and articulate how various modes of communication shape our culture
• develop multimedia technical skills

• learn about film and television production and editing
• acquire the language to analyse and create various modes of communication
• create original films, videos and television features

Assessment

Coursework includes:

• close analysis of films, music video and television features
• individual and group film productions
• examination: editing of class produced footage

Year 10 Creative Music
(Two Semester Elective)

Learning Focus

This elective extends students’ appreciation and skills in music. It builds on material studied in the Year 9 elective both through extension and further in-depth study. Students who have not studied Music at Year 9 are still encouraged to undertake this course as it takes into consideration the previous musical experience of the students involved in it. This subject is an excellent preparation for those students wishing to undertake Music Performance in VCE.
The content includes:

- music history and appreciation
- aural training and comprehension, including solfege
- music theory
- listening skills based on an understanding of musical style
- creative/compositional activities
- performance skill development, especially in group and solo situations
- music technology

**Highlights**

- live performances

**Assessment**

Includes:

- workbook exercises, creative tasks, tests and examination for aural comprehension and music theory
- short assignments and tests for music history/appreciation
- performances - during masterclass and ensemble activities

**Recommendations**

Although there is no prerequisite study for this course, it is expected that students have a strong interest in music and be practising musicians and/or have good music notation skills.

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**Year 10 Digital Design**

*(One Semester Elective)*

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**Learning Focus**

This course is aimed at students who are interested in using digital software to design and create both three and two dimensional objects and applications. Students will learn how to apply design principles to a number of media including film, animation, app creation and web development. Students will learn how to use 3D software to design an object which is then transferred to a special printer which uses plastic to recreate their object in a 3D form. Students will use the design process to create objects such as an iPhone case, a piece of jewellery or an object of the future.

Topics covered:

- Advanced animation
- Advanced web design
- 3D design and printing

**Highlights**

- use of the latest in 3D software and 3D printing technologies
- self-directed project incorporating individual areas of interest
- guest speaker from a high tech multimedia company
**Electives**

**Year 10 Drama & Theatre Studies**
*(One or Two Semester Elective)*

*Learning Focus*

The course is designed to develop knowledge of the actor’s craft and introduce students to a broad range of stagecraft areas, including set design, costume design, directing, lighting and make-up design.

Topics studied are:
- Stagecraft areas
- Improvisation
- Character development
- Monologue performance
- Ensemble performance
- Theatrical styles
- Play production

*Highlights*
- theatre excursions
- guest performers/specialist workshops

*Assessment*

- multimedia folio
- 3D design folio
- multimedia advertising campaign
- examination

*Recommendations*

It is suggested that Year 10 students wishing to study VCE Theatre Studies Units 1 & 2 in Year 11 take Year 10 Drama and Theatre Studies for two semesters.

**Year 10 Global Powers in the Global Arena**
*(One Semester Elective)*

*Learning Focus*

This subject will provide students with an introduction to International Relations and the actors that shape and define globalisation. Students will investigate the key organisations associated with globalisation and internationalism, including the United Nations, the World Bank, the World Trade Organization and the International Monetary Fund, as well as regional groups such as APEC (Asia-Pacific Economic Cooperation), ASEAN (Association of South East Asian**
Nations) and the European Union (EU). Students will then focus on the Developed nation-states (e.g. US, Japan, Germany, UK, Australia) and how they interrelate and adapt to the rapid rise of ‘BRIC’ (Brazil, Russia, India and China) nation-states. Students will also focus on the emergence of Multinational Corporations (MNCs) and how these actors in many instances have become more powerful than the countries in which they operate. In stark contrast, the last of the global powers that the course focusses on is the non-state actor: terrorism. Coming to global prominence with the attacks of September 11 and the ‘war on terror’.

Topics studied include:

- Multilateral Organisations including the United Nations, World Trade Organization (WTO), International Monetary Fund (IMF), World Bank (WB) and Group of 20 (G20). This will also include regional actors such as the EU, ASEAN and APEC
- Developed States: US, EU and Japan vs Emerging States: China, India, Brazil, Russia and the Middle East
- Multinational Corporations – such as, Nike, AIG, Goldman Sachs, BP and Rio Tinto
- Global Terrorism – in the form of non-state actors: al Qaeda; Hezbollah; Tamil Tigers and Jemaah Islamiah

**Highlights**
- films and documentaries

**Assessment**

May include:

- a research report
- a multimedia presentation
- an essay
- an examination

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**Year 10 Food and Technology**

*(One or Two Semester Elective)*

**Learning Focus**

Students are given the opportunity to develop a broad understanding and appreciation of foods. The course highlights the connections between food, nutrition, cookery processes, technology, functional and sensory properties, food processing, multicultural foods and the design process used in food product development.

The students are encouraged to use their theoretical knowledge to develop practical skills in the preparation and processing of food.

Topics include:

**Semester One**

- Food and an Australian identity
- Kitchen, food and personal safety and hygiene
- The design process used in food product development
- Food processing systems
Electives

- Analysing and evaluating the functional and sensory properties of food
- Food preparation and cooking processes

Semester Two

- Kitchen, food and personal safety and hygiene
- Food preparation and cooking processes
- The design process used in food product development
- The facts, fads and fallacies of food selection
- Food for all ages – menu planning, dietary needs and the preparation of foods for varying ages and stages of life span
- Issues in health and food and technology
- Analysing and evaluating the functional and sensory properties of food

Highlights

- visiting at least one restaurant specialising in an international cuisine
- the production of gourmet pantry food items (semester one)
- producing a specialty cake (semester two)

Assessment

Includes:

- a written test
- at least one practical test per term
- two research assignments (one each semester)
- an examination at the end of Terms 2 and 4

Year 10 Languages

Language students interact with people who speak another language and are encouraged to consider the implications of such interactions in a different language and culture. The study of at least one language is encouraged at Year 10.

The use of the question matrix as a thinking tool is reinforced across all Language courses.

Year 10 Languages - Chinese

(Two Semester Elective)

Learning Focus

Students learn to:

- reflect on their own learning styles and develop strategies for maximising and extending their Chinese language skills, knowledge and cultural understanding
- interact to exchange information and opinions on topics related to the world of adolescence including:
Electives

- leisure
- relationships
- places of interest
- health

- extend their knowledge of language and cultural understanding and use this knowledge for self expression in oral and written communication
- experiment with language and use it in new contexts and in open-ended situations
- identify relevant information and ideas from spoken texts
- use appropriate pronunciation, tone and intonation in their speech
- express information and impressions effectively in oral interactions
- carefully consider the needs of the listener or reader, and be sensitive to Chinese culture
- read texts of up to 500 characters and identify and extract main ideas and detailed information for use in new contexts
- write paragraphs and extended responses, using appropriate Chinese of up to 250 characters and language related to the topic

Highlights
- one class with a conversation assistant per cycle
- eligible to participate in biennial School trip to China
- eligible to participate in language exchange study in China

Assessment
- tests on speaking, listening, reading and writing skills
- class dictations
- homework exercises
- oral skills including interview, speech and presentation
- research essay
- quizzes
- oral and written examinations in Terms 2 and 4

OR

VCE Chinese First Language Units 1 & 2

(Two Semester Elective)

Native speakers of Chinese may undertake a first language course. They work with greater emphasis on language sophistication (refer to VCE Chinese First Language Units 1 & 2 on page 161 for a full course description).

OR

VCE Chinese Second Language Units 1 & 2

(Two Semester Elective)

Students with a high level of proficiency may be offered Chinese at VCE Units 1 & 2 level (refer to VCE Chinese Second Language Units 1 & 2 on page 163 for a full course description).

Students who wish to enrol in this study must apply to the VCAA giving details of their background in Chinese. Applications must be submitted by September 2014.

VET Certificate III in Mandarin

- On successful completion of their study of Chinese at Year 10 and VCE CSL Units 1 & 2, students are eligible to receive a VET Certificate III in Mandarin.
Electives

Year 10 Languages - French
(Two Semester Elective)

Learning Focus
This course aims to further each student’s language development with ever-expanding sophistication in expressing themselves on a series of topics about the individual.
Topics include:
- Explaining past habits, memories and events
- Self and family
- School life, education and future plans
- Work and careers
- Travelling, holidays and leisure activities

Work on these topics is underpinned by an extension of knowledge of basic working vocabulary and verbs in various tenses, as well as other increasingly sophisticated grammatical structures. Students will be expected to write more extensively than previously and be able to hold short conversations on the topics outlined.

Aspects of French culture are also studied to enhance the student’s knowledge and understanding of the French-speaking world.

Highlights
- Berthe Mouchette poetry competition for the Alliance Française
- French films and play performances where appropriate
- one class with a conversation assistant per cycle
- students may apply to go on exchange to France and live with a family as well as go to school there for up to two months. Year 10 is seen as an excellent time to undertake an exchange in terms of age, language development and level of schooling

Assessment
Language learnt is assessed in speaking, writing, reading and listening comprehension through:
- Unit tests
- examinations in Terms 2 and 4

Cultural activities are assessed through:
- researching a particular topic or issue
- presenting the topic or issue in a specified format

Recommendations
Languages need long-term commitment to be effectively learnt. As it is a cumulative subject, the study of French for most students at Year 10 provides an ongoing opportunity to consolidate their language learning and they are expected to commit to the subject for the whole year.
Ivanhoe Girls' Grammar School

Electives

VCE French for Year 10 students
Units 1 & 2

(Two Semester Elective)

Year 10 students in exceptional circumstances, who have lived in France for an extended period of time or who are native speakers of French may be offered French at VCE Units 1 & 2 level (refer to VCE French Units 1 & 2 on page 165 for a full course description).

Year 10 Outdoor Education

(One Semester Elective)

The course aims to:
• make students aware of the range of outdoor activities available to them
• assist students in developing a range of skills for participation in outdoor activities
• help students to participate safely in outdoor activities
• assist students to value our natural heritage
• develop skills of data/information analysis and interpretation in relation to the environment and our relationship with it

Highlights
• the course includes a wide range of activities to develop the skills necessary for safe participation in the outdoors e.g. indoor/outdoor climbing, mountain biking, surfing, orienteering
• opportunities for involvement in the outdoors through activities run for the class such as weekend or extended trips

Assessment
• class work – students complete a variety of tasks including theory, skills and activity/program planning
• practical skills and participation – completion of skills components such as canoeing or climbing, and other outdoor activities
• journal

Learning Focus
Students are offered a skills extension program to investigate outdoor activities, and develop the knowledge and skills required to participate safely in them. The course also looks closely at natural environments and our relationships with them. There is a close relationship between theoretical learning and practical activities in outdoor education. The course requires students to participate in some day and half-day activities. The cost of some of these activities will be met by the participants.
Electives

Year 10
The Roaring Twenties –
the Age of Excess
(One Semester Elective)

Learning Focus
The 1920s were commonly known as the ‘roaring twenties’. With business booming, many Americans led a new, fast way of life. Jazz music, which was first played by black Americans in the South, became popular. It was fashionable to go to jazz and blues clubs and to see and listen to the music of Louis Armstrong and Benny Goodman. Hollywood was at its peak and millions flocked to the cinemas every week to see their heroes and heroines such as Charlie Chaplin and Joan Crawford. Young girls or ‘flappers’ as they were known, shocked their parents by wearing short skirts and make-up, by smoking and drinking, by dancing the Charleston and the Black Bottom and by ‘necking’ in public! The writer, F. Scott Fitzgerald called it, ‘the age of excess’. This History elective course examines the history of America between the World Wars from 1918 to 1941. It analyses the ‘boom’ in the American economy and the inevitable crash which would plunge America into depression. The nature of American society – the modern, exciting age of jazz will be starkly contrasted against a dark era in which racial, political and religious intolerance was the norm and organised crime, corruption and gangsters dominated the city streets. Was America truly a ‘land of the free’ in the 1920s?

Topics studied include:
• Immigration and isolationism in ‘the land of opportunity’
• The boom in the American economy
• Gangsters, organised crime and prohibition
• The Jazz Age – ‘flappers,’ the movie industry and entertainment
• Racial and religious intolerance and the Ku Klux Klan
• The Wall Street Crash and the Great Depression in America

The thinking skills of multiple intelligences, mind-mapping, extended brainstorming and question matrix are reinforced throughout the course.

Highlights
• movies and documentaries
• class blog

Assessment
May include:
• film analysis
• a research report
• a multimedia presentation
• an analysis of visual and written documents
• an examination
Year 10 Visual Arts

Key Skills
Students gain new skills, build on existing ones and become more aware of the aesthetic aspects of their art through design and exploration. Emphasis is placed on the student’s ability to make effective use of a variety of media and to solve a series of artistic problems. The students are taught to apply the creative thinking tool of extended brainstorming to develop art in response to a theme.

Year 10 Visual Arts
Art
(One or Two Semester Elective)

• manipulation of images using Photoshop
• scraper board
• multiple colour silkscreen printing

The students examine the major movements in European art from Impressionism to Fauvism. Students learn to critically evaluate a work of art.

Semester Two
Students examine a variety of two dimensional media, techniques and approaches to art, including:
• drawing
• basic digital photography
• manipulation of images using Photoshop
• oil painting
• engraving

The students examine the major movements in European art from the early 20th Century including Expressionism, Cubism and Surrealism. Students learn to critically evaluate a work of art.

Highlight
• viewing a significant exhibition and/or workshops

Assessment
Students are assessed on both practical work and theory. The theory component will be assessed each semester by means of a test, research assignment or presentation and an examination.

Learning Focus
Semester One
Students examine a variety of two dimensional media, techniques and approaches to art, including:
• drawing
• basic digital photography
Electives

Year 10 Visual Arts Photography
(One Semester Elective)

“Have you ever dreamed of taking a photograph of a ghost? Do a semester of photography in Year 10 and find out how!”

No prior experience in photography or art is required. Students who have completed Year 9 Art will be able to consolidate and extend their basic knowledge of digital photography and explore black and white photography. This course will have positive benefits to students not pursuing art in future years as well as those students who intend continuing to explore photography in VCE Art.

Learning Focus
Students are introduced to black and white darkroom photography (gelatin silver) and digital photography.

In traditional darkroom photography students:
• create photographs without a camera
• learn how to use an analogue SLR camera
• develop black and white film

In digital photography students learn how to:
• use a digital camera effectively
• download images to the computer
• manipulate photographs using Photoshop

Students may learn how to:
• use studio lighting for portrait and product photography
• insert images into text and text into images

Appreciation of Photography – students study:
• the analogue SLR camera
• the history of photography
• the works of photographic artists who explore the traditional analogue medium as well as contemporary digital photographers

Highlights
• may include viewing a significant photography exhibition and/or workshops

Assessment
Students are assessed on both practical work and theory. The theory component will be assessed by means of a test, research assignment or presentation and an examination in each semester.

• print gelatin silver prints from negatives in the darkroom
• learn correct darkroom procedure
Year 10 Visual Arts
Studio Arts
(One or Two Semester Elective)

Learning Focus
Students continue the formal study of the history of sculpture and glass craft from Impressionism to the 20th Century. The girls examine changes in style evident in the work of significant national and international artists.

Semester One
Students examine a variety of media, techniques and approaches including:
- ceramics – modelling clay
- glass – as a media for exploration

Art Appreciation – students study Romanticism, Impressionism and 20th Century Sculpture.

Semester Two
Students examine a variety of media, techniques and approaches including:
- ceramics – the use of the pottery wheel and techniques for decorating are extended
- paper as a media for exploration
- textiles – silk painting

Art Appreciation – students study Picasso, Brancusi and Giacometti. The work of a contemporary glass artist is also researched.

Highlights
- practical workshops or a significant exhibition

Assessment
Students are assessed on both practical work and theory. The theory component will be assessed by means of a test, research assignment or presentation and an examination each semester.

Year 10 Weimar and Nazi Germany
(One Semester Elective)

Learning Focus
At the end of the Great War in 1918, Germany faced not only the humiliation of defeat but also the problems of a peace dictated to her by the victorious powers. This resulted in the emergence of the Weimar Republic in Germany and threats to this new regime; putsches and murders, invasion and hyperinflation, and finally the advent of Adolf Hitler and the rise and triumph of the Nazi Party. Students will study the ideology behind Hitler’s Germany and the nature of Nazi society. An in depth study of the Holocaust will be undertaken at the end of
the course including analysis of the movie, *Schindler’s List*.

The thinking skills of multiple intelligences, mind-mapping, extended brainstorming and question matrix are reinforced throughout the course.

Topics studied include:
- The effects of the First World War on Germany
- The growth of Fascism and the Nazi Party
- Reasons why Hitler and the Nazis were able to take power in Germany
- What the Nazi State was like for people living in Germany in the 1930s
- The Holocaust

Highlights
- archival footage of the people and events
- the movie *Schindler’s List*

Assessment
May include:
- a newspaper editorial
- an essay
- analysis of evidence
- a research presentation
- an examination

**VCE Accounting**

Units 1 & 2  
*(Two Semester Elective)*

This course offers girls the opportunity to learn more about recording and reporting financial transactions for a small business.  
(Refer to VCE Accounting Units 1 & 2 on page 116 for a full course description.)

**VCE Biology Unit 1 & 2/ or Unit 1 only**  
*(Two or One Semester Elective)*

This course investigates levels of organisation in organisms and their inter-relationships. At Year 10 students may elect to study Units 1 and 2 or Unit 1 only. (Refer to VCE Biology Units 1 & 2 on page 107.)

**VCE Business Management**

Units 1 & 2  
*(Two Semester Elective)*

This course is designed to enable girls to develop a practical understanding about the ways both small-scale and large-scale businesses are managed. (Refer to VCE Business Management Units 1 & 2 on page 118.)

**VCE Economics**

Units 1 & 2  
*(Two Semester Elective)*

This course is designed to enable girls to understand the key outcomes, operations and performance of the Australian economy (refer to VCE Economics Units 1 & 2 on page 120 for a full course description.)
Electives

VCE Food and Technology Units 1 & 2
(Two Semester Elective)
This course allows students to learn about food, its diverse nature, how to prepare it, how to maximise its keeping qualities and how to work independently and in a team for a variety of small-scale food operations. (Refer to VCE Food and Technology Units 1 & 2 on page 134 for a full description.)

VCE Geography Units 1 & 2
(One or Two Semester Elective)
This course investigates the geographic characteristics of natural and human environments and changes to these environments. (Refer to the VCE Geography Units 1 & 2 on page 122 for a full course description.)

VCE Health and Human Development Units 1 & 2
(Two Semester Elective)
This course provides opportunities for students to explore the physical, social, emotional and intellectual changes that occur and the inherited and environmental factors that influence health and development. Recommendations for actions that could optimise the health and development of youth are identified, discussed and analysed. (Refer to VCE Health and Human Development Units 1 & 2 on page 153 for a full course description.)

VCE History: The Twentieth Century Units 1 & 2
(Two Semester Elective)
This course places emphasis on the political, social, cultural and economic factors affecting people’s lives in the twentieth century. The developments of the past century continue to have a direct bearing on our contemporary experiences. (Refer to VCE History: The Twentieth Century Units 1 & 2 on page 124 for a full course description.)

VCE Legal Studies Units 1 & 2
(Two Semester Elective)
This course offers girls the opportunity to develop a more specific understanding of the Australian legal system. (Refer to VCE Legal Studies Units 1 & 2 on page 130 for a full course description.)

VCE Literature Units 1 & 2
(One or Two Semester Elective)
This course enables students to develop effective reading strategies, to examine the ideas and views of life presented in literature and relate what they read to their own lives and social contexts. (Refer to VCE Literature Units 1 & 2 on page 100 for a full course description.)
Electives

VCE Music Performance
Units 1 & 2
(Two Semester Elective)
The main focus of this course is the performance of music, and students must, therefore, undertake private lessons in the performance of at least one instrument (for the purpose of these units of study ‘instrument’ includes voice). (Refer to VCE Music Performance Units 1 & 2 on page 147 for a full course description.)

VCE Philosophy
Units 1 & 2
(Two Semester Elective)
This course is designed to enable students to develop independent thinking and reasoning skills which are highly transferable. (Refer to VCE Philosophy Units 1 & 2 on page 131 for a full course description.)

VCE Physical Education
Units 1 & 2
(Two Semester Elective)
This course introduces students to an understanding and analysis of physical activity. (Refer to VCE Physical Education Units 1 & 2 on page 157 for a full course description.)

VCE Theatre Studies
Units 1 & 2
(Two Semester Elective)
Theatre Studies examines theatrical styles of the pre-modern era (pre 1880) and the modern era (1880-1920). (Refer to Theatre Studies Units 1 & 2 on page 145 for a full course description.)

VCE VET Interactive Digital Media Certificate II (Multimedia)
Units 1 & 2
(Two Semester Elective)
This certificate introduces students to the area of digital media and film. (Refer to page 138 for detailed information about the course.)

VCE Visual Communication Design
Units 1 & 2
(Two Semester Elective)
This course enables students to develop an understanding of instrumental drawing methods, freehand drawing and the use of information and communications technology. (Refer to VCE Visual Communication Design Units 1 & 2 on page 150 for a full course description.)
Life in VCE

Years 11 and 12 provide exciting opportunities for academic pursuits and personal growth. All senior students at Ivanhoe Girls’ Grammar School are regarded as role models for the younger students and set a fine example in terms of conduct and the ethos of the School “To give of their best”. Increasingly the focus of girls’ VCE years is on independent learning, accepting responsibility together with leadership and service.

Pastoral Care
The Pastoral Care program remains an important focus in the VCE. A focus of the Personal Development program is to foster and nurture connectedness and further build on organisational skills that are required for the VCE and beyond.

Special Activities
At Year 11 students have two conference days at the end of Term 1 with a focus on personal growth and tertiary readiness. This includes a day at a tertiary institution and a variety of workshops. At Year 12 students travel to Lorne for a two day conference with a focus on team building and individual challenges. Underpinning both conferences is the notion of young women working together to problem solve and achieve their potential.

The Careers information at Year 11 builds on the Year 10 program with information sessions by the Careers staff focussing on attendance at Open Days and provision of up-to-date information regarding tertiary courses. This ensures that students make informed choices about future studies and their academic program. In Year 12 all students have an individual interview with a Careers teacher prior to submitting their VTAC application.

A feature of the Year 12 program is an allocated timetabled session each fortnight where a diverse range of guests are invited to speak to the students about a variety of topics. A much anticipated annual event is the Year 12 Benefit Concert where students raise funds to support the work of a charity or organisation.

During the VCE years the School continues to offer a wide range of co-curricular activities which enhances girls’ academic programs.

Senior School Celebration Night is held in Term 4 and all students are expected to attend and participate in this very important School occasion.
Girls entering Year 11 are beginning the first of a two year course of study, the parameters of which are set by the Victorian Curriculum and Assessment Authority (VCAA), leading to the awarding of the Victorian Certificate of Education (VCE).

The VCE course is divided into Units, each of which is studied for one semester. Typically Units 1 & 2 are studied in Year 11 and Units 3 & 4 in Year 12. Again, in 2015, all Year 11 girls are encouraged to include one VCE Unit 3 & 4 sequence in their course. In exceptional circumstances only, students may be permitted to do two VCE Unit 3&4 sequences. Written applications must be made to the Head of Curriculum (Years 10-12) outlining the exceptional circumstances. Past experience indicates that two Unit 3 & 4 sequences in Year 11 may hinder a student’s overall results.

To be awarded the VCE, the VCAA requires that students must satisfactorily complete at least 16 Units including:

- at least three Units of English from VCE English/English EAL (English as an Additional Language) Units 1 to 4 (it is possible for students to satisfy the compulsory English aspect of the VCE by completion of either English/English EAL 3 & 4 or Literature 3 & 4. It is still of course possible to undertake both studies. It is strongly recommended that students undertake English Units 3 & 4. If students are considering other options, they will need to speak to the Head of English)
- three sequences of Units 3 & 4 in studies other than English. These sequences can be from VCE studies and/or VCE VET programs

Students need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies. If you intend applying for an Australian Tertiary Admission Rank (ATAR) at the end of your VCE, you will need to be aware of these restrictions. Students should read the relevant VTAC information.

**Higher Education Studies in the VCE**

The Higher Education Studies Program is offered by higher education institutions (universities) and the VCAA. Two types of study, Extension and Advanced Standing are offered through this program.

Extension Studies are equivalent in content and assessment in every respect to one or more first year Higher Education studies and are at least 20% of a full-time first-year university course. They are offered to exceptional students and are equivalent in workload to an additional VCE study. They normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

Advanced Standing Studies are equivalent in content and assessment in every respect to one or more first year Higher Education studies and constitutes at least 20% of a full time first year course. They are comprised of curriculum not available in any current VCE studies and therefore is not linked to any current VCE Unit 3 & 4 study. They normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

Students are recommended by the School to participate in these programs. The principal will need to certify that selected students meet the guidelines provided by universities, which may include specific tests.
Normally, students enrolling in Extension studies will have demonstrated outstanding achievement across all studies and have a VCE study score of 40 or more in the preparatory study.

Advanced Standing Studies do not necessarily have prerequisites in relation to current VCE studies.

Students who successfully complete Higher Education studies have the titles of the studies and the institution reported on their VCE statement of results. The studies do not contribute to the satisfactory completion for the award of the VCE. Further details can be found at: www.vcaa.vic.edu.au/vce/studies/studiesextension.html

VTAC advises that where a student successfully completes an approved Higher Education study it may count in the calculation of the student’s ATAR in lieu of a sixth study. It further advises that there will be ‘grading’ of the increment contributing to the calculation of the ATAR increment for any result of pass or above. Students will have a increment of between 3.0 and 5.0 points according to their level of achievement.

Any student interested in Higher Education Studies should discuss this with the Head of Curriculum (Years 10–12).

For further details on how Higher Education Studies may count towards an ATAR, please contact VTAC or visit their website: www.vtac.edu.au/results-offers/y12-atar/study-rules.html

**VET Studies in the VCE**

Details of the many VET studies offered are outlined on page 64.

**Part-Time Apprenticeships**

Another feature of the VCE is the Part-Time Apprenticeship for Secondary School Students program, open to students 15 years of age or over who are permanent residents of Australia. The program involves the student undertaking their VCE as well as being employed and trained under the following arrangements:
• VCE studies selected by students
• a training agreement registered with the Office of Post Compulsory Education, Training and Employment Victoria
• a negotiated training program leading to a nationally recognised qualification
• paid work under some form of industrial agreement that endorses Part-time Apprenticeships

Part-time Apprenticeship programs generally provide the same contribution to the VCE as their related VET in the VCE programs. Further details are available on the VCAA website: www.vcaa.vic.edu.au/vet/programs/newapprent.html

**VCE Studies offered at Ivanhoe Girls’**

It is likely that most girls will attempt 22 Units (11 studies) over the two years of the VCE: 12 Units (six studies) in Year 11 and 10 Units (five studies) in Year 12. Many girls commence their VCE studies in Year 10.

**Satisfactory Completion of a VCE Unit**

To gain credit for a Unit, students must meet attendance requirements and demonstrate achievement of all set outcomes for the study. The School will judge satisfactory completion of Units and this will be reported by the VCAA at the end of the year on a statement of results. The statement of results will record S (satisfactory), N (not satisfactory) or J (result pending) for each Unit undertaken, the year in which the result was obtained and a statement regarding satisfactory completion of the VCE. J results are possible in semester one only, and indicate a student is yet to complete the work required for an ‘S’. If a student does not submit the work by the final submission date in November determined by the VCAA, then an ‘N’ will be recorded for the Unit.

**Assessment and Reporting for Units 1 & 2**

The levels of performance for Units 1 & 2 are determined by the School. Assessment tasks are developed from the Unit outcomes and take a variety of forms. For each Unit, key assessment areas are itemised on the reports and achievement levels recorded on a scale of A+ to E, and UG (ungraded). These grades are derived from scores, using criteria that are appropriate to the assessment task. UG is awarded when the work does not meet the specified criteria. NA (not assessed) indicates the piece of work was waived due to illness or other circumstances. NS (not submitted) is applied if a student does not submit the assessment task or submits the work after the deadline. The School will issue written reports, which include levels of performance, at the end of each semester. For most subjects each student’s report will include a global grade to enable a comparison of relative strengths and weaknesses across subjects. The graded assessment of Units 1 & 2 is an internal School matter and is not reported to the VCAA.

**Assessment and Reporting for Units 3 & 4**

Every Unit 3 & 4 sequence has school-assessed coursework and an examination(s). For each study three assessments will be reported as grades (A+ to E; UG) by the VCAA. These grades are derived from scores using assigned criteria. NA indicates the work was not undertaken or submitted. Assessment tasks for school-assessed coursework are specified in each study design. These assessment tasks will be used to assess the Unit learning outcomes.
A small number of studies have school-assessed tasks. In the case of Art and Studio Art, for example, the school-assessed task consists of a folio of work.

The timetabling of all Unit 3 & 4 examinations is determined by the VCAA. All studies have written examinations in November. Performance/oral examinations are held in October and November. In addition, all students completing a VCE or VET 3 & 4 sequence must sit a General Achievement Test (GAT) set by the VCAA on Wednesday 10 June 2015, 10.00am-1.15pm. Performance and Languages Oral examinations will be held from Monday 5 October to Sunday 1 November 2015, and October/November written examinations will be held from Wednesday 28 October to Friday 20 November 2015.

The VCAA provides students with a study score (relative position) which is calculated using the student’s moderated coursework scores, assessment tasks and examination scores. The study score has a maximum of 50. The study score indicates how the student performed in relation to others who took the study in the same year. In order to qualify for a study score, a student must have S/S for Units 3 & 4 in that study.

The School will also issue a written report at the end of semester one to comment on each girl’s progress. A Year 12 Reference is issued at the end of the year.

**Australian Tertiary Admission Rank**

At the same time as students receive their final results from the VCAA, they will also receive an Australian Tertiary Admission Rank (ATAR) from the Victorian Tertiary Admissions Centre (VTAC).

A student’s ATAR is derived from her Unit 3 & 4 study scores which have been forwarded from the VCAA to VTAC and scaled. It takes into account her English and three highest scores and 10% of the scores of the fifth and sixth Unit 3 & 4 studies. ATARs are expressed as a percentile rank. For example, an ATAR of 80 tells the student that they have done better than 80% of the rest of the candidates in the state, and less well than 20%.

VTAC have recently made changes to the way VET (VFE) can contribute block credit towards the ATAR. Under the new conditions, VFE block credit can still be used in the calculation of an ATAR only if there are fewer than six VCE or VCE VET studies available. If there are six or more VCE or VCE VET studies available, a VFE block credit cannot be used.

If prerequisite requirements for tertiary courses have been met, the ATAR forms the most common criteria for acceptance for university and other tertiary places.

**General Achievement Test**

As part of the assessment process for the VCE, the VCAA requires that all students enrolled in one or more sequences of Units 3 & 4 must sit the General Achievement Test (GAT).

The GAT measures levels of general achievement students have accomplished across three broad areas:

- Written communication
- Mathematics/Science/Technology
- Humanities/Arts/Social Sciences
GAT results are used by the VCAA to monitor School-assessed coursework and School-assessed tasks. The GAT is an important part of assessment in the VCE. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-assessed tasks, coursework and examinations have been accurately assessed.

At the end of the year, each girl will receive a confidential statement of her GAT results. This statement will indicate the student score, with descriptive comments about the student’s performance on each component. They are not forwarded to VTAC with the rest of student’s results for the purpose of tertiary selection.

Some universities with courses that select primarily on the basis of the ATAR, now give consideration to GAT results for applicants with ATARs in the Middle-Band. VTAC will ask students applying for courses to authorise the forwarding of their GAT results for potential use in the selection process. Universities will use the GAT results to award a modest Middle-Band bonus in cases where students’ ATAR scores do not place them within the clearly-in category. Basically applicants with a good GAT score may be ranked up in the Middle-Band.

**General Comments on Subject Selection for VCE**

At Ivanhoe Girls’ Grammar School a wide range of Units is offered in the VCE. Units are available in 33 studies. The timetable is constructed solely around the girls’ selection of studies and, although every effort is made to accommodate their choices, **Units will only run if there is sufficient interest.**

Success in the VCE depends upon a level of intellectual and general maturity appropriate to the study. It is important that each girl selects a range of studies that she is good at and that she enjoys. It is more appropriate to select studies in which she has reasonable prospects of engagement and success, rather than risk frustration and loss of confidence by attempting unrealistic choices.

The School **strongly recommends** that all girls include a Mathematics in their program. Special consideration will be made where this is not appropriate.

**Girls in Year 11 are recommended to include six studies in their program. Generally girls in Year 12 study five VCE sequences but provision is made for students to study six, where appropriate.**

Some studies are highly sequential in nature, for example Languages, Chemistry and Physics, and should be studied at Unit 1 & 2 level before proceeding to Year 12. In some other studies a Unit 1 & 2 background is useful, though not essential. Various studies in the VCE Course Information that follows this section have recommendations which provide a guide as to what background would be useful before commencing the study.

Many tertiary institutions require specific studies to have been taken at VCE level in order for students to be eligible to apply for entry to particular courses. These studies are called prerequisites. Prerequisite information is provided by VTAC and is published in supplements in *The Age* and *Herald-Sun* newspapers in late July for those students currently (in 2014) enrolled in Year 10 (tertiary entry 2017). For students in Year 10 in 2015 the supplement will be called Tertiary Entry 2018, because it refers to prerequisites for the year that tertiary study will begin. Prerequisites for current Year 11 students were published last July and were entitled Tertiary Entry Requirements 2016. Students should consult this supplement,
the careers teachers and other staff for further advice. (VIC TER 2016 is also available on the VTAC website, www.vtac.edu.au).

Provision is made on the subject selection form for students studying a subject, such as Languages or Dance, outside the School to indicate this. It is essential girls provide this information, as enrolments in these external subjects are administered by the School.

In 2015, the School will continue to strongly recommend girls in Year 11 to include one VCE Unit 3 & 4 sequence in their course. Not only does this give the girls the chance for experience and familiarity with the all important assessment procedures for the following year, but also gives them access to the 10% increment gained from a sixth study for the ATAR score. It also gives them the chance to take a study that they would normally not do as part of their Year 12 selection of Units. The girls will receive guidance in selecting this sequence to ensure appropriate choices are made.

When selecting studies for 2015 all Year 11 girls are asked to carefully consider the study options and ensure they meet deadlines for subject choice applications. Change is possible after this deadline, but only possible within the timetable blocks and class availability.

**Career Education**

Year 11 students should apply the knowledge gained from Work Experience to their own objectives and values, and then relate this to their broad career pathway. Emphasis is on expanding their knowledge about themselves and future options. Year 11 students have the opportunity to hear career-related speakers throughout the year. The careers teachers present sessions relating to subject selection for Year 12 and future tertiary courses. Students are given the opportunity to complete a *My Career Match* assessment, which is a psychometric assessment that measures your behaviour profile and possible predcitions are made on the understanding that each personality style finds certain jobs more rewarding than others.

Year 12 students need to be able to critically examine their career goals and have sound knowledge of the requirements for their selected further education, training or employment options. They need to understand transition issues associated with their next step. Importantly they need to be aware of alternative pathways to their preferred future and have developed alternative career options. Each Year 12 student has a personal career advice session in Term 3.

There are a number of career events organised during the year which are available to students across year levels. Careers Evening is held early in Term 3 and provides an opportunity for parents and students to meet tertiary and industry representatives and learn about various careers which are showcased on the evening. Career presentations are held throughout the year and are advertised to interested students.
VCE STUDIES

Units 1 & 2
Accounting
Art
Biology
Business Management
Chemistry
Chinese - First Language
Chinese - Second Language

Economics
English / English EAL (English as an Additional Language)
Food & Technology
French
Further Mathematics
Geography

Health & Human Development
History:
  - The Twentieth Century

Legal Studies
Literature
Mathematical Methods
Music Performance
Philosophy
Physical Education (Theory)
Physics

Specialist Mathematics
Studio Arts
Theatre Studies
VCE VET Interactive Digital Media
  Certificate II (Multimedia)
Visual Communication Design

Units 3 & 4
Accounting
Art
Biology
Business Management
Chemistry
Chinese - First Language
Chinese - Second Language
Chinese - Second Language (Advanced)
Economics
English / English EAL (English as an Additional Language)
Food & Technology
French
Further Mathematics
Geography
Global Politics
Health & Human Development
History:
  - Revolutions
  - Australian
Legal Studies
Literature
Mathematical Methods
Music Performance
Philosophy
Physical Education (Theory)
Physics
Psychology
Specialist Mathematics
Studio Arts
Theatre Studies

Each year a small number of VCE Units do not run due to lack of student interest. All VCE Units that are pre-requisites for tertiary courses will run.

Some Unit 3 & 4 studies can be taken without completing Units 1 & 2. Refer to the recommendation section for the study.
Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes.

This study aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations, ranging from the personal and informal to more public occasions, and to develop a level of competence adequate for the demands of post-school employment and further education.

Students have different social and cultural backgrounds. This study is designed to recognise and value this diversity and to foster self-esteem in all students by enabling them to use the English language confidently.

The study promotes classroom activities which integrate the skills of reading, writing, speaking, listening and thinking. It focuses on active learning situations in which students take increasing responsibility for their language development.

Highlights
- guest speakers
- theatrical incursions
- extension activities

Regular support is offered to all VCE English students through after school presentations and school hours sessions.

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Units 1-4

Outcome 1 – Reading and Responding: This area of study prepares students to undertake close textual analysis as well as to understand the context and larger purpose of a range of texts. Students learn to understand how texts construct meaning and they acquire the language to describe literary features and explore how texts are open to a range of interpretations.

Outcome 2 – Creating and Presenting: Students learn about the craft of writing through the study of texts in relation to specific contextual studies, such as “Exploring Issues of Identity and Belonging”, “Whose Reality” and “Encountering Conflict”. The study provides an opportunity to explore various modes and genres of writing and to extend stylistic abilities.

Outcome 3 – Using Language to Persuade*: This area of study includes language analysis and the composition of persuasive texts. Students look at issues arising in the media and study a range of persuasive text types. They analyse and compare the ways in which verbal and non-verbal language is used to persuade readers and viewers to share particular points of view. Drawing on their analytical study, students construct written texts and speeches to convey points of view on a nominated issue.
*Note: Unit 4 English does not include Outcome 3.

The student’s level of achievement for Units 3 & 4 will be determined by:

- Unit 3 School-assessed coursework (25%)
- Unit 4 School-assessed coursework (25%)
- End-of-year examination (50%)

**English for EAL Students**

English as an Additional Language (EAL) students undertake the VCE English as outlined here. However, coursework and assessment tasks are modified to meet the needs of EAL students and are assessed according to separate criteria. To clarify eligibility for EAL status, please speak with the Head of English. In addition to VCE English classes, EAL students have timetabled EAL support classes.

**VCE English/EAL Units 3 & 4**

**Learning Focus**

The focus of Unit 3 is the development of critical responses to both literary and non-literary texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Unit 4 builds on these skills and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms.

**Text Selection**

Across the Units 3 & 4 sequence, English students must read and study four selected texts. EAL students must read and study three selected texts. Otherwise the courses are fundamentally similar.

**VCE English/EAL Units 1 & 2**

**Learning Focus**

The focus of Unit 1 is the reading of a range of texts with comprehension, enjoyment and discrimination, development of competence and confidence in writing and the use of and response to oral language in different contexts.

Unit 2 focusses on a variety of forms of response to texts, experimentation with different written forms and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Topics in both Units cover:

- Reading and responding
- Creating and presenting
- Using language to persuade

**VCE Literature Units 1 - 4**

**Aims**

The course is designed to enable students to develop:

- enjoyment of literature
- an interest in reading widely and independently
VCE Literature

Unit 1 & 2

Unit 1

Learning Focus

Literature Unit 1 enables students to develop effective reading strategies, to examine the ideas and views of life presented in literature and relate what they read to their own lives and social contexts. Students develop an understanding of, and critical response to literature. Students will extend their explorations and understandings of writers and their worlds. Students will develop and build their skills of close analysis and critical thinking. Vocabulary is enriched and horizons are extended.

Areas of study in Unit 1 are:

- Readers and their responses
- Ideas and concerns in texts
- Interpreting non-print texts

Unit 2

Learning Focus

The focus of Unit 2 is on students’ critical and creative responses to texts. Students will deepen their understanding of texts, including narrative styles, characters, language and structure. Students will extend their exploration and understanding of ideas and concerns in texts, and they will make comparisons between their own cultural context and the cultures represented in the texts.

Areas of study in Unit 2 are:

- The text, the reader and their contexts
- Comparing ideas and concerns of texts from another historical period

Assessment

To achieve an ‘S’, students must achieve the following outcomes:

Unit 1

Outcome 1 – discuss how personal responses to literature are developed and account for students’ own responses

Outcome 2 – analyse and respond critically and creatively to a text

Outcome 3 – interpreting the views, values and construction of non-print texts

Unit 2

Outcome 1 – explore the inter-relationships between texts, readers and their social and cultural contexts

Outcome 2 – analyse and respond critically and creatively to ways in which a text of an earlier historic period reflects the concerns and ideas of that time

Each Unit includes coursework and an examination.
**VCE Literature**

**Units 3 & 4**

**Learning Focus**

Literature Units 3 & 4 focusses on a full range of literature from the traditional to the contemporary and offers the opportunity for students who have an interest in the creative nature of English to study it in depth.

Areas of study are:

- Literature in the making
- Views, values and contexts in literature

**Assessment**

To achieve an ‘S’, students must achieve the following outcomes:

**Unit 3**

Students are required to demonstrate achievement of three outcomes:

*Outcome 1* – discuss how meaning is enacted or recreated when a text is performed or adapted for performance

*Outcome 2* – analyse and interpret the views and values of a text

*Outcome 3* – evaluate critically the assumptions and assertions made about a literary text and draw comparisons with their own response and interpretation

**Unit 4**

*Outcome 1* – respond imaginatively to a text, and comment on the connections between the text and the response

*Outcome 2* – analyse aspects of a text through close reading, relating those aspects to an interpretation of the text as a whole

The student’s level of achievement for Units 3 & 4 will be determined by:

- Unit 3 School-assessed coursework (25%)
- Unit 4 School-assessed coursework (25%)
- end-of-year examination (50%)
The structure of the courses for girls taking Mathematics in Year 11 and Year 12 is:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Methods Units 1 &amp; 2 &amp; Specialist Mathematics Units 3 &amp; 4</td>
<td>Mathematical Methods Units 3 &amp; 4 &amp; Further Mathematics Units 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematical Methods Units 3 &amp; 4 only</td>
<td>Further Mathematics Units 3 &amp; 4 only</td>
</tr>
<tr>
<td>Further Mathematics Units 1 &amp; 2</td>
<td>Further Mathematics Units 3 &amp; 4 only</td>
</tr>
</tbody>
</table>

VCE Mathematics Units 1 - 4 are designed to enable girls to:

- develop mathematical knowledge and skills
- apply mathematical knowledge to analyse, investigate, model and solve problems in a variety of situations, ranging from well-defined and familiar situations to unfamiliar and open-ended situations
- use technology as an effective support for mathematical activities

To satisfactorily complete a Unit of study in VCE Mathematics, girls must demonstrate achievement of three outcomes. These outcomes reflect the aims of the courses:

**Outcome 1** – define and explain key concepts as specified in the course content and apply a range of related mathematical routines and procedures

**Outcome 2** – apply mathematical skills to analyse and solve a variety of routine and non-routine application problems

**Outcome 3** – use technology to produce results and carry out analysis in situations involving problem-solving and mathematical modelling
At the end of each semester girls undertaking Further Mathematics complete one exam and may use bound notes and the CAS calculator.

Recommendations
It is recommended that girls entering Year 11 intending to take Further Mathematics should have achieved at least a C grade in all areas of assessment in Year 10 General Mathematics (modified course).

Mathematical Methods
Units 1 & 2

Learning Focus
The areas of study are: polynomials, curve sketching, solving equations, circular functions, indices, probability, calculus, exponential and logarithmic functions, applications of differentiation and anti-differentiation.

All girls are permitted to use scientific and CAS (computer algebraic system) calculators to assist them in their work and they are taught to use them efficiently. Girls are taught how to use various operations and functions available through the calculator. The use of calculators is not allowed to override the need for girls to acquire basic algebraic and arithmetic skills or the need to practise such skills.

Assessment
Assessment tasks include:
- class tests based on skills and applications
- analysis tasks
- semester examinations

At the end of each semester girls will sit two Mathematics exams. One of the exams will be calculator free, whilst the other will require the use of the CAS calculator.
Recommendations

It is recommended that girls entering Year 11 intending to take Mathematical Methods only should have achieved at least a C grade in all areas of assessment in Year 10 mainstream Mathematics.

Specialist Mathematics

Units 1 & 2

Learning Focus

The areas of study for this course are algebra, arithmetic, functions and graphs, statistics, geometry and trigonometry. Units 1 & 2 require the study of descriptive statistics, variation, sequences and series, geometry and trigonometry, vectors, calculus, functions and relations, kinematics and number systems.

The appropriate use of technology to support the development of teaching and learning of Mathematics is incorporated throughout the course. Girls are encouraged to use CAS (computer algebraic system) calculators to assist them in their learning of new material and the application of this material in a variety of different contexts and at the same time learn how to use various operations and functions available through the calculator.

Assessment

Assessment tasks include:

• class tests based on skills and applications
• analysis tasks
• semester examinations

At the end of each semester girls will sit two Mathematics exams. One of the exams will be calculator free, whilst the other will require the use of the CAS calculator.

Recommendations

It is recommended that girls entering Year 11 intending to take Specialist Mathematics and Mathematical Methods should have achieved at least a B grade in all areas of assessment in Year 10 mainstream Mathematics.

VCE Mathematics

Units 3 & 4

Girls studying Mathematics Units 3 & 4 are required to have a graphic CAS calculator and are strongly recommended to purchase the model shown on the booklist.

Further Mathematics

Units 3 & 4

Learning Focus

The content of Further Mathematics is practical and can easily be applied to situations in everyday life. This study comprises core material and three optional modules chosen from the six on offer.

The core material is compulsory and it is based on data analysis. Girls will need to interpret and form conclusions about the data that is studied. They also learn to identify trends and make predictions.

The optional modules are:

1. Linear Graphs and Modelling – in this module girls work with linear and non-linear graphs, perform break-even analysis, interpreting graphs and study linear programming
2. Geometry and Trigonometry – in this module girls apply their knowledge of geometry and trigonometry to various two-dimensional and three-dimensional practical spatial problems
3. Matrices – in this module girls learn to apply matrix arithmetic when analysing problems in practical situations

**Assessment**

The student’s level of achievement for Units 3 & 4 will be determined by:

- Unit 3 School-assessed coursework (20%)
- Unit 4 School-assessed coursework (14%)
- two end-of-year examinations (66%)

**Recommendation**

Satisfactory completion of Mathematical Methods Units 1 & 2

or

At least a C grade in Further Mathematics Units 1 & 2.

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**Mathematical Methods Units 3 & 4**

**Learning Focus**

This subject requires the study of coordinate geometry, trigonometric functions, differential and integral calculus, algebra and probability. The content of Mathematical Methods focuses on the study of different types of function rules and their graphs. Girls learn a variety of mathematical techniques to help them analyse key features of these functions and their related graphs. Girls are then required to apply these techniques when functions are used to model real-world occurrences. The study of probability theory also forms a significant component of the course. Algebraic techniques are regularly used for problem-solving throughout Units 3 & 4 of this subject.

**Assessment**

The student’s level of achievement for Units 3 & 4 will be determined by:

- Unit 3 School-assessed coursework (20%)
- Unit 4 School-assessed coursework (14%)
- two end-of-year examinations (66%)

**Recommendation**

At least a C+ grade in Mathematical Methods Units 1 & 2.

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**Specialist Mathematics Units 3 & 4**

**Learning Focus**

This subject requires the study of coordinate geometry, trigonometry, algebra, differential and integral calculus, differential equations, kinematics, vectors and mechanics.

**Note:** Mathematical Methods Units 3 & 4 is a prerequisite/co-requisite study.

Specialist Mathematics covers a range of pure and applied Mathematics topics which draw upon the skills learnt in Mathematical Methods. In this course girls will use calculus to analyse how a particular variable might change over time. Changes in temperature, the size of a population, or the mass of decaying radioactive substance may be studied. Girls will also study the motion of objects in one, two and three dimensions.

**Assessment**

The student’s level of achievement for Units 3 & 4 will be determined by:

- Unit 3 School-assessed coursework (14%)
- Unit 4 School-assessed coursework (20%)
- two end-of-year examinations (66%)
Recommendation

At least a **C+ grade** in both Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2.

**University Higher Education Studies in Mathematics**

High achieving girls who have completed a Unit 3 & 4 sequence in Year 11 or who have excelled in their Year 11 studies which include Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2, may be eligible for enrolment in a University Higher Education Study. This enables a student to undertake a first year university subject, whilst completing VCE. Credit can be gained towards a first year degree course. Completion of a first year university subject in Mathematics may contribute to an increment to the ATAR (Further information on ATAR contribution is on page 94). Interested students should see the Head of Mathematics for more information.
VCE Science Studies

VCE Biology
Units 1 - 4

Key Skills
Biology has a set of key skills that are essential for students to develop, use and apply. They are:
• investigate and inquire scientifically
• apply biological understandings
• communicate biological information and understandings

VCE Biology
Units 1 & 2

Learning Focus
Fundamental to both units is the study of technological applications and implications of bioscientific knowledge.

The topics studied in Unit 1 are:
• The cell as the structural and functional unit of the whole organism
• How organisms face the challenges of obtaining nutrients, water and energy
• How organisms dispose of waste
• Classification and reproduction

Areas of study in Unit 1 are:
• Cells in action
• Functioning organisms

The topics studied in Unit 2 focus on:
• Australian ecosystems – types and how they are made up
• Adaptations of organisms for survival
• How humans have impacted on the natural environment

Areas of study in Unit 2 are:
• Adaptations of organisms
• Dynamic ecosystems

Again in 2015 Unit 2 Biology will be offered in semester one and Unit 1 Biology in semester two.

Highlights
• in Unit 2 students participate in a field trip around Port Phillip Bay. They complete a snorkelling training course and snorkel at sites in the bays. Students also gather data for an ongoing sea dragon survey
• visit to Darebin Parklands
• incursion - native Australian animals visiting zoo

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 1
Outcome 1 – design, conduct and report on a practical investigation on cellular structure, organisation and processes
Outcome 2 – describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems

Unit 2
Outcome 1 – explain and analyse the relationship between environmental factors and adaptations and distribution of living things
Outcome 2 – design, conduct and report on a field investigation related to the interactions
between living things and their environment, and explain how ecosystems change over time.

Each unit of work includes:
- practical activities
- tests and quizzes
- short reports
- oral presentations
- examination

**Recommendation**

For students choosing to study Unit 1 & 2 Biology in Year 11, a global grade of **C+ or above** in Year 10 Science is recommended.

For students choosing to study Unit 1 & 2 Biology in Year 10, a global grade of **B or above** in Year 9 Science is highly recommended.

**VCE Biology**

**Units 3 & 4**

**Learning Focus**

In Unit 3 students study the molecules and biochemical processes that are essential for life. The topics studied in Unit 4 focus on genetics and evidence of evolution.

The topics studied in Unit 3 are:
- Nature and importance of biomacromolecules
- Structure and function of the plasma membrane
- Nature of biochemical processes within cells
- Signalling molecules
- Infection and disease
- Immunity

Areas of study in Unit 3 are:
- Molecules of life
- Detecting and responding

The topics studied in Unit 4 focus on:
- Cell reproduction
- Molecular genetics
- New technologies using DNA
- Inheritance
- Evidence for biological evolution
- Hominin evolution
- Human intervention in evolutionary processes

Areas of study in Unit 4 are:
- Heredity
- Change over time

**Assessment**

To achieve an ‘S’, students must achieve the following outcomes:

**Unit 3**

*Outcome 1* – analyse and evaluate evidence from practical investigations related to biochemical processes

*Outcome 2* – describe and explain the use of the stimulus-response model in coordination and regulation in immunity and how components of the human immune system respond to antigens and provide immunity

**Unit 4**

*Outcome 1* – analyse evidence for the molecular basis of heredity, and patterns of inheritance
Outcome 2 – analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes through selective breeding and applications of biotechnology.

The student’s level of achievement for Units 3 & 4 will be determined by:

- Unit 3 School-assessed coursework (20%)
- Unit 4 School-assessed coursework (20%)
- end-of-year examination (60%)

Recommendation
The study of Unit 1 Biology is highly recommended and students should achieve a global grade of C or higher.

VCE Chemistry Units 1 - 4

Key Skills
Chemistry explains the workings of our universe through an understanding of the properties and interactions of substances that make up matter. The key skills developed and applied are:

- investigate and inquire scientifically
- apply chemical understandings
- communicate chemical information and understandings

Unit 1

Areas of study in Unit 1 are:

- The Periodic Table
  - the historical development of, and the relationship between, the Periodic Table and atomic theory
  - major ideas fundamental to chemistry, for example empirical formula and relative atomic mass

- Materials
  - use of bonding models to explain the properties and structure of metals, ionic compounds, and molecular, covalent network lattice and covalent layer lattice substances
  - properties of alkanes and alkenes
  - functional groups

Unit 2

Areas of study in Unit 2 are:

- Water
  - special properties of water which make it so important to living things
  - chemical reactions in aqueous solution
– use of full and ionic equations to represent the reactions
– calculations of the amount of reactants and products involved in a reaction

• The Atmosphere
  – the kinetic theory to explain and predict the behaviour of gases
  – calculations using the gas laws
  – national and global issues associated with the impact of human activities on the atmosphere

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 1
Outcome 1 — explain how evidence is used to develop or refine chemical ideas and knowledge
Outcome 2 — use models of structure and bonding to explain the properties and applications of materials

Unit 2
Outcome 1 — write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants
Outcome 2 — explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth

Each unit of work includes:
• a summary report of three practical activities or an extended investigation
• other practical activities
• an analysis of first and/or second-hand data using structured questions
• topic tests
• examination

Recommendation
A global grade of C+ or above in Year 10 Science is recommended.

VCE Chemistry
Units 3 & 4

Learning Focus
Areas of study in Unit 3 are:

• Chemical analysis
  – use of analytical techniques to analyse products in the laboratory
  – use of instrumental analytical techniques of spectroscopy and chromatography

• Organic chemical pathways
  – systematic organic chemistry
  – use of molecular models
  – laboratory investigations to observe the properties and reactions of different homologous series and functional groups
  – biochemical fuels
  – DNA
  – the role of organic chemicals in the development of medicines
Areas of study in Unit 4 are:

- **Industrial chemistry**
  - factors that affect the rate and extent of a chemical reaction
  - application of these to achieve the optimum reaction conditions in the industrial production of chemicals
  - one chemical selected from ammonia, sulfuric acid or nitric acid is studied in detail
- **Supplying and using energy**
  - different energy resources, the extent of the reserves of some of these resources, how each resource is used and the advantages and disadvantages of their continued use
  - use of calorimeters to measure the energy of chemical reactions
  - the electrochemical series
  - galvanic and electrolytic cells
  - quantitative calculations for electrolysis reactions

**Outcome 2** – analyse chemical and energy transformations occurring in chemical reactions

In Chemistry the student’s level of achievement will be determined by School-assessed coursework and an end-of-year examination (two and a half hours).

The student’s level of achievement for Units 3 & 4 will be determined by:

- **Unit 3 School-assessed coursework** (20%)
- **Unit 4 School-assessed coursework** (20%)
- **end-of-year examination** (60%)

**Recommendation**

The study of Chemistry Units 1 & 2 is highly recommended and students should achieve a global grade of **C or higher**.

**VCE Physics**

**Units 1 - 4**

**Key Skills**

Students develop the ability to apply problem-solving strategies to a range of real-life situations, and learn to communicate their understanding of our world using verbal, written, numerical and graphical techniques.

Students learn about applications of Physics ideas to real situations and work through descriptive and numerical problems looking at these applications. They conduct and design experimental investigations and apply scientific knowledge to the technology that we use every day.
VCE Physics
Units 1 & 2

Learning Focus

Unit 1

• Nuclear physics and radioactivity: studying radioactive materials and their applications
• Electricity: the operation of electric circuits including the electricity used in our homes
• A detailed study of astronomy, medical physics, or energy from the nucleus of atoms

Unit 2

• Motion: the motion of a person can be described in terms of position, velocity and acceleration. Sprinting, jumping and skiing can be explained via Newton’s ideas about force. Work, energy and power determine our personal energy consumption
• Wave-like properties of light: the processes of the reflection and refraction of light explains common optical effects
• A detailed study of the physics of flight

Highlights

• the five day ‘Flying Camp’ at Benalla: flying gliders and aircraft, launching solid-fuel rockets, and experiencing freefall and g-forces

Assessment

To achieve an ‘S’, students must achieve the following outcomes:

Unit 1

Outcome 1 – explain and model the uses and effects of nuclear reactions and radioactivity on living things, in industry, and in the environment
Outcome 2 – apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems and describe the safe and effective use of electricity by individuals and the community
Outcome 3 – describe and explain: medical imaging and physics related treatments or the motion of stars and planets

Unit 2

Outcome 1 – investigate Aristotelian, Galilean and Newtonian theories of motion
Outcome 2 – describe and apply a wave model of light
Outcome 3 – design and report on an experimental investigation into an aspect of flight

Each unit of work is assessed via tests, practical tasks and reporting, data analysis tasks, research tasks and a semester exam.

Recommendation

A global grade of C+ or above for the Year 10 Physics topic and Mathematics is strongly recommended.
VCE Physics
Units 3 & 4

Learning Focus

Unit 3
- Motion in one and two dimensions: using the Newtonian model students will study a range of motions, including motion in space
- Electronics and Photonics: domestic and industrial electronic and photonic circuits are made up of basic building blocks. The new area of photonics is about using light to manipulate information
- a detailed study is to be chosen in either Unit 3 or Unit 4 from one of six detailed studies: Einstein’s special relativity, Materials and their use in structures, Further electronics, Synchrotron and its applications, Photonics, and Sound.

Unit 4
- Electric Power: The generation, transmission, distribution and use of electric power are crucial to modern life. Electromagnetic effects are studied to understand electric motors, alternators and transformers
- Interactions of Light and Matter: Light is studied as both a particle and as a wave

Highlights
- a day at Luna Park investigating circular motion, forces and energy

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 3
Outcome 1 – use the Newtonian model to describe and explain transport motion and related aspects of safety and motion in space
Outcome 2 – compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems

Unit 4
Outcome 1 – investigate and explain the operation of electric motors, generators and alternators and the generation, transmission, distribution and use of electric power
Outcome 2 – use wave and photon models to explain interactions of light and matter and the quantised energy levels of atoms

Detailed study: One detailed study is to be chosen in either Unit 3 or Unit 4, and will contribute to the School-assessed coursework for Unit 4.

The student’s level of achievement for Units 3 & 4 will be determined by:
- Unit 3 School-assessed coursework (16%)
- Unit 4 School-assessed coursework, including the detailed study (24%)
- end-of-year examination on Unit 3 & 4 (60%)
**Recommendation**

A global grade of **C or above** in Unit 1 & 2 Physics is strongly recommended.

The content of the Electricity and Motion areas of study are considered essential knowledge for study of Units 3 & 4 Physics, which must be studied as a sequence. A strong science/technology background may also, in exceptional circumstances, provide grounds for consideration if a student who has not completed Units 1 & 2 Physics is willing to undertake preparation work.

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**VCE Psychology Units 3 & 4**

Psychology is the scientific study of mental processes and behaviour in humans. The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings, such as academic institutions, management, human resources, government, corporate and private enterprises. Fields of psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

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**Key skills**

Psychology students develop the ability to:

- formulate research questions and construct testable hypotheses
- design and conduct investigations using experimental and non-experimental methods
- analyse and interpret data and draw conclusions consistent with research questions
- apply psychological understandings
- use scientific language, conventions and referencing
- adhere to ethical guidelines and considerations when conducting psychological research

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**Learning Focus**

The topics studied in Unit 3 are:

- Characteristics of normal waking consciousness and altered states of consciousness
- An investigation of sleep
- The interaction between structures of the brain and cognitive processes
- An examination of studies based on brain damage and their contributions to understanding brain function
- Mechanisms of memory formation and models for explaining human memory
- Theories on forgetting
- Memory decline and neurodegenerative diseases
- Techniques for memory improvement

The topics studied in Unit 4 are:

- Biological process of learning
- An examination of various learning theories including classical conditioning, operant conditioning and observational learning
• Behaviour that is not dependent on learning
• The contrast between mental health from mental illness
• Classifications of mental disorders and the use of a bio-psycho-social framework to understand mental health
• An examination of stress, its relationship between physical and mental wellbeing and strategies for coping with stress
• and ONE of the following topics: addiction, depression, schizophrenia, anxiety and phobias

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 3
Outcome 1 – explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies in the investigation of brain function
Outcome 2 – compare the theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory

Unit 4
Outcome 1 – explain the neural basis of learning, and compare and contrast different theories of learning and their applications
Outcome 2 – differentiate between mental health and mental illness, and use a bio-psycho-social framework to explain the causes and management of stress and a selected mental disorder

The student’s level of achievement for Units 3 and 4 will be determined by:
• Unit 3: Three school-assessed coursework tasks (20%)
• Unit 4: Three school-assessed coursework tasks (20%)
• Unit 3 & 4: End-of-year examination (60%)
VCE Accounting
Units 1 - 4

Students will learn the following:
• book keeping skills i.e. gathering, recording and reporting financial information
• develop an understanding of the role of accounting in management of a small business
• acquire accounting skills to successfully operate a small business
• the ability to analyse financial data used by internal and external users

Areas of study in Unit 1 are:
• Recording transactions into journals i.e. cash receipts, cash payments, general journal
• Taxation: recording GST, PAYG (pay as you go)
• Preparing cash budgets
• Investment options

The topics covered in Unit 2 are:
• Distinguishing between profit and changes in cash position
• Recording stock movements in a trading business using FIFO (first in first out)
• Using KPIs (key performance indicators) to analyse business performance, liquidity and efficiency

Areas of study in Unit 2 are:
• Recording and reporting accounting data and information
• Evaluation of business performance

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 1
Outcome 1 – describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business
Outcome 2 – identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business

Unit 2
Outcome 1 – record financial data and report accounting information for a sole trader
Outcome 2 – record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process

Outcome 3 – select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance

Each unit of work includes:

- tests
- classroom assignments
- examination

VCE Accounting Units 3 & 4

Learning Focus
The topics studied in Unit 3 are:

- Recording financial information into journals
- Recording financial information in the general ledger (T form of accounts) using double entry
- Recording of GST on transactions
- Identify business assets, liabilities, proprietorship, revenue and expenses
- Prepare accounting reports such as: balance sheet, profit and loss statement, cash flow statement

Areas of study in Unit 3 are:

- Reporting of financial data
- Balance day adjustments and reporting of accounting information

The topics studied in Unit 4 are:

- Preparing budgets and budget variance reports
- Analysing and interpreting financial reports
- Using non-financial information to analyse business performance, liquidity and efficiency

Areas of study in Unit 4 are:

- Extension of recording and reporting
- Financial planning and decision-making

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 3
Outcome 1 – record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system

Outcome 2 – record balance day adjustments and prepare and interpret accounting reports

Unit 4
Outcome 1 – record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system

Outcome 2 – prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business

The student’s level of achievement for Units 3 & 4 will be determined by:

- Unit 3 School-assessed coursework (25%)
- Unit 4 School-assessed coursework (25%)
- end-of-year examination (50%)

Recommendation
A global grade of C or above in VCE Accounting Unit 2 is highly recommended. Students must successfully complete Unit 2 Accounting, before undertaking Units 3 & 4.
VCE Business Management
Units 1 - 4

Aims

VCE Business Management Units 1 - 4 are designed to enable students to:

• understand and apply business concepts, principles and terminology
• understand the purpose and significance of business within local, national and global contexts
• understand the complex and changing environment that businesses operate within and the nature of relationships between key stakeholders within that environment
• understand the ways in which small to medium to large-scale businesses have been and are managed effectively for commercial success across a range of contexts
• analyse effective management practices for commercial success in the context of business ethics and social responsibility

Learning Focus

Unit 1 Business Management examines the management of small businesses and requires students to consider the range of activities related to planning and operating a small business.

Areas of study in Unit 1 are:

• Business concepts
• Small business decision-making, planning and operation

Unit 2 focuses on how small business can deal with change and innovation: ensure they use effective communication methods and market their product (advertising and promotions)

Areas of study in Unit 2 are:

• Management, change and innovation
• Management and communication
• Managing the marketing process

Assessment

To achieve an ‘S’, students must achieve the following outcomes:

Unit 1

Outcome 1 – explain and apply a set of business concepts and relationships to a range of businesses
Outcome 2 – apply small business management principles and practices and evaluate their effectiveness in various business situations

Unit 2

Outcome 1 – identify innovative management practices and assess the relative importance of the factors creating change
Outcome 2 – identify and explain a range of effective communication methods used in business
Outcome 3 – analyse effective marketing strategies and processes
Unit 1
Assessment tasks are:
• preparation of a business plan
• case studies and research of small businesses (including franchises)
• Unit tests
• mid-year examination

Unit 2
Assessment tasks are:
• small business case study analysis
• development of a marketing plan
• end-of-year examination

VCE Business Management Units 3 & 4

Learning Focus
Unit 3 provides students with the opportunity to examine the role and organisation of large-scale corporate business.

The topics studied in Unit 3 are:
• Characteristics of large scale organisations
• The role of management
• Corporate culture
• Management styles and skills
• Strategies adopted to increase productivity of large scale organisations
• Corporate social responsibility and ethics

Areas of study in Unit 3 are:
• Large-scale organisations in context
• Internal environment of large scale organisations
• The operations management function

Unit 4 involves consideration of the human resource management practices and processes within large-scale business organisations in Australia.

The topics studied in Unit 4 are:
• Factors involved in managing human resources
• Ethically and socially responsible management
• Job analysis and job design
• Recruitment and selection
• The concept of organisational change
• Tactics for effectively managing change
• The role of leadership

Areas of study in Unit 4 are:
• Human resource management
• The management of change

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 3
Outcome 1 – discuss and analyse the context in which large scale organisations operate
Outcome 2 – discuss and analyse major aspects of the internal environment of large-scale organisations
Outcome 3 – discuss and analyse strategies related to operations management

Unit 4
Outcome 1 – analyse and evaluate major practices and processes related to human resource management
Outcome 2 – analyse and evaluate the management of change in a large-scale organisation and evaluate the impact of change on the internal environment of a large-scale organisation

The student’s level of achievement for Units 3 & 4 will be determined by:
• Unit 3 School-assessed coursework (25%)
• Unit 4 School-assessed coursework (25%)
• end-of-year examination (50%)
**Highlights**

- excursion to a large-scale business

**Recommendations**

The study of Business Management Unit 1 & 2 is recommended for students intending to undertake Business Management 3 & 4, but is not essential.

**VCE Economics**

**Units 1 - 4**

**Aims**

VCE Economics Units 1 - 4 are designed to enable students to:

- develop an understanding of the operation, performance of and issues affecting the Australian economy, our major trading partners and the global economy

- understand and apply the language and tools of economics, including information technology, to express, interpret and analyse economic information

**VCE Economics**

**Units 1 & 2**

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- Demand
- Supply

Topics covered in Unit 1 include:

- Nature and role of markets in Australia
- Distinctive features of Australia’s economic system
- Investigating markets using demand-supply diagrams

Areas of study in Unit 1 are:

- A market system
- Economic issues

The topics covered in Unit 2 are:

- Factors affecting Australia’s economic growth
- The costs and benefits of Australia’s economic growth
- Australia’s inflation or the creation and distribution of income and wealth in Australia as a contemporary economic issue

Areas of study in Unit 2 are:

- Population, employment and change
- Global economic issues

**Assessment**

To achieve an ‘S’ students must achieve the following outcomes:

**Unit 1**

*Outcome 1* — explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision-making to current economic problems

*Outcome 2* — describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards

**Unit 2**

*Outcome 1* — describe the factors that influence Australia’s population and labour
markets, and analyse how changes in these areas may impact upon living standards

Outcome 2 – describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards

Each unit of work consists of:
• tests
• assignments
• examination

VCE Economics
Units 3 & 4

Learning Focus
Topics covered in Unit 3 include:
• Using supply-demand diagrams to show the operation of the price system
• Choice, resource allocation and opportunity cost
• Market failure and the need for government intervention

Areas of study in Unit 3 are:
• An introduction to microeconomics
• An introduction to macroeconomics

Topics covered in Unit 4 include:
• The business cycle and the level of economic activity
• Aggregate supply and aggregate demand
• The goals of low inflation, full employment, economic growth, external stability and equity in income distribution

Areas of study in Unit 4 are:
• Macroeconomic demand and management policies
• Aggregate supply policies

Assessment
To achieve an ‘S’ students must achieve the following outcomes:

Unit 3
Outcome 1 – explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia

Outcome 2 – explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years, and analyse the impact each of these goals may have on living standards

Unit 4
Outcome 1 – explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia

Outcome 2 – explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia, and analyse the current government policy mix
The student’s level of achievement for Units 3 and 4 will be determined by:
• Unit 3 School-assessed Coursework (25%)
• Unit 4 School-assessed Coursework (25%)
• end-of-year examination (50%)

Recommendation
Girls may undertake Economics Units 3 & 4 without having studied Economics Units 1 & 2.

VCE Geography
Units 1 - 4

Key Skills
Geography has a set of key skills that are essential for students to develop, use and apply. They are to:
• develop a geographic perspective
• understand and apply spatial concepts
• apply geographic skills
• communicate geographical information and understandings

VCE Geography
Units 1 & 2

Learning Focus
Fundamental to both Units is the study of the character of environments and how these environments respond to change.

The topics studied in Unit 1 are:
• Coasts
• Rivers

Areas of study in Unit 1 are:
• Characteristics of natural environments
• Changes in natural environments

The topics studied in Unit 2 are:
• Rural environments
• Urban environments

Areas of study in Unit 2 are:
• Characteristics of human environments
• Changes in human environments

Highlights
• in Unit 1 students carry out fieldwork at various Port Phillip Bay beaches and Darebin Creek
• in Unit 2 fieldwork is conducted at Docklands

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 1
Outcome 1 – describe the geographic characteristics of at least two natural environments, and explain how they are developed by natural processes, including extreme natural events
Outcome 2 – analyse and explain the changes in natural environments due to natural processes and human activity
Unit 2

Outcome 1 – describe and explain the geographic characteristics of different types of rural and urban environments

Outcome 2 – analyse and explain the geographic characteristics of different types of rural and urban environments

Each unit of work includes:
• fieldwork
• data processing, presentation and analysis
• examination

VCE Geography Units 3 & 4

Learning Focus
In Unit 3 the focus is on the characteristics of resources and the concept of region and the resources found within regions. In Unit 4 the focus shifts to the geographic characteristics of global phenomena and responses to them. Global phenomena are major natural or human events, processes or activities.

The topics studied in Unit 3 are:
• The regional resource of water in the Murray-Darling Basin region
• Darebin Parklands as a local resource

Areas of study in Unit 3 are:
• Use and management of an Australian water resource
• Use and management of local resources

The topics studied in Unit 4 are:
• Human populations
• Malaria

Areas of study in Unit 4 are:
• Global phenomena
• Global responses

Highlights
• in Unit 3 a fieldwork investigation of Goulburn Valley as part of the Murray-Darling Basin is undertaken
• in Unit 3 a fieldwork investigation of the Darebin Parklands as a local resource is undertaken

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 3

Outcome 1 – analyse the use and management of water within the Murray-Darling Basin region and evaluate its sustainability

Outcome 2 – describe characteristics of a local resource and justify a policy for its future use and management using data collected in the field

Unit 4

Outcome 1 – evaluate the relative importance of factors that affect changes in human population and malaria

Outcome 2 – compare and evaluate the effectiveness of responses and policies to manage global phenomenon from a global perspective

The student’s level of achievement for Units 3 & 4 will be determined by:
• Unit 3 School-assessed coursework (25%)
• Unit 4 School-assessed coursework (25%)
• end-of-year examination (50%)

Recommendation
Girls may undertake Geography Units 3 & 4 without having studied Geography Units 1 & 2.
VCE History
Units 1 - 4

The choices that you will be making for your future should be learnt from the past. The study of History teaches students to be analytical and creative thinkers, more confident communicators and more active citizens.

“History is the only laboratory we have in which to test the consequences of thought.”

Etienne Gilson, French Historian and Philosopher.

Aims

To help students:

• develop an understanding of change, continuity, causation and evidence over time
• acquire knowledge of how people in different times and cultures have interacted, organised their societies and given meaning to their world
• develop the knowledge, concepts and skills to analyse the ways in which the past has been represented visually, orally and in written form
• develop skills in responding to historical evidence creatively and critically to make meaning of the past and therefore the present
• acquire a broad historical knowledge, including a historical map within which to locate their place in the world

VCE History: The Twentieth Century
Units 1 & 2

While the twentieth century is now becoming a distinct historical epoch, an understanding of its events and developments remains a priority if we are to understand the world in which we live today. This is because many of the social, cultural and political developments of the century continue to have a direct bearing on our contemporary experiences. Social changes such as urbanisation, ideologies such as nationalism, institutions such as the United Nations, and the rise of the United States as a global power, are products of this tumultuous century that remain with us today.

Unit 1

Learning Focus

Unit 1 places emphasis on the political, social, cultural and economic factors affecting people’s lives in the first half of the twentieth century, 1900-1945. In particular the course focuses on the causes and consequences of the First World War, the rise of nationalism in Europe and the shift in cultural and artistic thinking in the inter-war period.

The topics studied in Unit 1 are:

• The causes and consequences of the First World War
• The Great Depression and its effects on society
• The influence of cultural expression in the inter-war years
**Assessment**

To achieve an ‘S’, students must achieve the following outcomes:

*Outcome 1* – analyse and explain the development of a political crisis and conflict in the period 1900 to 1945

*Outcome 2* – analyse and discuss patterns of social life and factors which influenced changes to social life in the 1920s and 1930s

*Outcome 3* – analyse the relationship between historical context and a cultural expression of the period 1900 to 1945

Assessment tasks may include:

- analytical exercises
- short reports
- essays
- oral/multimedia presentations
- an examination

**Unit 2**

**Learning Focus**

Unit 2 is a study of the twentieth century world from 1945 to 2000. In this Unit students examine the conflict between the competing ideologies of capitalism and communism. They analyse the nature and influence of a movement which challenged the political, social and economic structures of the post-war world and examine the interplay between domestic, regional and international events influencing social life in the last decades of the twentieth century.

The topics studied in Unit 2 are:

- Ideas and political power; superpower rivalry in the Cold War era
- Movements of the people; the peace movement and the campaign for nuclear disarmament
- Issues for the millennium; globalisation, internationalism and ‘the war on terror’

**Assessment**

To achieve an ‘S’, students must achieve the following outcomes:

*Outcome 1* – analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems

*Outcome 2* – evaluate the impact of a challenge to established social, political and/or economic power during the second half of the twentieth century

*Outcome 3* – analyse issues faced by communities arising from political, economic and technological change

Assessment tasks may include:

- analytical exercises
- short reports
- essays
- oral/multimedia presentations
- an examination

**Recommendation**

For students choosing to study Unit 1 & 2 History in Year 11 a global grade of C or above in Year 10 History is recommended.

For students choosing to study Unit 1 & 2 History in Year 10 a global grade of B or above in Year 9 History is recommended.
Learning Focus

This course examines Australian History during times in which Australians have engaged in debates about future directions of their society. Throughout this study significant questions are examined ‘When was Australia imagined as a national community?’ and ‘How and why have ideas changed throughout the 200 years of white settlement?’

The course draws on a variety of primary and secondary materials. Students are taught to critically analyse contemporary views of the period and how historians have commented on these historical periods over time.

Unit 3

The two topics examined are:
• Establishment of the Port Phillip District 1834-1860
• Creating a new nation and the concept of identity and citizenship 1888-1914

Unit 4

The two topics examined are:
• World War II
• The Environment

Assessment

To achieve an ‘S’, students must achieve the following outcomes:

Unit 3

Outcome 1 – explain the motives and hopes underlying the settlement of Port Phillip District (later the colony of Victoria) up to 1860 and the impact on the Indigenous population

Outcome 2 – analyse the vision of nationhood that underpinned the concepts of citizenship, and evaluate its implementation in the early years of the new nation

Unit 4

Outcome 1 – analyse the ways in which Australians acted in response to a significant crisis faced by the country during the period 1914 to 1950

Outcome 2 – evaluate the extent to which changing attitudes are evident in Australia’s reactions to significant social and political issues

Tasks include:
• analysis of visual and written documents
• research report
• historiographical exercise
• essay

The student’s level of achievement for Units 3 & 4 will be determined by:
• Unit 3 School-assessed coursework (25%)
• Unit 4 School-assessed coursework (25%)
• end-of-year examination (50%)
**Recommendation**

For students choosing to study Units 3 & 4 History, without doing Units 1 & 2 History, it is recommended that students should have achieved a global grade of B or above in Year 10 History and have completed at least one History elective course.

**VCE History: Revolutions**

**Units 3 & 4**

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that endanger them and embarking on a program of political and social transformation. Revolutions have a profound impact on the country in which they occur, as well as important international repercussions.

“A revolution is a struggle to the death between the future and the past.”

*Fidel Castro, 1961*

**Unit 3 Learning Focus**

In Unit 3 the study of the Russian Revolution centres on two great upheavals, the collapse of the Romanov dynasty under the weight of its own weakness and the Bolshevik takeover and establishment of a totalitarian communist regime.

Areas of study in Unit 3 are:

- Revolutionary ideas, leaders, movements and events; The Russian Revolution 1905 to 1917; from Bloody Sunday to the Bolshevik Revolution
- Creating a new society; The Russian Revolution 1917 to 1924; the initial decrees to the death of Lenin

**Unit 4 Learning Focus**

The focus of Unit 4 is the Chinese Revolution. The Chinese people throughout the 20th Century, heirs to one of the world’s oldest civilizations, sought first to shake off the grip of European powers and Japan, and secondly to establish a new political and economic system which would harness the energies of the peasant masses.

“Political power grows out of the barrel of a gun.”

*Chairman Mao*

Areas of study in Unit 4 are:

- Revolutionary ideas, leaders, movements and events; The Chinese Revolution 1898 to 1949; the 100 days of reform to the triumph of Mao
- Creating a new society; The Chinese Revolution 1949 to 1976; Communist revolution to the death of Mao

**Assessment**

To achieve an ‘S’, students must achieve the following outcomes:
Units 3 & 4

**Outcome 1** – evaluate the role of ideas, leaders, movements and events in the development of the revolution

**Outcome 2** – analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution

Tasks include:
- analysis of visual and written documents
- research report
- historiographical exercises
- essays

The student’s level of achievement for Units 3 & 4 will be determined by:
- Unit 3 School-assessed coursework (25%)
- Unit 4 School-assessed coursework (25%)
- end-of-year examination (50%)

**Recommendation**

For students choosing to study Units 3 & 4 History, without doing Units 1 & 2 History, it is recommended that students should have achieved a global grade of B or above in Year 10 History and have completed at least one History elective course.

VCE Global Politics

**Units 3 & 4**

**Learning Focus**

Global Politics explores contemporary international issues.

Unit 3 investigates the key actors on contemporary global politics: states, international institutions of global governance, transnational corporations and non-state actors. It examines the way in which a specific Asia-Pacific state uses its power in the region to pursue its national interests and explore the ideas and debates that form, and have formed, its national interests since 2000.

Unit 4 investigates the key global challenges facing the international community in the 21st Century. Examining and analysing the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship and explore the varying effectiveness of responses and challenges to solving these issues.

**Unit 3**

The topics studied are:
- Challenges facing state sovereignty
- Institutions of global governance
- Human rights organisations
- Global terrorist movements
The economic and political power of transnational corporations
China; types and forms of power, diplomacy, trade, aid and military power

Unit 4
The topics studied are:
• Human Rights
• People Movement
• Intra and interstate conflict
• State and non-state terrorism

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 3
Outcome 1 – evaluate the power and influence of key global actors in the 21st Century and assess the extent to which they achieve their aims
Outcome 2 – analyse and evaluate types and forms of power as used by a specific Asia-Pacific state in the region in pursuit of its national interest

Unit 4
Outcome 1 – analyse two global political issues from a range of perspectives and evaluate the effectiveness of global actors’ responses to these issues
Outcome 2 – explain the characteristics of two contemporary global crises and evaluate the effectiveness of responses to these

The student’s level of achievement for Units 3 and 4 will be determined by:
• Unit 3 School-assessed coursework (25%)
• Unit 4 School-assessed coursework (25%)
• end-of-year examination (50%)

Recommendation
For students choosing to study Units 3 & 4 Global Politics, without doing Units 1 & 2 History, it is recommended that students should have achieved a global grade of B or above in Year 10 History and have completed at least one History elective course.

VCE Legal Studies
Units 1 – 4
VCE Legal Studies Units 1-4 are designed to enable students to:
• understand and apply legal concepts, principles and terminology
• develop an awareness of the impact of the legal system on the lives of individuals and on society
• acquire an understanding of legal rights, responsibilities and ways in which the individuals can engage in the legal system
• understand the need for effective laws and legal processes
• analyse the processes and procedures involved in law-making and dispute resolution
• understand the operation of the Australian legal system and compare selected aspects with international systems
**VCE Legal Studies**  
**Units 1 & 2**

**Learning Focus**  
Legal Studies Unit 1 focusses on criminal law in action. It examines how the courts and parliament make laws, types of crime and the procedures for resolving criminal cases.  
Areas of study in Unit 1 are:  
• Law in society  
• Criminal law  
• The criminal courtroom  
Legal Studies Unit 2 explores issues in civil law, including types of civil cases, methods of dispute resolution, the operation of family law and human rights.  
Areas of study in Unit 2 are:  
• Civil disputes  
• Civil law in action  
• The law in focus  
• A question of rights  

**Highlights**  
• Court and/or parliament excursions  

**Assessment**  
To achieve an ‘S’, students must achieve the following outcomes:  

**Unit 1**  
*Outcome 1* – explain the need for effective laws and describe the main sources and types of law in society  
*Outcome 2* – explain the principles of criminal law, apply them to cases and discuss the impact of criminal activity on the individual and society  
*Outcome 3* – describe and evaluate the processes for resolving criminal disputes  

**Unit 2**  
*Outcome 1* – identify and explain the principles of civil law and law-making by courts and apply these principles to cases  
*Outcome 2* – explain and evaluate the processes for resolving civil disputes  
*Outcome 3* – explain and evaluate the operation of family law  
*Outcome 4* – describe an Australian case illustrating rights issues  

Assessment tasks include:  
• Unit tests  
• case studies  
• structured assignment  
• end-of-semester examination  

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**VCE Legal Studies**  
**Units 3 & 4**

**Learning Focus**  
The topics studied in Unit 3 are:  
• The role of parliaments in law-making  
• Constitution and the protection of rights  
• Role of the courts in law-making  
The topics studied in Unit 4 are:  
• Dispute resolution methods  
• Court process and procedures in criminal and civil cases  

**Highlights**  
• Court and/or prison excursions  

**Assessment**  
To achieve an ‘S’, students must achieve the following outcomes:  

**Unit 3**  
*Outcome 1* – explain the structure and role of parliament and evaluate its effectiveness as a law-making body
Outcome 2 – explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights

Outcome 3 – describe the role and operation of courts in law-making, evaluate the effectiveness of the courts in law-making and discuss their relationship with parliament

Unit 4

Outcome 1 – describe and evaluate the effectiveness of methods and institutions for the resolution of civil disputes and the determination of criminal cases

Outcome 2 – explain the processes and procedures for the resolution of criminal cases and civil disputes and evaluate their operation

The student’s level of achievement for Units 3 & 4 will be determined by:

• Unit 3 School-assessed coursework (25%)
• Unit 4 School-assessed coursework (25%)
• end-of-year examination (50%)

Recommendation

The study of Legal Studies Units 1 & 2 is recommended, but not essential.

VCE Philosophy
Units 1 & 2

Learning Focus

Philosophy is the oldest academic discipline. It is broadly concerned with ethics, epistemology (philosophy of knowledge) and metaphysics. It is the founding discipline of logic, and continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, science and the humanities. Philosophers grapple with the most profound questions, such as: What is the nature of reality? Is it possible to attain certainty about anything? Is there a common human nature? What is it to live a good life? Philosophy is thus not only concerned with issues of public debate such as artificial intelligence, justification for a charter of human rights or censorship of speech or art, but with the problems that lie at their foundation. Philosophers are concerned with thinking rigorously and rationally about ideas, and exploring their meaning, context, coherence and implications. The nature of the questions studied, together with the techniques of reasoning and argument used to study them, can in turn help to create new ideas and insights through learning to think differently.

VCE Philosophy
Units 1 - 4

Unit 1

Areas of study in Unit 1 are:

• Metaphysics
  This area of study introduces students to metaphysical problems through a study of questions associated with selected themes.
Students study the following three themes:

- The material mind
- The existence and nature of God
- Free will and determinism

**Epistemology**

A range of questions will be studied:

- Knowledge
- The possibility of a priori knowledge
- Science
- Objectivity

**Introduction to logic and reasoning**

This area of study introduces students to the distinctive nature of philosophical thinking and a variety of approaches to philosophical inquiry.

**Assessment**

To achieve an ‘S’, students must achieve the following outcomes:

**Outcome 1** — analyse metaphysical problems, evaluate viewpoints and arguments arising from these, and identify philosophical problems in relevant contemporary debates.

**Outcome 2** — analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical problems in relevant contemporary debates.

**Outcome 3** — apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

Unit 1 Assessment includes:

- short answer tests
- formal essay
- end of semester exam

**Unit 2**

Areas of study in Unit 2 are:

- Ethics and moral philosophy

Students study the following three themes:

- The foundations of morality
- Moral psychology
- Right and wrong

- Further problems in value theory

Students study the following three themes:

- Rights and justice
- Liberty and anarchy
- Aesthetic value

- Techniques of reasoning

**Assessment**

To achieve an ‘S’, students must achieve the following outcomes:

**Outcome 1** — analyse problems in ethics and moral theory and related contemporary debates, evaluate viewpoints and arguments in response to these problems, and discuss the interplay between philosophical thinking and contemporary ethical and moral debates.

**Outcome 2** — analyse selected problems in value theory, evaluate viewpoints and arguments in response to these problems, and discuss philosophical issues in the context of relevant contemporary debates.

**Outcome 3** — apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in value theory.

Unit 2 Assessment includes:

- short answer test
- research project on applied ethics
- formal essay
- end-of-semester exam
VCE Philosophy
Units 3 & 4

Unit 3
Areas of study in Unit 3:
• Minds and bodies
• Personal identity

Assessment
To achieve an ‘S’, students must achieve the following outcomes:
Outcome 1 – discuss concepts relating to the mind, psyche and body, and analyse and evaluate viewpoints and arguments concerning the relationship between the mind and body, and psyche and body, found within and across the set texts and in contemporary debates.
Outcome 2 – analyse, compare and evaluate theories of personal identity in the set texts and discuss related contemporary debates.

Unit 4
Areas of study in Unit 4:
• Conceptions of the good life
• Living the good life in the 21st Century

Assessment
To achieve an ‘S’, students must achieve the following outcomes:
Outcome 1 – analyse, compare and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life
Outcome 2 – discuss contemporary debates related to the good life and the interplay between social and technological developments and conceptions of the good life

The student’s level of achievement for Units 3 & 4 will be determined by:
• Unit 3 School-assessed Coursework (25%)
• Unit 4 School-assessed Coursework (25%)
• end-of-year examination (50%)

Highlights
• guest lecturers
• VCE sessions at Monash University, Parkville (Faculty of Pharmacy and Pharmaceutical Sciences)
VCE Technology Studies

VCE Food and Technology
Units 1 - 4

Aims
VCE Food and Technology focusses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. The study may provide a foundation for pathways to food science and technology, consumer science, home economics, child care and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies.

VCE Food and Technology
Units 1 & 2

Learning Focus
Fundamental to both Units is the study of food safety, properties of food and the planning and preparation of food. The topics studied in Unit 1 are:
- Principles of food hygiene and safe food handling in a small-scale food operation
- Causes of food spoilage and food poisoning
- Storage practices to ensure safety and maximise the quality of food
- Safe and hygienic use of tools and equipment to produce quality outcomes
- The design process (including the design brief, criteria for evaluation, research, the design plan and evaluation of processes and products) and its role in planning, and safely and hygienically preparing and processing foods in a way that maximises the qualities of key foods
- Plant or animal origin, structure, and classification of key foods, including cereals, fruits, vegetables, nuts and legumes, meats, seafood, dairy foods and eggs
- Considerations in food selection, including food quality and ethical issues such as fair trade and intensive farming practices
- Physical, sensory and chemical properties of selected key foods
- Functional properties of selected key foods and their role in food preparation and processing
- Changes in physical and sensory properties of selected key foods during preparation and processing

Areas of study in Unit 1 are:
- Keeping food safe
- Food properties and preparation

The topics studied in Unit 2 are:
- Appropriate selection and safe and hygienic use of tools and equipment for food preparation and processing
- Technological developments in tools and equipment for domestic use, such as the latest advances in cookware and appliances
• Properties of key foods, including cereals, fruits, vegetables, nuts and legumes, meats, seafood, dairy foods and eggs
• Suitability of food preparation and processing, wet and dry cooking techniques and presentation methods that optimise properties of key foods, including nutrient content, appearance, aroma, flavour and texture
• The design process (including the design brief, criteria for evaluation, research, the design plan and evaluation of processes and products) and its role in planning and evaluating meals in small-scale food operations, such as home prepared meals
• Safe and hygienic food preparation and processing in meal preparation
• Nutritional considerations when planning, including basic nutritional requirements and special nutritional requirements, such as reduced fat, high fibre, food allergies and food intolerances
• Social and cultural influences that have an impact on meal planning
• The impact of resources on planning, such as access to ingredients, skills, equipment, time, and budget
• Environmental considerations in planning to minimise waste and effectively use resources such as consideration of food miles and use of seasonally available ingredients
• Food preparation techniques and ingredients suitable for specific purposes, including retaining and improving nutritional value of food
• Methods of evaluating planning and production activities

Areas of study in Unit 2 are:
• Tools, equipment, preparation and processing
• Planning and preparing meals

Highlights
• excursion to the Queen Victoria Market or excursions to a food designer and/or producer

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 1
Outcome 1 – explain and apply safe and hygienic work practices when storing, preparing and processing food
Outcome 2 – analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process

Unit 2
Outcome 1 – use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties
Outcome 2 – individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts

Each unit of work includes:
• designing and developing a solution in response to a design brief, including production work
• practical tests
• short written reports
• production work and records of planning and production
• tests (short and/or extended answer)
• theory examination
Recommendation

It is recommended that students wishing to take this Unit sequence have at least one of the following:

- completed one or two semesters of Year 10 Food and Technology
- strong interest in food production and technology

Year 10 Food and Technology can not be studied at the same time as VCE Food and Technology Units 1 & 2, however students may elect to do one semester each of either study.

VCE Food and Technology Units 3 & 4

Learning Focus

Fundamental to both Units is the study of food preparation, processing and food controls, and food product development and emerging trends.

The topics studied in Unit 3 are:

- Causes of food spoilage and food poisoning
- Safety and hygiene practices to prevent food spoilage and food poisoning
- The roles and responsibilities of and the relationship between national (Food Standards Australia New Zealand – FSANZ and Australian Quarantine and Inspection Service – AQIS), state and local authorities in ensuring a safe food supply
- Food Standards Code in Australia including food-labelling regulations, nutrition content claims and health claims
- Purpose of the Hazard Analysis and Critical Control Point (HACCP) system, and the role of each of the steps in ensuring food safety
- The primary and secondary processing that occurs from the point of origin to the consumer for one of each type of the following foods: cereals, fruits, vegetables and dairy foods
- The physical, sensory and chemical properties of key foods, including cereals, fruits, vegetables, nuts and legumes, meats, seafood, dairy foods and eggs
- Functions of natural food components of key foods, including acids, enzymes, alkanis, proteins, starches and sugars, fats and oils and their impact on food preparation and processing
- Techniques of cooking key foods, including dry methods, wet methods and microwave cooking
- Preservation techniques to prevent spoilage of food
- The components of a design brief, including context and specifications
- Development of criteria for evaluation that relate to the design brief
- The role and importance of components of a design plan
• Exploration of ideas and research that leads to an outline of a proposed set of four to six food items (the product) as a response to a design brief
• Properties of ingredients to be used in the preparation of the proposed food items
• Food preparation and techniques of cooking, and preservation techniques suitable to produce a high-quality product that meets the specifications in the design brief
• Tools and equipment suitable for preparing and processing the proposed food items to meet the specifications in the design brief
• Food safety and hygiene requirements necessary to produce the proposed food items
• Methods of developing an overall timeline for production of the four to six food items (the product)

Areas of study in Unit 3 are:
• Maintaining food safety in Australia
• Food preparation and processing
• Developing a design plan

The topics studied in Unit 4 are:
• Planning processes to implement a design plan, including production plans comprising a sequence of operations for a set of four to six food items
• Properties of foods
• Complex processes, food preparation, processing, preservation and presentation techniques to implement the design plan and individual production plans
• Food safety and hygiene practices to implement production plans
• Methods of recording evidence of the four to six food items produced
• Methods of evaluating food items, the product, processes and production activities
• Sustainable farming practices as driving forces in food production and the reasons for managing the use of water and chemicals, prevention of land degradation and adoption of organic farming methods
• Driving forces related to the development of food products, including social pressures, consumer demands, technological developments and environmental considerations
• The process of food product development, and quantitative and qualitative analysis of new food products
• Types of food product development, including line extensions
• New and emerging foods, including functional foods and foods to meet particular dietary requirements and food intolerances
• Innovations and emerging technologies in food product development, including genetic modification, high pressure processing, microencapsulation and membrane technology
• The purposes of packaging and packaging systems, including aseptic packaging and Modified Atmosphere Packaging (MAP)
• Environmental issues associated with food manufacturing and food packaging
• Food product marketing and promotional strategies, including ethical food marketing to children

Areas of study in Unit 4 are:
• Implementing a design plan
• Food product development
Assessment
To achieve an ‘S’, students must complete all of the following outcomes:

Unit 3
Outcome 1 – explain the roles and responsibilities of, and the relationship between, national, state and local authorities in ensuring and maintaining food safety within Australia
Outcome 2 – analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques
Outcome 3 – develop a design brief, evaluation criteria and a design plan for the development of a food product

Unit 4
Outcome 1 – safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities
Outcome 2 – analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products

The student’s level of achievement for Units 3 & 4 will be determined by:
• Unit 3 – School-assessed coursework (18%)
• Unit 4 – School-assessed coursework (12%)
• Units 3 & 4 – School-assessed task (40%)
• Units 3 & 4 – end-of-year examination (30%)

Recommendation
It is highly recommended that students have previously undertaken Units 1 & 2 Food and Technology and have a strong interest in the areas of food production and technology. Students with little or no background may find themselves at a disadvantage.

VCE VET Interactive Digital Media Certificate II (Multimedia) Units 1 & 2

The VCE VET program is comprised of CUF30107 Certificate III in Media (Units 1 & 2 incorporating Units 3 & 4 in second year). If a student wishes to only complete the first year while in Year 10 or 11 then they will be accredited with VCE Units 1 & 2.
Certificate III in Media provides students with the knowledge and skills to enhance their employment prospects in the media industry. Core units of competency include developing and applying creative arts industry knowledge, working with others and applying critical thinking techniques. To complete the certificate, a broad range of electives are available in areas such as interactive content, multimedia, basic vision and presentation, sound editing, and visual enhancing props.
Learning Focus
This course aims to provide students with the opportunity to:
• apply critical thinking techniques
• develop and apply creative arts industry knowledge
• follow OHS procedures
• work effectively with others
In addition, four elective units will be studied.

Assessment
To achieve an ‘S’, students must complete:
• all units of learning competencies
• 10 hours work experience within the Multimedia Industry

Highlights
• the opportunity to apply for the ICT Achievers Program (for further details see http://www.vitta.org.au/ict)
• guest speaker from a high tech multimedia company

Recommendation
The VCE VET Unit 2 program in Interactive Digital Media cannot be studied unless the VCE VET Unit 1 program has been successfully completed.

Note: VCE VET Interactive Digital Media Certificate III in Media (Units 3 & 4) will be offered for students who successfully complete Certificate II in Creative Industries (Media) Units 1 & 2.

VCE VET Interactive Digital Media
Certificate III (Multimedia)
Units 3 & 4

To gain the full qualification in CUF30107 Certificate III in Media students will need to have successfully completed the Units 1 & 2 components. This subject has scored assessment which can contribute to the student’s ATAR score.

Learning Focus
• create 2D digital animations
• write content for a range of media
• explore and apply the creative design process to 2D forms
• author interactive sequences
• prepare video assets
• create visual design components

Assessment
• satisfactory completion Learning Competencies for each module
• satisfactory completion of three scored assessment tasks
• an examination

Highlights
• ACMI Film and Television Excursion

Recommendation
The VCE VET Unit 3 & 4 program cannot be studied unless the VCE VET Unit 1 & 2 program has been successfully completed.
VCE Arts Studies

VCE Art
Units 1 - 4

Aims

VCE Art Units 1 - 4 are designed to enable students to develop a critical awareness of how art relates to its cultural, social and historical context and the roles played by artists in society. The students develop critical skills in the application of analytical frameworks to interpret the formal qualities of art, the meaning of artworks and to discuss and debate the ideas and issues raised. Students acquire a broad knowledge of art, develop ideas and concepts through an exploration of a diverse range of media. Students develop problem-solving skills through investigation and experimentation, while developing the technical skills and artistic awareness necessary to produce works of quality.

Students will study life drawing in both semesters of Unit 1 & 2 and Unit 3 & 4.

VCE Art
Units 1 & 2

Learning Focus

Unit 1

Students are introduced to the concept of Analytical Frameworks. Students learn that the analysis of an artwork’s formal qualities using the Formal Framework enhances their understanding and interpretation of artworks. They gain an understanding that art may reflect the artist’s interests, experiences and thinking through applying the personal framework to read possible meanings of artworks. Students will be guided by the teacher as they explore techniques, materials and processes to develop a folio of visual responses to a range of tasks. They will present visual, creative responses that demonstrate their personal interests and ideas.

Assessment

To achieve an ‘S’, students must complete all of the following outcomes:

Outcome 1 – analyse and interpret a variety of artworks using the Formal Framework and the Personal Framework

Outcome 2 – present visual creative responses that demonstrate their personal interests and ideas through trialling techniques, materials and processes

Unit 2

Students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it is created. Students will apply the Cultural Framework to read possible meanings of artworks. Students will apply the skills they established in Unit 1 and continue to develop a visual language as they produce a folio of visual responses to an area of interest that must include at least one finished artwork. They should attempt to trial different ways of working to develop their own style and approach to the application of various techniques, materials and processes.

Students develop their technical skills and aesthetic awareness through the exploration
of various media, techniques and processes including:
• drawing – using a range of media
• black and white (gelatin silver) photography
• digital photography
• Photoshop
• painting – using acrylic, oil and/or watercolour paints
• printmaking – using lino-cut, engraving, embossing, monoprints and/or silkscreen printing
• scraper board
• mixed media

Assessment
To achieve an ‘S’, students must achieve the following outcomes:
Outcome 1 – analyse, interpret, compare and contrast artworks from different cultures using the formal framework and the cultural framework
Outcome 2 – demonstrate technical and artistic development in the presentation of visual responses that include one finished artwork, through the exploration of selected media, materials and techniques

Each unit of work consists of:
• written reports, tests and an examination
• visual folios

VCE Art
Units 3 & 4

Learning Focus
Students focus on making personal art responses through a broad and innovative investigation of ideas, media, techniques and methods. Students may explore one or more medium/media throughout the year; to interpret and develop ideas or concepts of their choosing. Their final presentation is an exploratory body of work that may include more finished artworks.

The theory unit introduces frameworks used to interpret and compare art. Students will develop skills in critical analysis of both artworks and commentaries on artists and their art.

Assessment
To achieve an ‘S’, students must achieve the following outcomes:
Unit 3
Outcome 1 (theory) – interpret the formal qualities of artworks together with their content and the messages which they convey through the application of interpretative frameworks

Outcome 2 (practical) – undertake an investigation trialling media and techniques of the student’s choice to explore and communicate ideas, directions and individual concepts

Unit 4
Outcome 1 (theory) – critically discuss commentaries on artworks and apply interpretative frameworks in the analysis of selected artworks to support personal points of view about their meaning

Outcome 2 (practical) – continue to investigate media and ideas. A sustained and articulate body of work is achieved, that communicates concepts, observations and/or ideas with technical skill and awareness of aesthetic qualities

The student’s level of achievement for Units 3 & 4 will be determined by:

- Unit 3 School-assessed coursework (10%)
- Unit 4 School-assessed coursework (10%)
- School-assessed task (folio - 50%)
- end-of-year theory examination (30%)

VCE Studio Arts
Units 1 - 4

Aims
VCE Studio Arts Units 1 - 4 are designed to enable students to recognise the creative potential of natural and constructed environments as well as experiences, as sources of inspiration for the development of artworks. Students use the design process to develop artworks, practise and refine specialised skills appropriate to particular art forms and media. They evaluate the use of visual elements, materials and techniques in the production of artworks.

The students develop skills in visual analysis and an understanding of aesthetics. Students develop an understanding of how artists develop distinctive styles and interpret subject matter, develop an understanding of the roles and methods involved in the presentation of artworks and an understanding of professional practices and art industry issues.

Students will study life drawing in both semesters of Units 1 & 2 and Units 3 & 4.
VCE Studio Arts
Units 1 & 2

Learning Focus
This Unit focuses on the development of ideas and sources of inspiration as starting points for making artworks. Students explore a wide range of materials and techniques to develop ideas and to produce a folio through an individual design process based on visual research and inquiry, that includes two artworks each semester.

In art appreciation students study how artists from different times and cultures have interpreted and expressed ideas and sources of inspiration and how they have used materials and techniques. They develop skills in the visual analysis of artworks, learning how the elements and principles of art are used to communicate ideas and create aesthetic qualities.

Assessment
To achieve an ‘S’, students must complete all of the following outcomes:

Unit 1
Outcome 1 – source inspiration, identify individual ideas and use a variety of methods to translate these into visual language
Outcome 2 – explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks
Outcome 3 – discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks

The assessment task for Outcomes 1 and 2 is:
- a selection of exploratory work showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques

The assessment tasks for Outcome 3 are:
- an extended response
- short-answer responses

Unit 2
Outcome 1 – develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks
Outcome 2 – analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles

The assessment task for Outcome 1 is:
- a folio including design explorations and artworks.

Assessment tasks for Outcome 2 are:
- an extended response
- short-answer responses

Each unit of work consists of:
- written presentations
- tests
- an examination

VCE Studio Arts
Units 3 & 4

Learning Focus
Students focus on the implementation of the design process leading to the production of a range of potential solutions based on their work brief. In Unit 4 students produce a cohesive folio of finished artworks, which resolves the exploration they completed in Unit 3.

In theory students study professional art practices in relation to particular art form/s
and the development of distinctive styles in artworks. Students gain an understanding of artists’ involvement in the art industry and the preparation, presentation and conservation of artworks.

**Assessment**

To achieve an ‘S’, students must achieve the following outcomes:

**Unit 3**

*Outcome 1 (practical)* – write an exploration proposal that defines an area of exploration and then apply a design process to explore and develop their ideas

*Outcome 2 (theory)* – focus on professional art practices in relation to particular art form/s and the development of distinctive styles in artworks. Students gain an understanding of artists’ involvement in the art industry and the preparation, presentation and conservation of artworks

**Unit 4**

*Outcome 1 (practical)* – use the potential directions formulated in Unit 3 as the basis for a cohesive folio of at least two finished artworks

*Outcome 2 (practical)* – provide written and visual documentation that identifies the folio focus that must demonstrate a cohesive relationships between the works

*Outcome 3 (theory)* – research, analyse and discuss roles and methods involved in the presentation of artworks to an audience and critically discuss contemporary art industry issues

The student’s level of achievement for Units 3 & 4 will be determined by:

- Unit 3 School-assessed task (folio of work) (33%)
- Unit 4 School-assessed task (folio of work) (33%)
- end-of-year theory examination based on Outcome 3 in Unit 3 and Unit 4 (34%)

**VCE Theatre Studies**

**Units 1 - 4**

**Key Skills**

This study enables students to:

- acquire knowledge of theatre, including its styles, traditions, purposes and audiences
- interpret playscripts through engagement in the production process
- creatively and imaginatively explore and experiment with theatrical possibilities
- develop and apply stagecraft knowledge and skills to interpret playscripts
- develop an understanding of themselves as theatre makers and practitioners
- develop an appreciation of theatre and its significance as an art form
- apply skills of theatrical analysis and evaluation to their own production work and that of others
- participate in the theatrical life of their community.
VCE Theatre Studies
Units 1 & 2

Learning Focus
Unit 1 focusses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focussing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Unit 2 students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focussing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Areas of study in Unit 1 are:
• Pre-modern theatre
• Interpreting playscripts
• Analysing elements of stagecraft in a professional production
• Theatre terminology and expressions

Areas of study in Unit 2 are:
• Modern theatre
• Interpretation through stagecraft

• Analysing a performance in a professional production

Highlights
• students are given opportunities to attend specialist workshops and a range of theatre performances

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 1
Outcome 1 – identify and describe the distinguishing features of playscripts from the pre-modern era
Outcome 2 – apply acting and other stagecraft to interpret playscripts from the pre-modern era
Outcome 3 – analyse a performance of a playscript

Unit 2
Outcome 1 – identify and describe the distinguishing features of playscripts from the modern era
Outcome 2 – apply stagecraft to interpret playscripts from the modern era
Outcome 3 – analyse and evaluate stagecraft in a performance of a playscript

Each unit of work includes:
• interpretation and performance of playscripts
• analytical and evaluative essays
• examination

Recommendation
The previous study of drama as an elective subject is recommended.
### VCE Theatre Studies

#### Units 3 & 4

**Learning Focus**

In Unit 3 students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist.

In Unit 4 students study a scene and associated monologue and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation.

Students also attend a professional performance from a prescribed list of plays and write a critical analysis of the actors’ performances.

Areas of study in Unit 3 are:
- Production process
- Theatrical interpretation
- Stagecraft influence
- Production analysis

Areas of study in Unit 4 are:
- Monologue interpretation
- Scene interpretation
- Performance analysis

**Highlights**

- Students are given opportunities to attend specialist workshops and a range of theatre performances

**Assessment**

To achieve an ‘S’, students must achieve the following outcomes:

**Unit 3**

**Outcome 1** — apply stagecraft to interpret a playscript for performance to an audience and demonstrate understanding of the stages of the production process

**Outcome 2** — document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation

**Outcome 3** — analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience

**Unit 4**

**Outcome 1** — perform an interpretation of a monologue from a playscript

**Outcome 2** — develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene

**Outcome 3** — analyse and evaluate acting in a production from the prescribed playlist

The student’s level of achievement for Units 3 & 4 will be determined by:
• Unit 3 School-assessed coursework (30%)
• Unit 4 School-assessed coursework (15%)
• two end-of-year examinations (55%)
  – one written and one monologue performance

Recommendation
The previous study of Theatre Studies Units 1 & 2 is highly recommended.

VCE Music Performance
Units 1 - 4

Aims
Music Performance Units are designed to enable students to:
• develop performance skills in solo and group settings
• develop skills in giving prepared and unprepared performances
• develop skills in aural perception and comprehension
• develop skills in the organisation of sound through composition and arranging
• perform a program of selected works
• express individuality, differentiate styles and explore works which feature the special characteristics of each instrument
• develop an understanding of interpretation in music performance
• work in teams in a disciplined and focussed way to rehearse, produce and present group work
• develop an understanding of music language and performance techniques

Learning Focus
The main focus of this course is the performance of music, and students must, therefore, undertake private lessons in the performance of at least one instrument. For the purpose of these Units of study “instrument” includes voice.

Areas of study are:
• Performance skill development
• Performance techniques
• Musicianship - theory, aural and interpretation
• Music language for performance
• Creative organisation of sound

Highlights
• attendance at live performances e.g. Opera Australia and the Melbourne Symphony Orchestra

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 1
Outcome 1 – perform a program containing at least three contrasting solo and group works
Outcome 2 – a performance of and report on selected solo technical work and work that demonstrates unprepared performance skills

Outcome 3 – recognise, sing and write scales, intervals and chords, transcribe rhythms and melodies, use conventions in music notation and describe how instruments are used in combination.

Assessment is via on-going exercises undertaken in class, with an end-of-semester examination.

Unit 2

Outcome 1 – demonstrate developing performance and presentation skills in performing a program of at least three contrasting solo and group works

Outcome 2 – a performance of and report on selected technical work, and an unprepared performance

Outcome 3 – recognise, sing and write scales, intervals and chords, transcribe rhythms and melodies, use conventions in music notation and describe how instruments are used in combination.

Outcome 4 – devise a composition or improvisation that uses music language drawn from analysis of selected works being prepared for performance

Assessment is via on-going exercises undertaken in class, with an end-of-semester examination

Recommendations

It is recommended that students wishing to take this Unit sequence have at least one of the following:

* music reading/writing skills
* a strong interest in music performance
* prior participation in a performing group
* participation in music elective classes

Students with little or no background may find themselves at a disadvantage especially in the aural comprehension work.

VCE Music Performance

Units 3 & 4

Learning Focus

The main focus of this course is the performance of music with final assessment from a list of prescribed works. Students must, therefore, undertake private lessons in the performance of one instrument (for the purpose of these Units of study “instrument” includes voice) at an advanced level.

Areas of study are:

* Solo performance
* Ensemble performance
* Performance technique
* Musicianship - theory, aural and interpretation
* Music language for performance including aural comprehension, theory and analysis

Highlights

* students undertaking this course will be encouraged to attend as many live performances and music concerts as possible. The School regularly offers
students the opportunity to attend performances by companies such as Opera Australia and Melbourne Symphony Orchestra
• VCE Music Recital and VCE Performing Arts Recital

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 3
Outcome 1 – interpret and perform a range of selected solo and group works in a prepared performance program(s)
Outcome 2 – perform, on their main instrument, technical work and exercises that will enhance the performance of the selected solo and ensemble works, and works that demonstrate unprepared performance skills
Outcome 3 – recognise, write and transcribe melodies and chords and analyse selected pre-recorded works through identification and description of musical characteristics

Unit 4
Outcome 1 – interpret and perform accurately and artistically selected solo and group works in a range of styles and/or characters
Outcome 2 – demonstrate a range of performing techniques on their main instrument in order to enhance artistry in performance and works that demonstrate unprepared performance skills
Outcome 3 – recognise, write and transcribe melodies and chords and analyse music through identifying and describing musical characteristics in a selected pre-recorded work, and make critical responses to that work

The student’s level of achievement for Units 3 & 4 will be determined by:

• Units 3 & 4 School-assessed coursework (30%)
• end-of-year solo performance examination (50%)
• end-of-year aural and written examination (20%)

Recommendations
As students undertaking this sequence must perform works from a Prescribed Works List, it is strongly recommended that they be of a quite high playing standard in order to do justice to their efforts. It is also highly recommended that students have previously undertaken Units 1 & 2 Music Performance.

VCE Visual Communication Design
Units 1 – 4

Students gain an understanding of visual communication and learn how to interpret and produce a range of visual communication. They:
VCE Visual Communication Design
Units 1 & 2

Unit 1

Areas of study in Unit 1 are:

• Drawing as a means of communication:
  – Observational - freehand drawing from direct observation using a range of media to show form, texture and realistic scale and proportion of objects in relation to one another
  – Visualisation – thinking drawing to communicate ideas
  – Presentation – refined drawings that demonstrate an understanding of selected media and materials using manual and digital methods. This will include instrumental drawing, using:
    - paraline projections
    - third-angle orthogonal projections
    - one-point and two-point perspective

• Design elements and principles of design and their application in visual communication.

• How a visual communication has been influenced by past and contemporary practices and by social and cultural factors.

Unit 2

Areas of study in Unit 2 are:

• Technical drawing in context
• Type and imagery
• Applying the design process
**Assessment**

To achieve an ‘S’, students must achieve the following outcomes:

**Unit 1**

*Outcome 1* – create drawings for different purposes using a range of drawing methods, media and materials

*Outcome 2* – select and apply design elements and design principles to create visual communications that satisfy stated purposes

*Outcome 3* – describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors

Assessment tasks will include:

- observational, visualisation and presentation drawings using manual and digital methods
- final presentations using manual and digital methods
- a written, oral or annotated visual report
- examination

**Unit 2**

*Outcome 1* – create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field

*Outcome 2* – manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright

*Outcome 3* – engage in stages of the design process to create a visual communication

Assessment tasks will include:

- a folio of:
  - typography and image ideas created using manual and digital methods
- technical work created using manual and digital methods
- a written or oral report analysing historical and contemporary design examples
- a folio demonstrating the design process created using manual and digital methods
- final presentations using manual and digital methods
- examination

**VCE Visual Communication Design Units 3 & 4**

**Unit 3**

Areas of study in Unit 3 are:

- Analysis and practice in context
  - students explore a range of existing visual communications in the communication, environmental and industrial design fields
- Design industry practice
  - students investigate how the design process is applied in industry to create visual communications
- Developing a brief and generating ideas
  - students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas

**Unit 4**

Areas of study in Unit 4 are:

- Development of design concepts
  - students focus on the design process stages of the development of concepts and refinement.
Using separate design processes, students develop and refine design concepts that satisfy each of the needs of the brief established in Unit 3

• Final presentations
  – the focus is on the final stage in the design process, the resolution of presentations. Students explore ways of presenting their final visual communication that attract and engage the target audiences

• Evaluation and explanation
  – students devise a pitch to present and explain their visual communications

**Assessment**

To achieve an ‘S’ in Unit 3, students must achieve the following outcomes:

*Outcome 1* – create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications

*Outcome 2* – describe how visual communications are designed and produced in the design industry and explain factors that influence these practices

*Outcome 3* – apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief

To achieve an ‘S’ in Unit 4, students must achieve the following outcomes:

*Outcome 1* – develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief

*Outcome 2* – produce final visual communication presentations that satisfy the requirements of the brief

*Outcome 3* – devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief

The student’s level of achievement for Units 3 & 4 will be determined by:

• Unit 3 School-assessed coursework (20%)
• School-assessed task (practical folio) (40%)
• Unit 4 School-assessed coursework (5%)
• end-of-year examination (35%)

**Recommendation**

Students are advised not to undertake Units 3 & 4 without doing Units 1 & 2 first, although it has been permitted in certain circumstances. Units 1-2 is the entry point for the subject at Ivanhoe Girls’, which means there is a huge amount of groundwork to cover in the first two semesters. It is essential that students entering Unit 3 have an understanding of this in order to reach their potential in the subject.
VCE Health & Human Development
Units 1 - 4

Aims
Health and Human Development has a set of aims designed to:

• develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of prenatal, childhood, youth and adulthood
• develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development
• develop an understanding that variations in health and human development are influenced by a range of determinants including biological, behavioural and social factors, as well as physical environments
• critically examine health and human development from an individual, a community, a national and a global perspective
• develop an understanding of the interdependencies between health, human development and sustainability
• identify, develop and evaluate behaviours and strategies that promote health and human development
• analyse the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally

Learning Focus
Fundamental to both Units is the study of:

• the issues that have an impact on the health and individual development of Australians
• the range of determinants which can have an impact on future health and development

The topics studied in Unit 1 are:

• understanding concepts of youth health and human development and the interrelationships that exist between them
• measurement of health status and biological determinants of health including genetics, body weight and hormones
• youth health issues and the importance of nutrition and the consequences of nutritional imbalance on health and human development
• food models as tools to promote healthy eating
• the major functions of nutrients
• behavioural, physical and social environments determinants of health and human development including seeking help from health professionals, access to recreational facilities and family cohesion

Areas of study in Unit 1 are:
• understanding youth health and human development
• youth issues

The topics studied in Unit 2 are:
• understand the health and development of Australia’s unborn children including the process of fertilisation, the features of the stages of pregnancy and the health of the pregnant woman. Determinants that act as a risk factor or protection factors
• understand the health and development of children from birth to twelve years of age including breastfeeding, oral hygiene and vaccination. Determinants that act as a risk factor for asthma, falls and injury, food allergies and juvenile arthritis. Government, community and personal strategies to promote health
• understand the health status and development of Australia’s adults including the physiological changes associated with ageing. Determinants of health such as blood pressure, blood cholesterol alcohol and drug use, workplace safety and social connections

Areas of study in Unit 2 are:
• prenatal health and individual development
• child health and individual development
• adult health and individual development

**Highlights**
• excursions to community agencies which provide specialised services to adolescents are included.

**Assessment**
To achieve an ‘S’, students must achieve the following outcomes:

**Unit 1**

*Outcome 1* – describe the dimensions of, and the interrelationships within and between, youth health and individual human development, and analyse the health status of Australia’s youth using appropriate measurements

*Outcome 2* – describe and explain the factors that have an impact on the health and individual human development of Australia’s youth, outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development

**Unit 2**

*Outcome 1* – describe and explain the factors that affect the health and individual human development during the prenatal stage

*Outcome 2* – describe and explain the factors that affect the health and individual human development of Australia’s children

*Outcome 3* – describe and explain the factors that affect the health and individual human development of Australia’s adults

Assessment tasks for each unit are selected from the following:
• a case study analysis
• a data analysis
• a visual presentation e.g. mind map, poster or presentation file
• a multimedia presentation
• an oral presentation
• a test
• a written report
• a written response
• examinations

Recommendation
There are no prerequisites for entry into Units 1 & 2.

VCE Health & Human Development
Units 3 & 4

Learning Focus
Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries, however, health is not shared equally by all. The health status of Australians can be measured in many ways. The National Health Priority Areas (NHPA) initiative provides a national approach that aims to improve health. Funding for the Australian health system is both government and non-government. There is a global perspective on achieving sustainable improvements in health and human development. The United Nations human development program is encapsulated in the Millennium Development Goals. Australia’s government and non-government overseas programs aim to reduce poverty and improve human development in developing countries.

Areas of study in Unit 3 are:
• understanding Australia’s health
• promoting health in Australia

The topics studied in Unit 3 are:
• define key health terms
• use and interpret data to compare the health status of Australia’s population with that of other developed countries
• use and interpret data to compare the health status of selected population groups within Australia
• use the determinants of health to explain differences in the health status of Australians and between population groups
• explain and justify one health promotion program that addresses each NHPA
• explain the role of nutrition in addressing specific conditions within the NHPAs, including the functions and major food sources of relevant nutrients.
• analyse the different models of health and health promotion
• identify and explain key components of Australia’s health system
• describe the role of VicHealth including the mission and strategic priorities
• identify the principles of the social model of health evident in a VicHealth project
• explain and draw informed conclusions about the role of government and non-government agencies in promoting healthy eating

Areas of study in Unit 4 are:
• introducing global health and human development
promoting health and human development globally

The topics studied in Unit 4 are:

• define human development and sustainability concepts
• use, interpret and analyse data to draw informed conclusions about the health status and human development of developing countries compared to Australia
• compare factors that influence the health status and human development of Australia and developing countries
• describe the eight UN’s Millennium Development Goals, their purpose and reasons why they are important
• evaluate the progress towards the Millennium Development Goals
• identify and explain different types of aid and evaluate their contribution towards achieving global health and sustainable human development
• describe the role of international and Australian government and non-government agencies and organisations in promoting global health and sustainable development
• interpret and analyse data
• analyse and evaluate aid programs in terms of the elements of sustainability and their contribution to health and sustainable human development
• analyse the interrelationships between health, human development and sustainability in a range of scenarios

Assessment

To achieve an ‘S’, students must achieve the following outcomes:

Unit 3

Outcome 1 – compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status

Outcome 2 – discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health

Unit 4

Outcome 1 – analyse factors contributing to variations in health status between Australia and developing countries, and evaluate progress towards the United Nations’ Millennium Development Goals

Outcome 2 – describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationships between health, human development and sustainability

The student’s level of achievement for Units 3 & 4 will be determined by:

• Unit 3 School-assessed coursework (25%)
• Unit 4 School-assessed coursework (25%)
• end-of-year examination (50%)
VCE Physical Education
Units 1 - 4

VCE Physical Education Units 1 - 4 examines:
• the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity.
• the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

Aims
This study enables students to:
• understand the social, environmental, cultural, biological, psychological and physiological factors that influence participation in physical activity
• develop a critical perspective on physical activity across the lifespan
• investigate the promotion of physical activity in a variety of settings
• examine how the body systems work together to produce movement
• examine performance enhancement in terms of training programming and recovery, biomechanics, sport psychology, risk management and ethics
• analyse the processes associated with skill development and coaching and strategies and tactics used within game situations
• use practical activity to enhance the theoretical understanding of physical performance

VCE Physical Education
Units 1 & 2

Learning Focus
Units 1 & 2 students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement. Students also explore a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. They are introduced to physical activity and the role it plays in the health and wellbeing of the population. They explore a range of factors that influence participation in regular activity. Through a range of practical activities students develop an appreciation of the manner in which the theoretical component of the course can be incorporated in practical situations to enhance performance.

The topics studied in Unit 1 are based on ‘Bodies in Motion’ and include:
• The musculoskeletal system
• The cardiovascular and respiratory systems
• Energy systems
• Biomechanical principles
Areas of study in Unit 1 are:

- Body systems and human movement
- Biomechanical movement principles
- Detailed study – injury prevention and rehabilitation

The topics studied in Unit 2 are based around ‘Sports coaching and physically active lifestyles’ and include:

- Understanding sports coaching
- Skill learning principles
- Decision making in sport
- Physically active lifestyles
- Promoting active living

Areas of study in Unit 2 are:

- Effective coaching practices
- Physically active lifestyles
- Decision-making in sport

**Assessment**

To achieve an ‘S’, students must achieve the following outcomes:

**Unit 1**

*Outcome 1* – collect and analyse information from, and participate in, a variety of practical activities to explain the musculoskeletal, cardiovascular and respiratory systems function and how the aerobic and anaerobic pathways interact with the systems to enable human movement

*Outcome 2* – collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles

*Outcome 3* – observe, demonstrate and explain strategies used to prevent sport injuries and evaluate a range of techniques used in the rehabilitation of sports injuries

**Unit 2**

*Outcome 1* – demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach

*Outcome 2* – collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behavior, and create and implement strategies that promote adherence to the National Physical Activity Guidelines

*Outcome 3* – explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports

Assessment tasks for this unit may include:

- written reports
- tests
- oral reports
- practical activities
- case study analysis
- multimedia presentation
- examinations

**Highlights**

- students participate in a rockclimbing session at the Hardrock climbing centre
- Bounce Trampoline Centre
- MSAC wave rider
- excursion to the Ace Go-Kart track in Sunshine

**Recommendations**

A global grade of C or above in Year 10 Science is recommended.
VCE Physical Education
Units 3 & 4

Learning Focus
Units 3 & 4 focus on physical activity and sedentary behaviour from a physiological and participatory perspective. They investigate the contribution of energy systems to performance in physical activity and explore the causes of fatigue and consider various strategies used to delay and manage fatigue and to promote recovery. Students undertake an activity analysis and participate in a training program designed to improve selected fitness components. Students learn to critically evaluate different nutritional, physiological and psychological strategies that can be used to enhance performance, and look at the rationale for banning or inclusion of various practices from sporting competition.

Areas of study in Unit 3 are:
• Monitoring and promotion of physical activity
• Physiological responses to physical activity

The topics studied in Unit 3 are:
• National Physical Activity Guidelines
• Strategies for promoting physical activity
• Acute responses to exercise
• Energy systems
• Fatigue and recovery mechanisms

Areas of study in Unit 4 are:
• Planning, implementing and evaluating a training program
• Performance enhancement and recovery practices

The topics studied in Unit 4 are:
• Fitness training methods and principles
• Assessment of fitness
• Chronic training adaptations
• Recovery strategies
• Performance enhancement (legal and illegal)

Highlights
• excursion to an exercise laboratory – this is a combination of a lecture and practical fitness testing session

Assessment
To achieve an ‘S’, students must achieve the following outcomes:
Unit 3
Outcome 1 – analyse individual and population levels of sedentary behavior and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Activity Guidelines
Outcome 2 – use data collected in practical activities to analyse how the major body and energy systems work together to enable movement to occur, and explain the fatigue mechanisms and recovery strategies
Unit 4

Outcome 1 – plan, implement and evaluate training programs to enhance specific fitness components

Outcome 2 – analyse and evaluate strategies designed to enhance performance or promote recovery

The student’s level of achievement for Units 3 & 4 will be determined by:

• Unit 3 School-assessed coursework (25%)

• Unit 4 School-assessed coursework (25%)

• end-of-year examination (50%)

Recommendation

A global grade of C or above in VCE Physical Education 1 & 2 is highly recommended.
Languages - Chinese

The study of Chinese is offered at three levels in the VCE - Chinese First Language, Chinese Second Language and Chinese Second Language Advanced.

Entry into these levels is determined by VCAA eligibility criteria. Chinese Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1 (i.e. in Years 7-10). It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully. Chinese Second Language Advanced is designed for students who will have had more experience of Chinese.

Students should see the Chinese Coordinator to find out VCAA eligibility requirements. Once applications are completed they are forwarded to VCAA who determine eligibility for the appropriate Chinese level.

Key Skills

Language students are encouraged to consider the implications of interaction with other people in a different language. Our courses encourage students to:

• enjoy the study of a language other than English
• recognise differences in a way of life, language and culture other than the student’s own
• develop skills in listening, speaking, reading, writing and pronunciation that enable them to cope in everyday language situations and/or continue to develop language skills

Students are reminded of the advantages of taking a language at VCE level in relation to their ATAR score for tertiary entry.

VCE Chinese First Language Units 1 - 4

There are three prescribed themes:

• The individual
• The Chinese-speaking communities
• The changing world

VCE Chinese First Language Units 1 & 2

Learning Focus

The topics studied during Units 1 & 2 may include combined issues under the themes of personal beliefs and ideals, contributing to the community, lifestyles, arts and entertainment, the nature and future of work.

Highlights

• opportunity to participate in the biennial trip to China organised by the School
• oral language classes with a language assistant, one class per cycle

Assessment

To achieve an ‘S’, students must achieve the following outcomes:
Unit 1

Outcome 1 – establish and maintain a spoken or written exchange related to an issue of interest or concern
Outcome 2 – listen to, read and organise information and ideas from spoken and written texts
Outcome 3 – produce a personal response to a fictional text

Unit 2

Outcome 1 – participate in a spoken or written exchange focussing on the resolution of an issue
Outcome 2 – listen to, read, extract and compare information and ideas from spoken and written texts
Outcome 3 – produce an imaginative piece in spoken or written form

Each unit of work includes:
• tests in the four major language skill areas – listening, speaking, reading and writing
• semester examinations

Recommendation

A global grade of C or above in Year 10 Chinese is recommended.

VCE Chinese First Language Units 3 & 4

Learning Focus

The topics studied during Units 3 & 4 may include combined issues under the themes of personal identity, education, recreation and leisure, travel experience, history and culture, schooling, lifestyle, geography, youth issues and the world of work.

Assessment

To achieve an ‘S’, students must achieve the following outcomes:

Unit 3

Outcome 1 – express ideas through the production of original texts
Outcome 2 – analyse and use information from spoken texts
Outcome 3 – exchange information, opinions and experiences

Unit 4

Outcome 1 – analyse and use information from written texts
Outcome 2 – respond critically to spoken and written texts which reflect aspects of language and culture

The student’s level of achievement for Units 3 & 4 will be determined by:
• Unit 3 School-assessed coursework (25%)
• Unit 4 School-assessed coursework (25%)
• end-of-year oral examination (10%)
• end-of-year written examination (40%)

VCE Chinese Second Language Units 1 – 4

There are three prescribed themes:
• the individual
• the Chinese-speaking communities
• the changing world
VCE Chinese Second Language Units 1 & 2

**VET Certificate III in Mandarin**

On successful completion of their study of VCE Units 1 & 2, students are also eligible to receive a VET Certificate III in Mandarin. Only students deemed eligible by VCAA for Chinese Second Language may enrol in these Units.

**Learning Focus**

This study is designed to enable students to:

- use Chinese to communicate with others
- understand and appreciate the cultural contexts in which Chinese is used
- study other cultures
- understand language as a system
- make connections between Chinese and English
- apply Chinese to work, further study, training or leisure

**Highlights**

- opportunity to participate in the biennial trip to China organised by the School
- oral language classes with a language assistant, one class per cycle
- students may apply to attend an intensive language program in China for four weeks at the end of each year

**Assessment**

To achieve an ‘S’, students must achieve the following outcomes:

**Unit 1**

*Outcome 1* – establish and maintain a spoken or written exchange related to personal areas of experience

*Outcome 2* – listen to, read and obtain information from spoken and written texts

*Outcome 3* – produce a personal response to a text focussing on a real or imaginary experience

**Unit 2**

*Outcome 1* – participate in a spoken or written exchange related to making arrangements and completing transactions

*Outcome 2* – listen to, read, and extract and use information and ideas from spoken and written texts

*Outcome 3* – give expression to real or imaginary experiences in spoken or written form

Each unit of work includes:

- tests in the four major language skill areas – listening, speaking, reading and writing
- end-of-semester examination, both written and oral

VCE Chinese Second Language Units 3 & 4

**Learning Focus**

Units 3 & 4 focus on the students’ understanding of the language and culture of the Chinese-speaking community through texts.

Students are expected to:

- recall most of the main ideas, objects and details presented in a topic
- identify relevant information and ideas from spoken texts
- discriminate and use appropriate pronunciation, tone, intonation and metre
- use a range of strategies to assist in listening comprehension
• express information and impressions effectively in oral interactions
• demonstrate awareness of the needs of the listener or reader, and sensitivity to cultural aspects
• read texts and identify and extract the main ideas and detailed information
• identify characteristics of the kind of writing in relation to the audience/s and purpose/s
• create correct types of writing for specific audiences and purposes
• write paragraphs and extended responses, using appropriate Chinese characters related to the topic

Each unit of work includes tests in the four major language skill areas – listening, speaking, reading and writing.

The student’s level of achievement for Units 3 & 4 will be determined by:
• Unit 3 School-assessed coursework (25%)
• Unit 4 School-assessed coursework (25%)
• end-of-year oral examination (12.5%)
• end-of-year written examination (37.5%)

VCE Chinese Second Language Advanced Units 3 & 4

The areas of study, outcomes and assessment are common to Units 3 & 4 of Chinese Second Language. However, there are modified tasks and assessment criteria. The modified requirements include extended reading, writing longer pieces and a wider range of vocabulary.

Students who wish to enrol in this study must complete application forms giving details of their background in Chinese. Their eligibility for enrolment will be assessed by VCAA.

VCE French Units 1 – 4

Study of French at these levels is designed to enable students to:
• use French to communicate with others
• understand and appreciate the cultural contexts in which French is used
• understand their own culture(s) through the study of other cultures
• understand language as a system
• make connections between French and English, and/or other languages
• apply French to work, further study, training or leisure

Overall Learning Focus
The following are common to all four Units of the study:
• themes and topics (the individual, French-speaking communities and the changing world)
• text types
• kinds of writing and expression
• grammar
• vocabulary
These are drawn upon in an integrated way as appropriate to the needs of the student.

VCE French Units 1 & 2

Learning focus
Themes from Units 1 & 2 are reinforced. Additional themes are:
• Personal world
• Education and aspirations
• Arts and entertainment
• The world of work
• Lifestyles
• Text types
  – informal and formal letters, notes, emails, messages and invitations
  – articles, reviews, editorials, discussions and reports
  – leaflets and advertisements
  – personal profiles, resumés
  – stories
  – conversations, announcements, news items and scripts for a speech
• Kinds of writing and expression – personal, imaginative and informative
• Grammar – the appropriate and accurate use of verbs, adverbs, nouns, articles, adjectives, pronouns, prepositions, conjunctions and sentence and phrase types as outlined in the VCE French Study Design
• Vocabulary – as appropriate to support expression of the above

Highlights
• students may apply to go on exchange to France with School approved schemes
• one lunchtime class per cycle with a conversation assistant

Assessment
To achieve an ‘S’, students must achieve the following outcomes:

Unit 1
Outcome 1 – establish and maintain a spoken or written exchange related to personal areas of experience
Outcome 2 – listen to, read and obtain information from spoken and written texts
Outcome 3 – produce a personal response to a text focussing on real or imaginary experience
Unit 2

Outcome 1 – participate in a spoken or written exchange related to making arrangements and completing transactions

Outcome 2 – listen to, read, and extract and use information and ideas from spoken and written texts

Outcome 3 – give expression to real or imaginary experience in spoken or written form

Each unit of work includes:
• end-of-semester oral and written examination

Recommendation

A global grade of C or above in Year 10 French is recommended.

VCE French

Units 3 & 4

Text types
• informal and formal letters, notes, emails, messages and invitations
• articles, reviews, editorials, discussions and reports
• leaflets and advertisements
• personal profiles, resumés
• stories
• conversations, announcements, news items and scripts for a speech
• journal entries

Kinds of writing and expression – personal, imaginative, informative, persuasive and evaluative

Grammar – the appropriate and accurate use of verbs, adverbs, nouns, articles, adjectives, pronouns, prepositions, conjunctions and sentence and phrase types as outlined in the VCE French Study Design

Vocabulary – as appropriate to support expression of the above

Learning Focus
• Historical perspectives
• Social issues
• Scientific and technological issues
• Detailed study of a school selected topic

Highlights
• one class per week with a conversation assistant
• French films
• French Saturday – students come in to school to sit the previous year’s VCAA examination paper under test conditions, have a French lunch and participate in workshops focusing on different aspects of the end-of-year examination

Assessment

To achieve an 'S', students must achieve the following outcomes:
Unit 3

Outcome 1 – express ideas through the production of a 250 word personal or imaginative written piece

Outcome 2 – analyse and use information from spoken texts to answer questions in French

Outcome 3 – exchange information, opinions and experiences in a three to four minute role-play focusing on the resolution of an issue

Unit 4

Outcome 1 – analyse and use information from written texts to answer questions in French and English

Outcome 2 – respond critically to spoken and written texts which reflect aspects of the language and culture of the French-speaking communities in two separate tasks:

• Task A: complete a 250-300 word informative, persuasive or evaluative written response
• Task B: undertake a three to four minute interview on an issue related to texts studied

The student’s level of achievement for Units 3 & 4 will be determined by:

• Unit 3 School-assessed coursework (25%)
• Unit 4 School-assessed coursework (25%)
• end-of-year oral examination (12.5%)
• end-of-year written examination (37.5%)
Physical Recreation

Year 11

Physical Education emphasises creating an environment favouring the development of a life-long, physically active lifestyle. The focus of the Year 11 Physical Recreation course is to enhance physical fitness and assist in general wellbeing. Girls are encouraged to develop a knowledge of the recreational facilities in the community.

Activities include:
• fitness activities
• major games
• minor games
• relaxation
• yoga
• pilates
• massage
• zumba

Highlights
• basic self-defence course
• guest presenters (e.g. bellydance, yoga etc)

Religious Education: Ethics Year 11

Learning Focus
This course is designed to introduce girls to the nature of ethics and moral decision-making in contemporary society. It involves reflection on what is 'right' and 'wrong' when applied to human decisions. Students will learn that choices are basic to being human and that ethics concerns the argument and reasoning behind the choices made by individuals and groups within society.

As the course develops a number of topics will be introduced. These include the following:
• Organ donation and transplants
• Crime and punishment
• Euthanasia/abortion
• Media

Highlights
• guest speakers (speakers with particular expertise on ethical issues are included in the course)

Assessment
• a workbook including reflective comments written in class on each topic, responses to guest speakers’ presentations and class exercises
• an exam each semester, which will include an essay and a case study on topics studied during the semester and will be graded
**Fee Payment For Students Studying A Subject Outside The School**

Where an Ivanhoe Girls’ Grammar School student is enrolled in any study through another school or provider, the student’s family will be responsible for payment of all required fees, including any additional levies applying to students from non-Government schools and full fee paying overseas students (FFPOS) enrolments, except where one of the following applies:

- The student is continuing a Language study commenced in her previous school, and not offered here, where the student has entered Ivanhoe Girls’ after Year 7 level. The student’s study of this language must not have lapsed by more than one year prior to the student seeking enrolment through the external provider.

- The student is a full-fee paying overseas student who is continuing a Language study which was commenced in her previous school, or which is in her own first language, where that language is not available to the student in this school.

- The student is seeking to undertake a study which is a prerequisite study for a tertiary course for which she intends to apply, where the subject cannot be made available within the School timetable. (Note that this provision does not apply to any subject which the student may wish to study but which is not a formal prerequisite for an applicable tertiary course.)

In any of the three cases above, Ivanhoe Girls’ Grammar School will cover the cost of any additional fee levies for students from non-Government schools and for FFPOS enrolments. Otherwise, all costs will need to be accepted by the student’s family.

**Note:** Under no circumstances will students be permitted to study a language outside the School, if it can be offered within the School.
Distance Education - “Correspondence School” Studies

Where a student needs to study a subject which cannot be offered at our School either at all or within the student’s own timetable, an option which may be considered is undertaking the subject by Distance Education. It should be noted that the School does not recommend study by Distance Education unless there are absolutely exceptional circumstances. These include that the student has a clear need for the subject being considered and that she is a very highly motivated and independent learner. Maintaining commitment throughout the year in a correspondence-based study is exceptionally difficult and many students who commence such studies find that they cannot sustain the independent effort required.

The Distance Education Centre of Victoria is a unit of the Department of Education and it will not enrol students directly. Because it has a policy of requiring the exceptional circumstances to be documented and verified, it accepts applications to study a subject only through the prospective student’s home school. Any students and their parents contemplating a Distance Education study should discuss this in the first instance with the Head of Senior School, who will explain the enrolment process and criteria for acceptance.

There is a fee payable for all Distance Education enrolments. This fee is generally payable by the student, not the School, except under the special circumstances outlined in the separate policy statement.

The Cooerwull Centre.
School Expectations of Students

General Expectations
At Ivanhoe Girls’ Grammar School we seek to provide educational and cultural experiences that will encourage each girl to develop:

• self-discipline and self-respect
• honesty and trust
• courtesy and sensitivity to the needs of others
• a desire to strive for excellence in all forms of endeavour
• pride in the School and positive, constructive behaviour which demonstrates this pride
• care in personal appearance and grooming
• a proper regard for personal safety and the safety of others
• respect and care for School property and the environment
• a sense of commitment to her School by attendance at all major School functions e.g. Celebration Night, Cathedral Services, House and School sports carnivals and other special events

Specific Expectations
Girls should treat all members of the School community with courtesy and respect at all times. General standards of courtesy include:

• treating the views of others with respect
• being attentive when others are speaking
• answering pleasantly when spoken to
• showing consideration for others when waiting in queues and crowded corridors

Girls should respect the right of other girls to learn without disruption.

Each girl must be prepared to accept responsibility for her own progress and development.

To maximise opportunities for learning girls should:

• attend School punctually, adequately prepared for class with folders, books, uniform and other equipment organised (any girl who arrives late must first register her attendance at Student Services)
• be punctual for all classes, assemblies, tutor periods, House meetings and other activities. Unavoidable lateness should be accompanied by a note to the Tutor or class teacher (absence from class is unacceptable, unless prior permission has been given by the Level Coordinator or other senior staff member)
• be cooperative with staff and other girls to facilitate learning
• respect the rights of both individuals and group members in the case of group work
• use time and resources efficiently
• recognise that adequate time will need to be devoted to homework and revision
• ensure that work is completed on time

Girls must be neat, tidy and well-groomed wearing the correct uniform. General uniform expectations are:

• that the only acceptable outer garments to be worn outside the School are the winter skirt and blazer and the summer dress with or without blazer
• that watches, school badges and one pair of plain silver or gold ear studs in the lobe of each ear are the only acceptable jewellery or badges. No other jewellery or badges are
considered appropriate with School uniform
- hairstyles should be appropriate for School uniform (extremes of style or colour are unacceptable)

All girls must be prepared to contribute to the maintenance of a safe, clean and pleasant environment by:
- leaving their surroundings clean and tidy after use
- participating in clean-up duties from time to time

The respect of the personal property of others is of great importance. This includes:
- obtaining permission to borrow personal or School property
- each girl accepting responsibility for her own belongings. The lockers that are provided, with combination locks, are expected to be kept locked at all times
- personal valuables (including audio equipment) and large sums of money not being brought to School. Where this is unavoidable these should be taken to the Administration Office or Staff Centre Reception for safe keeping
- checking the ‘lost property cupboard’ for items that are missing

Girls will be expected to uphold the good name of the School and bring credit to themselves in travelling to and from School and in their street behaviour. Expected behaviour includes:
- correct wearing of School uniform
- self-disciplined and sensible behaviour on public transport, taking into account the rights and needs of others
- courteous and discreet behaviour in the streets and shopping centres
- using the appointed crossings when crossing Upper Heidelberg Road and Noel Street
- avoiding the back lanes from the station and adjoining buildings
- remaining within the School grounds during School hours unless permission is given by the Deputy Principal and Head of Senior School or the Level Coordinator. Permission may be refused unless a written request is made by parents

Girls should understand that any behaviour which brings disgrace upon individuals or the School, will be regarded with the utmost seriousness.

**Very Serious Offences**

There are some behaviours which are totally unacceptable at Ivanhoe Girls’ Grammar School and will be dealt with seriously. These may well result in suspension, probation or other appropriate action by the Principal or Deputy Principal and Head of Senior School. Probation means that in the breaking of any other School rule a girl may forfeit her right to belong to Ivanhoe Girls’ Grammar School.

Such behaviours include:
- unauthorised absence from School
- bullying
- cheating
- stealing
- defacing personal and/or School property
- smoking
- drinking alcohol

Girls and parents need to understand that any behaviour which may jeopardise the good standing of the School may result in a girl forfeiting her place at Ivanhoe Girls’ Grammar School.
Bringing to School or being in possession of or using any illicit drug(s) at School or when engaged in School activities will result in dismissal.

**Senior School Uniform Regulations**

The following expectations are put in place to ensure girls represent their School with pride.

**Blazers:** Outside the School grounds blazers must be worn with winter uniform and may be worn with summer uniform. Blazers must always be worn for formal assemblies.

**Jumpers/ Vests:** Are not at any time an acceptable top garment outside the School grounds (summer dresses and blazers are).

**Shoes:** Dark brown leather lace-up shoes or t-bar sandals.

**Pantyhose/ Socks:** Chocolate brown socks must be worn with the winter uniform. White socks are worn with the summer uniform. Ultra-short, anklet socks are not acceptable.

**Gloves:** Only dark brown gloves are acceptable.

**Scarves:** Only chocolate brown or chocolate brown and cobalt blue regulation scarves are permitted with the uniform.

**Hair:** Hair must be neat at all times and for safety reasons must be tied back in laboratories and Food and Technology areas. Only brown or cobalt blue ribbons are to be worn with the winter uniform and white, cobalt blue or brown ribbons with the summer uniform.

**Underwear:** Underwear (including T-shirts) must not be visible.

**Cosmetics:** Coloured nail polish, lipstick, eye make-up or any other visible cosmetics are not permitted.

**Jewellery:** Girls with pierced ear-lobes may wear one pair of simple gold or silver studs. Girls may wear a watch, but NO OTHER piece of jewellery. Earrings or sleepers of a larger size or earrings with a coloured stone are not permitted. Religious symbols or insignia of any kind must not be worn visibly.

**Sun Cap:** In Terms 1 and 4 the wearing of the School sun cap is compulsory when undertaking lessons outdoors, including Physical Education and sport training. The cap may also be worn while outdoors during recess and lunchtimes. However the cap is not intended to be worn while travelling to and from School in formal uniform.

**School Hat:** The optional Dress Hat can be worn to and from School with Summer Uniform

Temporary permission to be excused from compliance with uniform requirements because of exceptional circumstances must be sought in writing from the Deputy Principal and Head of Senior School.

Students are expected to be in summer uniform in Terms 1 and 4 and in winter uniform in Terms 2 and 3 (with a two week changeover period at the beginning of Terms 2 and 4).
Senior School Uniform Requirements

All Year Uniform items
- Brown School blazer
- Cobalt blue V-neck jumper
- Dark brown leather lace up shoes or t-bar sandals
- School bag

Optional items:
- cobalt blue V-neck sleeveless vest
- blue anorak raincoat
- boater hat

Please note that outside the School grounds blazers must be worn with winter uniform and may be worn with summer uniform. Blazers must always be worn for formal Assemblies. Jumpers may never be worn as the outer garment travelling to and from School or when in public.

Summer Uniform
- Brown, blue and white checked cotton dress
- Cobalt blue V-neck jumper
- White socks, ankle or knee length
- White, brown or cobalt blue ribbons or scrunchies
- School sports cap

Optional items:
- jill blouse - short sleeved summer shirt*
- cobalt blue V-neck sleeveless vest
- tailored skirt* (optional in Terms 1 and 4. Compulsory item in Terms 2 and 3)
- boater hat (optional)

* The tailored skirt and the jill blouse may be worn throughout the year except on formal occasions, such as Celebration Night or other major School events.

Winter Uniform
- Long sleeve white pin-striped shirt
- Cobalt blue V-neck jumper
- Tailored skirt
- Tie (compulsory on all formal occasions e.g. Celebration Night or other major School events)
- Chocolate brown tights or knee length brown socks
- Brown or cobalt blue ribbons or scrunchies

Optional items:
- jill blouse*
- cobalt blue V-neck sleeveless vest
- brown gloves
- plain dark brown scarf or brown and cobalt blue scarf

* Students may wear the short sleeve summer shirt, the jill blouse, with their tailored skirt in winter.

Physical Education (PE) Uniform
- Polo shirt
- Spray jacket
- Shorts
- Tracksuit pants - micro-fibre
- School sports cap
- School sports socks
- Predominantly white runners
- School crested black bathers and House swimming cap
- Sports bag

Optional items:
- rugby top
- athletics singlet
- netball skirt (low rise black bike shorts to be worn under netball skirt)
- hockey socks (hockey players only)
On-Campus Uniform Shop

The School uniform is available only from our Uniform Shop at Woolley House, 137 Marshall Street, Ivanhoe, which is operated by Bob Stewart of Kew.

The uniform shop’s normal weekly trading hours are currently:
- Monday: 8.00am - 2.00pm
- Tuesday: 12.00 noon - 5.00pm
- Thursday: 12.00 noon - 5.00pm
and the first Saturday of each month from 9.30am - 12.30pm

These hours are subject to on-going review and evaluation, in order to ensure the best possible service to School families.

Uniform Shop times are regularly published in the weekly School Newsletter.

Second Life Uniform Shop

The Second Life Uniform Shop operates from Woolley House, 137 Marshall Street, Ivanhoe. It is open on Thursday between 3.00pm and 4.00pm and on selected Saturdays as outlined in the Calendar for Parents which is distributed at the beginning of each year.
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