BILLANOOK COLLEGE
YEARS 7 - 12 CURRICULUM SUMMARY

The College Curriculum is underpinned by core learning areas, but also enriched by a wide range of exciting curriculum initiatives. Your child can choose projects and topics that cater to their own talents and personal interests - providing them with a passion for learning, and equipping them with the skills necessary to be life-long, inspired learners.

Our College Learning Framework is founded on three distinct types of learning experiences:

M Mastery Experience	D Discovery Experience	J Journey Experience
In - depth conceptual and skill based learning that comes from key learning area studies	Empowering students to leverage their innate and natural curiosity to learn both deeply and broadly through independent learning projects	Learning through community engagement and authentic learning experiences

DOMAIN OF STUDY	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 VCE UNITS 1 & 2	YEAR 12 VCE UNITS 3 & 4
ENGLISH Literacy and communication skills are our passport to thinking, expressing ourselves and participating in the world. The English course helps students become writers, speakers, listeners, thinkers, readers and presenters.	Students are encouraged to explore their imagination and describe their world as they focus on developing fundamental skills for creative writing. They consider varied opinions on topics of interest, and learn formal conventions for expressing their own views in writing. Through the exploration of text and film, students investigate issues relevant to their lives. Spoken and written language rules are explored in depth, and students engage in creative and conventional tasks designed to foster understanding of grammar, spelling and punctuation. By preparing and conducting a number of formal presentations, students are encouraged to develop their skills and confidence as effective and engaging communicators. Students are able to use and develop information technology skills in their research and creative presentation. They are also required to practise handwriting as part of the English curriculum.	Through creative writing tasks students build on the skills learned in Year 7, and begin to develop more complex techniques of characterisation and plot development. They read a wide variety of literature including short stories, poetry, autobiographies and novels. Through study of texts students advance their understanding of different people and societies, as well as beginning to identify and articulate views of their own society and individual development. Students explore print media and develop an understanding of the conventions of factual and opinionative writing. They learn the conventions of formal essay writing. Students continue to develop their knowledge of grammar, spelling and punctuation, and to hone their skills and confidence in verbal communication. Students continue to make use of information technology, particularly to assist in creative and oral presentations. They are also continually required to practise their handwriting.	Students at this stage have formed their views of the world and are looking for ways in which to articulate these to others. They are encouraged to express, explore and explain their ideas in formal and casual situations, both in writing and verbally. They develop increasingly complex creative writing skills, and are able to clearly articulate a point of view in a sustained piece of writing. The texts for study at Year 9 are widely varied in style and content. They encourage students to reflect on Australian society, to learn about the past and to imagine future worlds. Students also have their first introduction to studying Shakespeare. Students start to learn the fundamentals of analysis and argument when responding to texts and issues. While Year 9 students' writing becomes increasingly sophisticated, they are encouraged to retain a focus on the fundamental mechanics of language through completion of tasks aimed at developing their knowledge of grammar, spelling and punctuation. Students will pursue their own interests in reading, and will be encouraged to read outside their comfort zones to gain a broad perspective on the world they inhabit. Students have the opportunity to create animations, films and multimedia texts, and continue to be required to refine their handwriting skills.	**English** Students at Year 10 are expected to write increasingly sophisticated texts in which they articulate complex arguments and ideas. Through study of fiction and non-fiction texts, they explore ideas about society, personal development, responsibility and individual conscience. They examine topical issues in the media, and further their ability to analyse how writers use language and visual material to persuade. Students communicate orally in both formal and informal situations, and develop an understanding of how language use changes according to context. They are able to explore ideas through both creative and analytical tasks and activities, and continue to incorporate a range of information technology skills to organise and present their work. Many assessment tasks are also completed in class, and handwritten so that students can practise the skills they need for writing in examination conditions. **English Literature** Through study of Literature students are able to undertake challenging reading and extend their understanding of cultural representations of individuals and societies. Students are encouraged to explore a range of text types including poetry, film, novel and play. Students develop both creative and analytical responses to the texts studied. **English as an Additional Language (EAL)** This course is offered in Years 10, 11 and 12, specifically for International Students. While the course is varied to meet the specific needs of any given cohort of students, the focus at Year 10 is generally on developing comprehension and fluency in oral and written English. Students are encouraged to extend their vocabulary and knowledge of English grammar. They are guided to study English films, novels or short stories, and to discuss concepts relevant to these texts both orally and in writing. Students develop an understanding of the conventions of formal essay writing required for their VCE English studies.	**English** Students in Year 11 are able to express complex ideas when communicating with a range of different purposes and audiences. Through reading and responding to texts, students articulate an understanding of the way authors convey their views and values in relation to people and society. Students develop increasingly sophisticated vocabulary, with a specific focus on the way in which authors influence readers. Students also study texts within broader thematic contexts. They link the ideas presented in fiction and non-fiction texts with relevant historical and contemporary parallels, as well as exploring some pertinent philosophical and psychological concepts. Through study of topical issues in the media, students learn to analyse argument and the language writers use to persuade, as well as expressing and justifying their own point of view, based on a current debate in the media. **English Literature** In Year 11 Literature students explore both classic and contemporary texts, and begin to develop the ability to formulate and articulate cohesive interpretations of texts. They consider the ways different readers respond to texts, as well as learning to analyse how fiction may embody implicit and explicit views and values. Students have the opportunity to respond both creatively and analytically to the texts studied. They are encouraged to undertake more challenging reading and develop increasingly sophisticated language with which to express their ideas. **English as an Additional Language (EAL)** This course is offered in Years 10, 11 and 12, specifically for International Students. In Year 11 students read increasingly complex English texts, and respond to their ideas both orally and in writing. Students are encouraged to explore some texts within a broader thematic context, linking the ideas presented in fictional texts with historical and contemporary issues. Students look at topical issues in the media, and articulate their own reasoned and sustained point of view. They learn skills for summarising and recording point form notes on persuasive texts, and begin to identify how authors make language choices designed to influence readers.	**English** Students in Year 12 English build on and refine the skills learned in Years 10 and 11. They study ideas about individuals and society through analysing how they are represented in texts. Students build their ability to identify and articulate how authors have used language for specific purposes within the texts they study, as well as considering how texts can embody the author's views and values. Students consider some texts within a broader thematic context, and develop refined examination skills of the way specific correlating concerns can be explored in fiction, history, media, philosophy and psychology. Through an examination of topical issues in the media, students develop increasingly complex discussions of the language strategies used in persuasive pieces. They articulate their own sustained and reasoned point of view on a current issue in a formal oral presentation. **English Literature** In Year 12 Literature students explore both contemporary and classic writing and a range of text types, which can include poetry, plays, novels, short stories and non-fiction. They examine how different readers respond, through consideration of the way the interpretation of a text can be evident through both adaptation and critical discussion of the text. Students closely analyse the language of the texts studied, exploring how language choices can influence readers and embody explicit and implicit cultural views and values. They are also encouraged to respond creatively to texts, particularly through thoughtful imitation of an author's style. Throughout the year students develop their own interpretation of the texts they study, as well as the ability to articulate and justify their interpretation through close consideration of the author's language. **English as an Additional Language (EAL)** This course is offered in Years 10, 11 and 12, specifically for International Students. In Year 12 students read a range of English texts and explore their construction and thematic concerns in formal written responses. Students are encouraged to explore some texts within a broader thematic context, linking the ideas presented in fictional texts with historical and contemporary issues. Students look at topical issues in the media, and articulate their own reasoned and sustained point of view in a formal oral presentation. They develop their ability to quickly comprehend and summarise persuasive texts, and to identify how authors make language choices designed to influence readers.

> *"Communication skills are our passport to thinking and expressing ourselves."*
> *- Anonymous*

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MATHEMATICS Through their studies in Mathematics students learn to analyse data and model situations that occur in the world around them. They develop analytical skills and become problem solvers.	Year 7 Mathematics places an emphasis on understanding, fluency, problem solving and reasoning, and relating these strands to the real world around us. Topics include Whole Numbers, Fractions, Decimals, Ratios, Percentages, Measurement, Geometry, Introduction to Algebra and Equation Solving, Data Collection and Analysis. Students learn to apply scientific skills and knowledge to Mathematics. The use of technology assists students with their learning.	Year 8 Mathematics further expands on the Mathematical skills of understanding, fluency, problem solving and reasoning, and relating Mathematics to the world around us. Topics include Integers and Indices, Algebra, Statistics, Equations, Linear Equations, Measurement, Percentages, Rates and Ratios, Linear Graphs, Geometry and Probability. Students learn to apply scientific skills and knowledge to Mathematics. The use of technology continues to assist students with their learning.	Year 9 Mathematics is a continuation of the skills developed in Years 7 and 8. Pythagoras' Theorem, Trigonometry, Quadratic Equations and Graphs are explored, as are the continuing topics of Indices, Linear Graphs and Equations, Geometry, Statistics and Problem Solving. Students further their ability to apply scientific skills and knowledge to their Mathematical studies.	**Foundation Mathematics** This course is designed as an alternative course for students who need additional support in the basics of Mathematics and do not wish to pursue Mathematics in their VCE years. It is designed to provide students the opportunity to study units that are based on practical themes and applications. **General Mathematics** This course is designed for those students who want to extend their mathematical skills beyond a Year 10 level, focussing mainly on Measurement and Geometry, Statistics and Probability, and Linear and Non-Linear Relationships, rather than Mathematical Methods which has a more algebraic focus. **Mathematical Methods** This unit is very similar to the General Mathematics course but is more algebraic in focus. It forms the pathway to a higher level of Mathematics in VCE.	**General (Further) Mathematics** This course provides a range of non-calculus based topics for a broad range of students, and may be implemented in various ways to reflect student interest in, and applications of Mathematics. It incorporates topics that provide preparation for various combinations of studies at Units 3 and 4, and covers assumed knowledge and skills for those units. **Mathematical Methods** This is completely prescribed and provides an introductory study of simple elementary functions, Algebra, Calculus, Probability, and Statistics and their applications in a variety of practical and theoretical contexts. It is designed as preparation for Mathematical Methods Units 3 and 4, and covers assumed knowledge and skills for those units. **Specialist Mathematics** This comprises a combination of prescribed and selected non-calculus based topics, and provides courses of study for students interested in advanced study of Mathematics, with a focus on mathematical structure and reasoning. It incorporates topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.	**Further Mathematics** These units are designed to be widely accessible, and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed core are covered in specified topics from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics, but may also need to undertake some supplementary study of statistics content. **Mathematical Methods** Units are completely prescribed, and extend the study of simple elementary functions to include combinations of these functions - Algebra, Calculus, Probability and Statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, Science, Humanities, Economics and Medicine. **Specialist Mathematics** Units are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions, as well as other advanced Mathematics topics such as Complex Numbers, Vectors, Differential Equations, Mechanics and Statistical Inference. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

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SCIENCE Through their studies in Science, students will explore ideas in the areas of Biology, Physics, Chemistry and Psychology. Emphasis is placed on developing skills for a critical approach to information, and the ability to build and test an hypothesis.	Topics include the Nature of Science, Kitchen Chemistry, Forces, Classification, Chemical Separation, Adaptation to Aid Survival, and Sound. There is a strong focus on experimental and hands-on learning, with students sharing their observations using a range of digital media.	The course engages students in exploring Cells, Particles and Matter, Elements and Compounds, Rock Hunter, Roller Coaster Physics, Body System and Chemical Changes. When conducting experimental tasks students are encouraged to identify and construct questions and problems.	Year 9 Science has an emphasis on students understanding the Scientific Method of enquiry and fair testing, how to differentiate between science and pseudoscience, and on being able to design effective experiments. Students apply these skills to gain a better understanding of how Energy is transferred and recycled around the Earth, the rules behind how Atoms are combined to form molecules and how global patterns have formed varied Ecosystems. Students are challenged to develop their independent learning skills through a 'Blended Learning' unit. on Light.	**Science A** Students are introduced to the concept of genetics and how DNA contains the blueprint for all living things. They explore the ideas behind evolution. Physics is taught through an analysis of the motion and safety features of vehicles. The focus for Chemistry is on the reactions between atoms and ionic bonding. **Science B** Biology topics look into the microbes that cause diseases and how our body defends against them. Chemistry explores the Chemistry of Water, with students performing a detailed analysis on Billanook's own Brushy Creek. Physics and Psychology are investigated through an exploration of what it would take to conduct a Mission to Mars.	**Biology** In Unit 1 students explain what is needed by an organism to stay alive. They examine the cell as the structural and functional unit of life, and the requirements for sustaining cellular processes in terms of inputs and outputs. The focus in Unit 2 is on asexual and sexual reproduction, and the transmission of biological information from generation to generation. **Chemistry** In Unit 1 students investigate the chemical properties and practical applications of a range of materials including metals, polymers, nanomaterial and giant lattices. Unit 2 explores the physical and chemical properties of water, the reactions that occur in water, and various methods of water analysis. **Physics** Students explore some of the fundamental ideas and models used by physicists in an attempt to understand the world. Students consider thermal concepts, assessing the impact of human use of energy on the environment. Students also investigate how electricity can be manipulated and utilized. Unit 2 requires students to undertake a core study related to motion. Students explore the power of experiments in developing models and theories, culminating in a student-designed investigation. **Psychology** Students investigate the structure and functioning of the human brain, and the role it plays in the overall functioning of the nervous system. They explore brain plasticity, and the influence that brain damage may have on a person's psychological functioning. In the second semester students investigate how perception of stimuli enables a person to interact with the world around them, and how their perception of stimuli can be distorted.	**Biology** In Unit 3 students examine the key molecules and biochemical pathways involved in cellular processes both within the cell and between cells. Unit 4 considers the continual changes and challenges to which life on Earth has been subjected. Students explore the structural and cognitive trends in the human fossil record, and the interrelationship between human biological and cultural evolution. **Chemistry** In Unit 3 students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimization of their impact on the environment. Carbon is the basis of the diverse range of compounds found in living tissue, fuel, medicine and materials used in everyday life. In Unit 4 students investigate the structural features, bonding, reactions and uses of the major families of organic compounds. **Physics** In Unit 3 students explore the importance of energy in explaining and describing the physical world. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. This includes gravitational, electric and magnetic fields and their application in the design of particle accelerators. Light and matter – which initially seem quite different – have been observed as having similar properties. In Unit 4 students explore the use of wave and particle theories to model the properties of light and matter. Students also conduct a self-designed investigation relating to waves, fields or motion. **Psychology** In Unit 3 students examine the functioning of the nervous system to explain how a person can interact with the world around them. They explore how stress may affect a persons psychological functioning, and investigate the mechanisms of memory and learning. In Unit 4 the focus is on the nature of consciousness and how changes in the level of consciousness can affect mental processes and behavior. Students explore the concepts of mental health continuum, and apply a bio-psychosocial approach to analyse mental health.

> *"Science is a way of thinking much more than it is a body of knowledge."*
> *- Carl Sagan*

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HUMANITIES **(integrated with Personal Enrichment and Religious Studies (PEARS) from Years 7 to 9)** Through study of Geography and History students understand the world in which they live and their place in it. Students acquire knowledge and skills in geographical, historical and economic reasoning and interpretation. Students gain real life experiences in Humanities from Years 7 to 12. Across Years 7 to 9 Humanities is integrated with the study of PEARS, and is widened to include electives from Commerce in Year 9. PEARS is an area of learning which guides students' personal and social development, as well as their ethical and intercultural understanding. Years 10 to 12 widen students' options of subjects, including Business Studies, Legal Studies, Philosophy, History and Geography.	The overall theme for Year 7 is Personal and Social Identity. **PEARS:** **Personal and Cultural Identity** Students are able to explore and recognise this year of change as they become part of a wider learning community, consider their own beliefs and values, and explore the major world religions. **History:** **The Ancient World** The study of *The Ancient World* includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) from this period of history, in a range of societies including Egypt, Greece, Rome and China. **Geography:** **Water in the World, Place and Liveability** *Water in the World* focuses on water as an example of a renewable environmental resource. *Place and Liveability* focuses on the concept of place through an investigation of liveability.	The overall theme for Year 8 is Social Justice and Human Rights. **PEARS:** **Citizen of Humanity** This is a year to broaden horizons and deepen knowledge, learning historical evidence about the existence of Jesus, social justice and human rights. **History:** **The Ancient to the Modern World** 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. **Geography:** **Landforms and Landscapes, and Changing Nations** Landforms and Landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. Changing Nations investigates the shifting human geography of countries as revealed by movement in population distribution.	The overall theme for Year 9 is Ethics and Morality. **PEARS:** **Personal, Social and Cultural Values** Students now have an increasing knowledge of self, and the challenge is to engage in the external world through acceptance, empathy and compassion. **History:** **The Making of the Modern World** The Year 9 Curriculum provides a study of the history of the making of the modern world from 1750 to 1918, a period of industrialisation and rapid change in the way people lived, worked and thought. **Geography:** **Biomes and Food Security, and Geographies of Interconnections** Biomes and Food Security focuses on investigating the role of the biotic environment and its role in food and fibre production. Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a variety of ways, and how these connections help to make and change places and their environments. **Commerce/Finance:** **Money and You** This unit covers personal finance management, credit card responsibility, successful investing, e consumerism and sustainability.	**PEARS:** **Your Life Matters** Students explore a range of societal issues throughout the year, investigating mental health and wellbeing, social justice, relationships and risk taking, and future planning. They examine how our beliefs, emotions and relationships shape our decisions, and how to create balance in our lives. **History:** **The Modern World** The Year 10 Curriculum provides a study of the History of the Modern World, with a focus on American History and the global impacts of progress and conflict. **Geography:** **Environmental Change and Management, and Geographies of Human Wellbeing** Environmental Change and Management focuses on investigating environmental geography through an in-depth study of a specific environment. Geographies of Human Wellbeing focuses on investigating global, national and local differences in human wellbeing. **Philosophy** Philosophy is the oldest academic discipline. Philosophy examines the Meaning of Life, the Existence of God, Personal Identity, Mind and Body, Reality, Science and Knowledge. 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?" ,"Does God exist?". Students are encouraged to examine the views and arguments of philosophers who have attempted to resolve such questions, as well as learn the skills required to take up and defend a position themselves. **Commerce and Business:** **Enterprise and the Economy** This unit serves as an introduction to Economic and Business Concepts, as well as Accounting and Innovation. **Legal Eagles** This is an introduction to Legal Studies. It looks at the Law and You - some of the issues that face teenagers and the law, as well as Sport and Law.	**History:** **Twentieth Century History** In Unit 1 students explore the nature of political, social and cultural change in Germany in the period between the world wars. In Unit 2 students explore the nature and impact of the Cold War, and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. **Geography:** **Hazards and Disasters, and Tourism** Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses from society. They then investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change, and its impact on people, places and environments. **Philosophy:** **Existence, Knowledge and Reasoning** Unit 1 engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy - epistemology and metaphysics. Key questions include "Do we have free will, or is free will an illusion?", "What is the nature of time, and is time travel possible?", "What is knowledge, and is scientific knowledge equivalent to certainty?". **Questions of Value** In Unit 2 students are concerned with discovering if there are basic principles and underlying ideas of morality, and assessing ethical viewpoints and arguments. Key questions include "Where does morality come from?", "What is the right thing to do?", "Is killing ever permissible?", "Are there some acts which are wrong in themselves?". **Accounting** Year 11 Accounting explores small business resourcing, financing and budgeting, while implementing fundamental accounting principles. **Business Management** Students are required to run their own business and develop a business plan using the theory covered in class. Marketing, Accounting, Communication and Public Relations are key concepts covered and implemented during this course. **Economics** The focus of this course is gaining an understanding of contemporary economic issues and their effect on current and future standards of living in Australia. **Legal Studies** The aim of Year 11 Legal Studies is to develop an awareness of current societal issues, and the theory of criminal liability and civil actions in relevant case studies.	**History:** **Revolutions** In Units 3 and 4 Revolutions, students investigate the significant historical causes and consequences of political revolution. They focus on the French Revolution of 1789 and the Russian Revolution of 1917. **Geography:** **Changing the Land and Human Population** Unit 3 focuses on two investigations of geographical change - change to land cover and change to land use. In Unit 4 students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. **Philosophy:** **Minds, Bodies and Persons** Unit 3 encourages students to consider the nature of a human being. "Are we purely physical, or is there more to us than our physical bodies?", "Do we possess souls?". Students are also asked to consider what it means to be the same person over time. "On what grounds can we say that a person at eight years old is the same as when they are 80?". **The Good Life** Unit 4 considers the crucial question of what it is for a human to live well. "What does an understanding of human nature tell us about what it is to live well? ", "What is the role of happiness in a well lived life?", "Is morality central to a good life?". **Accounting** The aim of Year 12 Accounting is to develop skills in double entry for trading businesses, and planning and decision making based on differing financial situations. **Business Management** The focus of Year 12 is on large scale organisations and best practice in managing people and change. **Economics** Students develop a deeper understanding of economic activity and objectives, and the overall management of the Australian economy. **Legal Studies** Year 12 Legal Studies has a focus on key writing and language skills in the areas of Parliament, the Constitution, and Criminal and Civil procedure.

> *"We make a life by what we give."*
> *- Sir Winston Churchill*

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LANGUAGES The College has focused on the study of a European language - German, and an Asian language - Indonesian. All Year 7 students study one semester of Indonesian and German. At Year 8 students specialise in one of the Languages. The study of a language becomes an elective in Year 9. Both languages are offered from Years 7 to Year 12.	**German and Indonesian Beginners** In this course basic language skills are taught across both Indonesian and German. Emphasis is placed on basic communication, exploring cultural similarities and differences, family life, and shopping. Students learn a new language through a range of iPad activities, games, role plays, quizzes and workbook activities.	**German** The emphasis during this course is on developing language skills, expressions and syntax, sentence structure and grammar. Topics covered include school life, pastimes, social life and technology. **Indonesian** During this course the emphasis is on enjoying communication in the language about topics such as fashion, animals, deforestation, and food. Students are encouraged to engage in discussions with our International Sister Schools about daily life and cultural differences. Students will complete activities such as participating in a fashion parade, completing a wildlife documentary video, creating a MasterChef segment and Skyping overseas students.	**German Elective** During the course students examine German tourist attractions, celebrations and hobbies. These topics are taught through authentic role plays and games, with the emphasis on everyday communication. **Indonesian Elective** The emphasis of this course is on learning language that is relevant to the life of a teenager in a global world. Actual websites form the basis of course study. Topics include hobbies, sport, celebrations and weather. Students participate in Amazing Race Challenges and role plays, re-enacting game shows. They look at authentic Indonesian websites, organise a party - complete with entertainment - and explore transport and practise everyday language.	**German** Students will produce and perform a play in German suitable for Primary School students, and continue to learn and consolidate grammar and language skills through role plays, games, speaking and writing activities. **Indonesian** During the course students will build upon existing skills to create a folio of work, and participate in role plays and games. They further develop their skills in the areas of speaking, reading, writing and listening. They also have the opportunity to produce and act out a play in Indonesian suitable for our Primary School students.	**German or Indonesian** In both languages students focus on consolidating grammar knowledge and gaining greater fluency and spontaneity when communicating. Activities will focus on the four areas of Speaking, Writing, Listening and Reading. Themes covered relate to work, teenage life, city and country differences, environment, celebrities, social issues, opinions and values, careers and a comparison between Australia and Germany or Indonesia. Both cultural and language aspects play a major role in the learning of the topics. Due to the breadth of these themes they will continue to be taught within Units 3 and 4.	**German or Indonesian** In both languages students focus on further language consolidation and becoming more confident in applying the language in spontaneous situations. Themes taught in Units 1 and 2 continue to be taught throughout Units 3 and 4. Each Semester students will participate in three school based SAC tasks (Student Assessed Coursework) for Listening, Speaking, Reading Comprehension and Writing. At the end of Year 12 students complete an external Oral Examination as well as a Written Examination.

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HEALTH & HUMAN MOVEMENT Health & Human Movement encompasses both Physical Education and the College's Sport program. The role of Physical Education is to help students to develop the competencies and values necessary for incorporating regular physical activity into their daily lives. The focus is on game play, and the development of game concepts and skills that are transferable across a range of sports and activities. The Sport Program allows students to begin applying the skills learnt in Physical Education to a competitive environment, and includes involvement in the EISM (Eastern Independent Schools Melbourne) Competition.	Students are involved in Invasion, Net and Wall, and Striking and Fielding Games. The focus during these games is to develop a range of physical and cognitive skills that can be utilised across many game situations. They will measure their own fitness levels, investigate ways in which they can enhance their fitness, and compare the National Physical Activity Guidelines with their own involvement in physical activity.	Students continue to play Invasion, Net and Wall, Striking and Fielding Games. The focus of this activity continues to be the development of physical and cognitive skills that can be utilised across many sports. Students investigate ways in which they can enhance their fitness, and compare the National Physical Activity Guidelines with their own involvement in physical activity.	Students continue the development of motor skills and game sense through involvement in a number of game units. These units include softball, volleyball, touch football, netball and Australian Rules. They measure their own fitness levels, and begin developing detailed plans of how to improve their own performance in a sport or activity of their choice. The focus becomes one of performance enhancement.	Students have the opportunity to explore a broad range of concepts and activities in Physical Education. All students will complete units in Recreation, Fitness and Health where they will experience and investigate factors that affect individual health and physical performance. Students will also have the opportunity to select three elective activities from the following: • Dance • Cheerleading • Umpiring • Outdoor Adventure • VCE Introduction to Health • International Games • Self-Defence • Sports Coaching • CPR	**Health and Human Development** Students develop an understanding of the concepts of health and the individual human. throughout their entire lifespan, and explore the interrelationships that exist within and between them. They become aware of the different methods for measuring health status, and analyse data to assess and develop a greater understanding of health condition throughout a lifespan. Students investigate how different factors, including nutrition, influence health and development throughout a human lifespan. Various health issues are also investigated, while analysing programs and strategies that have been created to promote health and development. **Physical Education** In Unit 1 students explore the musculo - skeletal, cardio-respiratory and energy systems. They also investigate biomechanical principles and technological advancements from a biomechanical perspective. Unit 2 explores effective coaching practices, as well as physically active lifestyles and the promotion of physical activity.	**Health and Human Development** Students develop an understanding of Australia's national health. They use key measures to compare and analyse how factors contribute to variations in health status amongst population groups within Australia. They explore the role of the National Health Priority Areas (NHPA) in improving Australia's health status, while investigating initiatives designed to promote health (relevant to the NHPA). Students also come to understand that nutrition is an important factor for a number of health conditions. The concepts of global health, human development, sustainability and sustainable human development are also explored. Students analyse, assess and compare the health status of the developing world and Australia. The role of the United Nations Millennium Development Goals is also investigated. Students then explore the role of international organisations in achieving improvements in global health status and sustainable human development, while considering the strategies that have been designed to promote these two areas. **Physical Education** Unit 3 begins by exploring the measurement of appropriate levels of physical activity and the ways in which it is promoted. Students then explore in detail the interplay of energy systems during physical activity. Unit 4 requires students to plan and engage in training activities designed to enhance their fitness.

> *"Humble in victory, gracious in defeat competing for love of the sport."*
> *- Anonymous*

DOMAIN OF STUDY	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11 VCE UNITS 1 & 2	YEAR 12 VCE UNITS 3 & 4
OUTDOOR EDUCATION & ENVIRONMENTAL STUDIES The Outdoor Education Program provides an opportunity for students to acquire self-knowledge and an understanding of and sensitivity to the environment, and to exercise leadership skills while challenging themselves.	**Mornington Peninsula** A five-day program held on the coast of Western Port Bay between Somers and Point Leo. Students visit the Dolphin Research Centre in Hastings, a Not-for-Profit volunteer organisation where they explore the unique marine ecology and environmental protection of Western Port and Port Phillip Bay. Group camp out at Balnarring and Point Leo Foreshore Reserves, learning many of the camping skills and routines that will be consolidated throughout their Outdoor Journey at Billanook. Activities such as surfing, cycling, hiking, orienteering and rock pooling are used to promote an understanding of team work, followership and aspects of community living. Relationships within their new peer group and school staff will also be explored and enhanced. A visit to the Coolart Wetlands and Historic Homestead provides them with an opportunity to explore and learn about the history of the area and the importance of the wetlands. Groups consist of a maximum of 14 students, Billanook staff and an Outdoor Leader from the Outdoor Education Group (OEG). Further support is also provided by the Year Level Coordinator and an OEG Course Coordinator.	**Lake Eildon National Park and the Goulburn River** A five-day program built around bushwalking. Rafting and high ropes are also offered at the Eildon centre. This program focuses on personal resilience, and the development of skills and knowledge important to individuals recreating responsibly in the outdoors.	**Walhalla and the Thomson River** A five-day journey-based program involving bushwalking and white water rafting. Students are immersed in the historic township of Walhalla for a day, where they complete a history project looking at the formation of the town and the historical aspects of the gold rush in the 1860s. This program focuses on group routines, and development of skills and knowledge important to groups and their functioning.	**Alpine National Park or Wilsons Promontory National Park** A challenging five-day bushwalking program that requires students to demonstrate good levels of knowledge of personal and group skills. Students are required to plan their own menus and self-cater. **THE ODYSSEY (Optional)** Snowy River - 10 Day Rafting Expedition A voluntary program available to Year 10-12 students, designed to offer a challenging outdoor adventure. Covering beautiful country students walk off-track, and raft and canoe on remote sections of the river. This program is very physically demanding.	Students explore different ways of experiencing and knowing outdoor environments, including safe and sustainable practical experiences. Human responses to nature, our motivation for outdoor experiences and the impact we have on nature are also explored. Practical experiences totalling no less than 20 hours are involved.	These Units focus on exploring Australia's natural evolution, and on both the historical and contemporary relationships that humans have maintained with nature. The contemporary state of Australia's environment, its importance and the various ways we can improve its sustainability are also explored. A range of practical experiences totalling no less than 20 hours are involved.

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PERFORMING ARTS The Performing Arts play a vital role in the development of the student as a whole person, by providing a means for expressing thoughts and feelings, for communicating ideas and for making emotional contact with others.	Through Music, Drama and Media, students begin their creative journey - developing skills and awareness in performance, analysis and composition. They learn an instrument and composition through Music, and explore relationships in Drama, while analysing identity through Media. There are numerous production and ensemble opportunities throughout Year 7.	An intertwined and collaborative program brings Drama, Media Studies and Music to students, with a focus on developing a greater understanding of their world through the Performing Arts. The course brings the strands together through a film-making project and collaborative live performances.	Students continue their journey as creators, making aesthetic judgements and adding breadth through technologies and continued analysis and production. **Drama** Drama teaches performance skills, acting and stagecraft, character exploration and development. **Music** Music knowledge through composition is explored in addition to song-writing and performing.	Students engage on a level where they begin to believe in themselves as artists, and to feel strong, independent and self-confident. **Drama** Drama further develops students' acting, performance, stagecraft skills and processes. **Music** The study of Music at this stage adds depth through performances, composition and musicianship, and assists students to understand the context in which Music is created.	**Music Performance** These Units prepare students for accomplished and creative performance both within a group and as soloists. **Theatre Studies** Students create performances by applying acting and stagecraft skills to both pre-modern and modern theatrical styles.	**Music Performance** Students will learn to develop flexibility and clarity in playing to enhance the performance of music. **Theatre Studies** Theatre Studies Units 3 and 4 covers the planning, development and presentation of a play; analysis and evaluation of performances; presentation of a monologue through performance or a design pitch.

> *"The world is a complicated place, and there's a lot of division between people. The performing arts tend to unify people in a way nothing else does."*
> *- David Rubenstein*

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VISUAL ARTS The Visual Art program focuses on exploration, creation, reflection and response. There are opportunities for students to use their imagination to solve problems and articulate design ideas. The program has a skills-based focus that harnesses a young person's natural creativity. The development of aesthetics is an integral part of the course.	Students explore areas of drawing, painting, ceramics, textiles and design, and develop Art appreciation by completing research that analyses an artist's work of a particular time period. Through the exploration of various mediums, students express ideas of artistic and cultural diversity.	**Printing and Textiles** Combining both 2D and 3D Art making processes, students explore the possibilities of mono-prints, linocuts and stencilling methods, and colour application on textiles. Students are also taught how to make their own clothing. **Visual Communication Design** Students complete a range of design tasks - logos, business cards, poster and character designs, while developing skills in the use of industry standard design software. They also learn how visual communication can be created using hand illustration and computer software. **Painting and Sculpture** Students create and present artworks which give expression to individual thoughts and feelings, using technical knowledge and concepts of spatial relations.	**2D and 3D Art** Separate thought and creative processes associated with 2D and 3D Art are explored. Students explore painting, drawing, printmaking, ceramics and sculpture, and develop skills using a variety of media including pencils, inks, pastels, paints, mixed media, clay etc. **Visual Communication Design** The focus is on designing, creating and presenting graphic works which aim to communicate ideas, processes and products. Students have the opportunity to explore graphic design and illustration, perspective/ technical drawing and some computer graphics. **Textiles and Clothing** Creative textiles and design and construction are explored. Students develop visual awareness, technical knowledge and design skills through drawing, designing and making their own fashion accessories using sewing machines, special threads, dyes and fabric paints. **Media** Media analyses the concepts of truth, and the processes of portrait creation and film-making.	**Visual Communication Design** This Visual Communication course is broad based, combining the skills and techniques associated with Architectural and/or Landscape Design combined with marketing, graphics and product design. **Painting and Drawing** Students gain practical experience and confidence in handling and working with a wide range of 2D image making materials and processes. Students may work within the disciplines of Painting (watercolour, acrylic and oil), Drawing, Printmaking and /or Digital Media. **Passion For Fashion** Students produce garments made to their own design requirements, using both machine and hand techniques. They learn how to take measurements, read a pattern and follow the correct procedures for taking a design from conception to completion while applying their own creative ideas. **Media** Students are engaged in an exploration of media influence and narrative techniques through photography, film-making and design.	**Art** Students create a folio of work and a report while exploring ideas and issues relating to Art and the Individual. They focus on the development of skills through materials, techniques and working methods while exploring areas of personal interest. Life Drawing is also offered. **Studio Arts** The focus is on development and interpretation of Art ideas, materials and techniques. Unit 2 examines design explorations, ideas and styles. **Visual Communication Design** Students explore visual language to communicate messages and produce tangible concepts by applying design thinking and drawing skills. They utilise instrumental and freehand drawing, rendering, design principles and design processes. **Media** In Units 1 and 2 representation and technology, media production and the media industry are evaluated.	**Art** Students investigate and interpret Art realisation and resolution by discussing and debating Art and creating a folio of work. Life Drawing is offered to Year 12 students. **Studio Arts** Students develop a work brief covering the design process, professional Art practices and styles. They also prepare a visual and written folio within an Art industry context. **Visual Communication Design** Through the creation of work, folio and reports, students learn design, analysis and professional practice in visual communication. They will also gain thorough practical experience in developmental work, final presentations and exhibition. **Regular gallery visits are integral to the courses above.** **Media** Media explores narrative, process, social values and influence with analysis, design and production at the core.

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VOCATIONAL EDUCATION & TRAINING (VET) Practical learning opportunities based on workplace settings are offered.	VET (Vocational Education and Training) in the VCE offers students practical learning opportunities in the workplace or simulated settings. There is sufficient flexibility to offer a broad range of teaching, learning and assessment styles with the expectation of adult motivation and attitudes. The units are an integral part of a student's program, providing full credit for each semester's work of at least one unit at either 1/2 or 3/4 level. The courses are rewarded with a nationally recognised certificate which provides qualifications and vocational preparation for direct entry into the workforce. Students from all academic levels will find the courses both challenging and rewarding, as they combine a high standard of knowledge and training with a focus on vocational needs.			**Certificate III in Interactive Digital Media (offered on-site)** **Certificate III in Music (offered on-site)** A wide range of additional VET subjects is available through our affiliation with the Yarra Valley VET Cluster, including : Hairdressing, Building, Horticulture, Information Technology, Acting, Film and Television, Furniture and Automotive.	**Offered at Billanook College** **Certificate III in Interactive Digital Media** Design Portfolio Tasks simulate the Interactive Multimedia Industry. These include Digital Photography, Print Publication, Animation and Web Design. Students are required to develop a strong understanding of the Creative Design Process in their projects, and use industry standard hardware and software applications. **Certificate III in Music** Students are introduced to the Music Industry - copyright, health and safety, composition, performance, and career planning. The focus is on practical application of skills with strong links to the workplace. Students have access to the following additional VET programs outside of the College, through our affiliation with the Yarra Valley VET Cluster: Hairdressing, Building, Horticulture, Information Technology, Acting, Film and Television, Furniture and Automotive.	**Offered at Billanook College** **Certificate III in Interactive Digital Media** Three extended projects cover Writing for the Web, Video Production, Digital Animation and Visual Design for Web. **Certificate III in Music** Students are introduced to the Music Industry - copyright, health and safety, composition, performance, and career planning. The focus is on practical application of skills with strong links to the workplace. Students have access to the following additional VET programs outside of the College, through our affiliation with the Yarra Valley VET Cluster : Hairdressing, Building, Horticulture, Information Technology, Acting, Film and Television, Furniture and Automotive.

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TECHNOLOGY STUDIES Technology covers Food, Hard and Information Communication Technologies. Students gain an understanding of the process - from design to final production. Hard Technology includes study in the areas of wood, metal, plastics, electronics and engineering. Food Technology covers topics such as health and nutrition, food cultures, cooking skills and food product development.	**Hard Technology** Students will gain experience with a range of handtools and learn about equipment safety in order to produce objects made from a variety of materials such as plastic, wood and metal. **Health and Nutrition - Food for the Future** Students are introduced to a wide range of foods that are healthy and enjoyable, and will design and develop their own product. This unit is integrated with the Human Movement program. **Information Communication Technology** ICT is integrated through all areas of study.	**Technology Electives - Frame it, Ride it, Wear it, Store it** This integrates the use of different materials – wood, metal and plastic. Students design and produce a skateboard deck, picture frame and piece of jewellery using technical drawing. **Electronics Plus** This covers electronic circuits, levers and linkages through the creation of a model solar boat and an LED display of their choice. **Food Technology - Celebrity Chefs** This subject explores the topics of cooking and creating interesting and exciting foods, and the labelling of products. A visit to the supermarket to complete a two course meal challenge is designed to show the types of sales techniques used in marketing foods. Marketing and labelling techniques are further explored. **Information Communication Technology** ICT is integrated through all areas of study.	**Technology with the Lot** Students learn the practical application of mortice and tenons and finger joints to create complex products from wood and metal. Students build a small storage unit and stool or table using these joining techniques. **Engineering - Imagineering** Students firstly build a small model electric car utilising a variety of hand tools. They are then provided the opportunity to use their imagination to create a piece that incorporates a functional, moving component. **Food Technology - Race Around the World** Students explore food from various countries including Australian, Asian and Mediterranean cuisine. **Information Communication Technology** ICT is a tool to enhance learning in all subject areas.	**Design and Technology Materials and Design - Wood** Students study the materials used in the construction of products. They construct a clock housing and face, using wood, metal, plastic and the assistance of 3D modelling/computer-aided design software. The course then shifts to a focus on the industrial methods of production, marketing and packaging of domestic quick assembly products. Students will design, plan and construct a chair utilising the skills acquired throughout the course. **Engineering Extensions** The principles of billy carts, solar cars, dragsters and hovercrafts are explored. Students complete a course on the physics of engines. Depending on projects chosen within the course, they will develop additional skills in reading CAD, electronics, welding, compound gear ratios, fibre glassing and steering geometry. **Food and Technology - Creating Master Cooks** Students develop cooking skills with content and food presentation to appeal to customers. They learn these cooking skills through a deconstruction of popular meals served in restaurants today, including the emergence of the 'cafe culture' and the trend in specialty cakes, cupcakes and pastries. An excursions to visit local producers is a highlight of the course. **The Modern Restaurant** Students look at a variety of restaurant situations, create an elaborate gingerbread house, prepare food for commercial establishments, restaurants and bakeries, and cater for functions. Through the knowledge acquired, students run a small restaurant activity. **Introductory Games Programming** Students explore games design, multi-media development and programming skills.	**Product Design and Technology - Wood** Students explore the functional applications and properties of wood, including sustainability. Both individually and in groups, students produce several meaningful practical tasks based on, and in conjunction with, a design folio. **Food and Technology** Students explore the properties of food, planning and preparation of food and safe storage, and apply food preparation techniques used in restaurants. They learn the principles of safe food handling and explore the physical, sensory and chemical properties of food, in addition to learning the classifications of food. **Information Technology** Students learn how individuals and organisations use ICT in their daily lives, including data and graphics, networks, communication, programming, data analysis and data management. Students develop skills to manipulate data into information and apply these skills to solve problems. They utilise a range of software - Excel, Google Drive, online data visualisation, database management and File Maker Pro.	**Product Design and Technology** Initially students plan and produce a sophisticated design folio based on a client's needs, taking into account constraints and considerations. The outcome of their work is displayed at the College's annual Crescendo Art and Technology Exhibition, and has a chance to be selected and displayed as part of the Victorian Top Designs Exhibition. **Food and Technology** Students further develop their understanding of food safety standards and industry regulators. They continue to analyse food preparation, processing and food controls, food product development and emerging trends. Students are required to develop a design brief for the production of a variety of foods and then produce, package and evaluate the outcomes of their work. **Information Processing and Management** Students learn why information is needed, how it is processed and managed, and the roles of equipment, people and procedures. They focus on the strategies of manipulating, managing and securing data information, and the responsible storage and disposal of information to minimise threats to its integrity and security.

Information Communication Technology

Billanook's iPad Program and *Bring Your Own Device Model* (BYOD) ensure that ICT is fully integrated and effectively used as a tool for learning across all areas of study.

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SUPPORT & ENRICHMENT EDUCATION This is an area of special assistance and extension for students. Students requiring support are assisted by our Dame Phyllis Frost Centre (DPFC).	Students who are identified as having support needs are catered for by staff in the Dame Phyllis Frost Centre. For some students this may mean timetabled support periods where individual support can be tailored to meet identified needs. Teachers are also given information about catering for individual needs in their classes. ***Dimensions* Program** Students identified as being highly able are monitored and supported by the *Dimensions* Coordinator, and participate in a variety of additional curriculum opportunities.	Students who are identified as having support needs are catered for by staff in the Dame Phyllis Frost Centre. For some students this may mean timetabled support periods where individual support can be tailored to meet identified needs. Teachers are also given information about catering for individual needs in their classes. ***Dimensions* Program** Students identified as being highly able are monitored and supported by the *Dimensions* Coordinator, and participate in a variety of additional curriculum opportunities.	Students who are identified as having support needs are catered for by staff in the Dame Phyllis Frost Centre. For some students this may mean timetabled support periods where individual support can be tailored to meet identified needs. Teachers are also given information about catering for individual needs in their classes. Some students will be enrolled in Learning Skills where organisational and specific literacy skills are taught. ***Dimensions* Program** Students identified as being highly able are monitored and supported by the *Dimensions* Coordinator, and participate in a variety of additional curriculum opportunities.	Students who are identified as having support needs are catered for by staff in the Dame Phyllis Frost Centre. For some students this may mean timetabled support periods where individual support can be tailored to meet identified needs. Teachers are also given information about catering for individual needs in their classes. Some students will be enrolled in Study Skills where students will be taught and practise thinking and learning strategies, English skills and organisational skills, and will have homework assistance. ***Dimensions* Program** Students identified as being highly able are monitored and supported by the *Dimensions* Coordinator, and participate in a variety of additional curriculum opportunities.	Students who are identified as having support needs are catered for by staff in the Dame Phyllis Frost Centre. For some students this may mean timetabled support periods where individual support can be tailored to meet identified needs. Some students will have formal application made for special examination arrangements for Units 3 and 4 studies (as eligible under VCAA Guidelines). Teachers are also given information about catering for individual needs in their classes. ***Dimensions* Program** Students identified as being highly able are monitored and supported by the *Dimensions* Coordinator, and participate in a variety of additional curriculum opportunities.	Students who are identified as having support needs are catered for by staff in the Dame Phyllis Frost Centre. For some students this may mean timetabled support periods where individual support can be tailored to meet identified needs. Some students will have formal application made for special examination arrangements for Units 3 and 4 studies (as eligible under VCAA Guidelines). Teachers are also given information about catering for individual needs in their classes. ***Dimensions* Program** Students identified as being highly able are monitored and supported by the *Dimensions* Coordinator and participate in a variety of additional curriculum opportunities.