



HERITAGE
COLLEGE
KNOX

MIDDLE AND SENIOR SCHOOL

Curriculum and Course Guide

THE HERITAGE WAY

SEEKING WISDOM AND KNOWLEDGE



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From the Principal

WELCOME

Thank you for considering Heritage College Knox for your child.

The questions you may be asking at this time are: what can you expect from a Heritage education, and will that suit your child? We can help you with the first question, but the choice of setting for every child is very much a personal and family matter.

At Heritage we offer a Christian environment with God at the centre of every day. We expect students to honour God and Jesus Christ, and we offer a place of education, respect and support where they are free to talk about their beliefs and values with their peers.

As a community we strive for excellence, not just in marks, but also in character – in generosity, kindness, courage, integrity, persistence, honesty.

We pride ourselves on providing a supportive learning environment where children of all abilities, talents and interests can find their place.

The aim of this publication is to introduce you to secondary school (Years 5-12) at Heritage College Knox. Through its pages we offer you a snapshot of each year and then provide a more detailed look at the courses we offer.

We welcome your further questions and enquiries regarding a Heritage education.

Miss Maureen Theobald
Principal



Pastoral Care

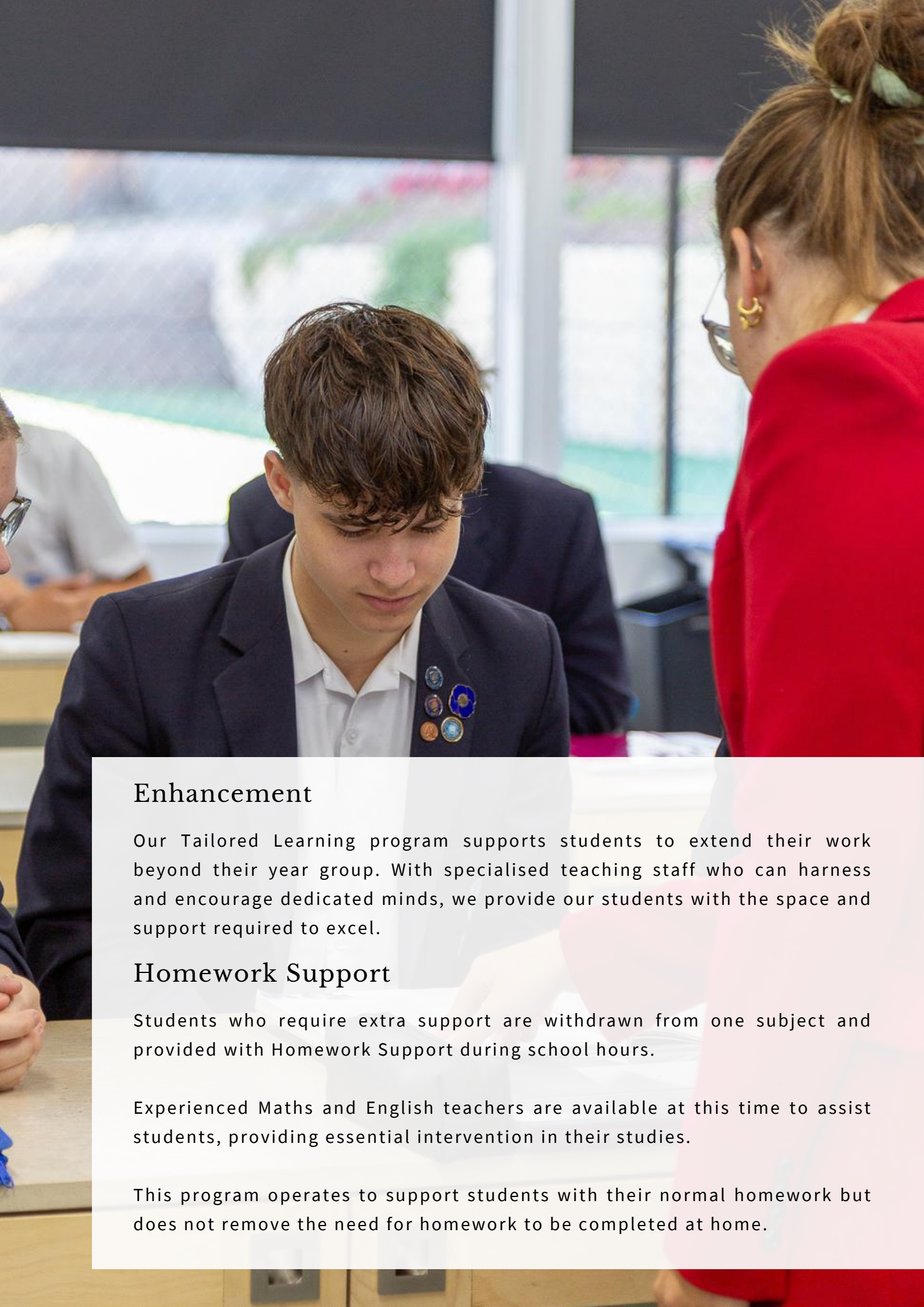
WELLBEING



An atmosphere of positivity assists every student to make informed decisions regarding their future.

At Heritage College Knox, our students receive pastoral support and individualised mentoring, as well as academic advice, from experienced professionals, as we prepare these young adults for their future.

Our dedicated Wellbeing Coordinator is available on a regular basis for additional encouragement and support as students navigate the secondary years of study.



Enhancement

Our Tailored Learning program supports students to extend their work beyond their year group. With specialised teaching staff who can harness and encourage dedicated minds, we provide our students with the space and support required to excel.

Homework Support

Students who require extra support are withdrawn from one subject and provided with Homework Support during school hours.

Experienced Maths and English teachers are available at this time to assist students, providing essential intervention in their studies.

This program operates to support students with their normal homework but does not remove the need for homework to be completed at home.

Heritage Model - Years 5-8

MIDDLE SCHOOL AT HERITAGE

We group these years because it enables us to better meet the needs of students in this age group. These years represent a time of significant change in a young person's life. They enter these years as a child and leave ready to start the journey into adulthood.

Their world is becoming a more complex and, at times, confusing place. Physically, we know that these are the years where puberty begins. Even more importantly, though, these years represent their first steps towards social, emotional and spiritual independence.

At Heritage, our middle school model is set up to transition students through this stage of their lives in a healthy and supportive environment that is the basis on which the senior years are built.

Tailored pastoral care programs such as 'being a friend', 'learning about learning', 'health and sleep' 'thriving in the real and virtual world', and 'cyber security' provide lifelong skills that run alongside the need for increasing depth in their academic studies. The programs are designed and led by caring and supportive adults to help these young people understand and manage the changes they are experiencing.

Middle school at Heritage is full of rich and varied experiences that provide a smoother transition through these years and a solid foundation for the senior years.





Middle School - Years 5-8

SNAPSHOT OF YEARS 5-6

In Year 5, students are introduced to Middle School. This transition starts in Term 4 of Year 4 when they join the Years 5-6 students on the Explore Victoria camp. With a slight change of uniform, they also start Year 5 with a camp to get to know new students and strengthen old friendships.

Years 5 and 6 at Heritage is a time for taking on more responsibility and developing independence, as students are introduced to a wider variety of subjects with more specialist teachers. This provides students with greater depth and levels of challenge in their studies.

Along with their studies, they have a range of other curricular and extra-curricular opportunities in areas such as developing leadership, fundraising, community service, interschool sport, music performance, problem-solving, competitions, incursions, excursions and even snorkelling!

One of the most rewarding parts of Years 5-6 is growing relationships across the school, with buddies in Grade 1 and mentors from Year 9. These connections remain in place all through the Middle School, offering students a unique experience as a support for their younger buddy and having someone to ask for advice in their mentor.

Years 5 and 6 are full of fantastic opportunities just waiting for our students as they launch into this stage of their lives.



Middle School - Years 5-8

SNAPSHOT OF YEAR 7



Year 7 is always a special year as students move into the secondary world of timetables, homework, lockers and learning a brass instrument.

The year starts with a camp in the first week, enabling students to get to know each other in a relaxed atmosphere with fun activities and teamwork challenges.



After camp, students begin their academic study. At Year 7, their studies focus on the major disciplines of human knowledge and the skills that underpin them. This means working as a writer in English, a scientist in Science, a historian in History, an artist in Art, and so on. Each area is studied as a separate subject, led by teachers who are experts in their area and share their depth of knowledge and love of the subject in the classroom.



Outside the classroom, students can be involved with House and Interschool sport, Production, Debating, Chess Club, Maths challenges and competitions, writing competitions or the student representative council, to name just a few. Finally, after the Brass Concert and the end of year exams, students head out for a second camp to celebrate the end of their first year of secondary school.



Middle School - Years 5-8

SNAPSHOT OF YEAR 8

In Year 8, students complete their final year of Middle School. The year starts with a camp, offering the opportunity to lead the way by supporting the new Year 7s as they settle in. The academic program continues; however, at Year 8 students are introduced to one of the most popular things at secondary school: electives, where they are given a choice of what they study (or don't study). Students have their first taste of electives in The Arts and Technology, and select their course from electives such as Robotics, Drama, Music, Art, Wood and Food Studies.

Students in Year 8 also participate in Peer Mediation Training, which is designed to develop their skills as both friends and leaders. This program teaches conflict resolution techniques including communication, empathy, and negotiation skills, through role-playing exercises and principles of mediation. Empowering students to effectively mediate conflicts among their younger peers provides a deeper self-knowledge and also fosters a positive school environment.

Students can be involved with House and Interschool sport, Production, Debating, Chess Club, Maths challenges and competitions, writing competitions and the Student Representative Council, and may be invited to join the school band or ensemble. At the end of Year 8, students also have the opportunity to apply for a range of leadership positions.



Heritage Model - Years 9-12

SENIOR SCHOOL AT HERITAGE

Senior School begins at Year 9 at Heritage College Knox.

Our students begin their journey in Year 9 with two key programs: The Rite Journey and the Duke of Edinburgh Award. These programs challenge students to move from childhood to young adulthood, developing character and capacity.

Year 9 and 10 continue to offer rigour in academic studies along with creative electives where students develop employability skills including a multi-disciplinary approach, teamwork, resilience and problem solving.

Along with their regular studies, Year 10 students also start their VCE with one Year 11 subject. This gives them the opportunity to complete one subject early and reduce their load in year 12.

In Years 11 and 12, students have the opportunity to study a range of VCE subjects, with the benefits of small classes and individual attention.

Vocational (VET) subjects are also available for students wishing to study with a more hands-on approach.

Additionally, students are supported in choosing their future pathways with qualified careers guidance and counselling throughout the senior school.

Despite the pressure of study, assessments and the big decisions in their final years, our students are seen as individuals. Their strengths are recognised and encouraged, giving them the confidence and tools to step into the next stage of life.





Senior School - Years 9-12

SNAPSHOT OF YEAR 9

Year 9 is a significant year at Heritage, marking the move from childhood to young adulthood as students prepare to begin their senior studies in Year 10. The year is marked by participation in two special programs: The Rite Journey and the Duke of Edinburgh Bronze Award. Both programs provide students with opportunities to rise to challenges, reflect on who they are, focus on their own capacity to shape their lives, and move into adulthood with a healthy balance of confidence and humility.

Studies in the core disciplines of English, Mathematics, Science and Humanities continue, but students have more electives. In addition to the choices of Art, Drama, Music, Wood, Food and IT, students now also have some extended electives which provide opportunities for problem solving across knowledge areas such as Crime to Court (Science and Legal Studies) and Café Culture (Food and Business Studies).

Year 9 is a fantastic year for camps, with an interstate travel experience in Tasmania at the beginning of the year, an overnight reflection and recreation camp, and their 2-3 day Adventurous Journey to either Wilsons Prom or the Grampians.

Careers and course selection become a much stronger focus at Year 9, with students starting to look at careers, future pathways and the selection of VCE subjects.







Senior School - Years 9-12

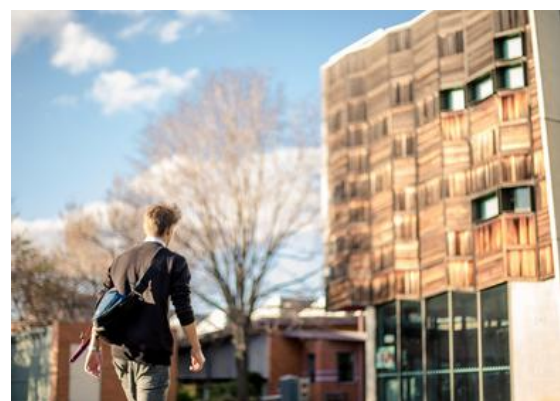
SNAPSHOT OF YEAR 10

The year begins with a day camp based at RMIT in the city, to which students travel independently. Here the students start to learn all about VCE, prepare for the rigour of senior studies and spend time strengthening friendships. Students also participate in campus tours of RMIT and ACU to introduce them to tertiary study options. In addition, students enjoy scavenger hunts, shopping time, the Eureka Tower, the MCG and dinner in the city.

Along with their core curriculum of English, Maths, Science and Humanities, Year 10 students are encouraged to study one VCE or VET subject. They have a choice of electives such as Introduction to VCE Auslan, Art, Music and Psychology, as well as a range of other more general electives.

Work Experience is one of the most significant experiences in Year 10, and students work with the Careers Officer to find and apply for a position in a workplace of interest to them. Work Experience is a powerful experience for students and marks another step in their journey towards independence.

By Year 10, all students are expected to be involved in leadership in the College, offering them opportunities to develop skills in leading and working with others.





Senior School - Years 9-12

SNAPSHOT OF YEARS 11-12

In the final two years of secondary school, students study to achieve the Victorian Certificate of Education (VCE), a significant milestone in their lives. At Heritage, small class sizes, expert teachers and individual attention support students to achieve their best.

During these years we continue to work with students on their future choices and pathways to achieving their goals. With trained counsellors, visits to different tertiary providers and opportunities to talk with people from different professions, each student is provided with information to help them find the future that is right for them.

Years 11 and 12 each begin with a camp, like other year levels at Heritage. For Year 11, it is a visit to our national capital, while Year 12 is a Year 12 Conference. Both of these experiences provide time to prepare for their studies and build relationships with their teachers and peers.

Finally, while the stresses of Year 11 and 12 are well documented, at Heritage we celebrate these years as an exciting time where students build a spirit of camaraderie, face and overcome challenges, study and learn at new depths, achieve secondary school graduation and prepare for independence.



Senior School

VCE AND VET

VCE: The Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is administered by the Victorian Curriculum and Assessment Authority (VCAA) and recognises successful completion of secondary education.

With English as the only compulsory subject, students may choose to specialise in areas of interest such as Science or the Arts, or select a range of subjects.

Each VCE subject consists of four units, each of which takes one semester to complete.

Our secondary students commence their first VCE subject in Year 10. The provision of early one-on-one tutoring and strong support in their subject of choice allows students to complete an entire subject before Year 12 commences. This helps to manage students' subject loads as they enter their final year of study.

VET: Vocational Education and Training

Students undertake nationally-recognised training from either an accredited state curriculum or national training packages which can contribute to their VCE.

Many VET courses incorporate a period of off-campus learning at either a government institution such as TAFE (Technical and Further Education) or a private institution.

At Heritage College Knox, we support our students to plan a pathway in both VCE and VET that suits their future career.

Heritage College Knox is part of the Mullum Cluster for VET provision. For further information on VET course opportunities, see <https://www.mullumvetcluster.com.au/handbook>.

Curriculum

YEARS 5-6

	YEAR 5	YEAR 6
ENGLISH	• Literature • Literacy	• Literature • Literacy
MATHS	• Advanced Maths • Standard Maths	• Advanced Maths • Standard Maths • Support Maths
HUMANITIES	• Bible Studies • History • Civics and Citizenship • Economics	• Bible Studies • History • Civics and Citizenship • Geography
SCIENCE	• Science	• Science
HEALTH & PHYS-ED	• Physical Education • Health	• Physical Education • Health
LANGUAGES	• Auslan	• Auslan
THE ARTS	• Music • Art	• Music • Art • Drama
TECHNOLOGY	• Robotics • Information Technology	• Robotics • Information Technology



Curriculum

YEARS 7-8

	YEAR 7	YEAR 8
ENGLISH	- English - English as an Additional Language (EAL)	- English - English as an Additional Language (EAL)
MATHS	Maths	- Advanced Maths - Standard Maths
HUMANITIES	- History - Geography - Bible Studies	- History - Economics - Bible Studies
SCIENCE	Science	Science
HEALTH & PHYS-ED	- Health - Physical Education	- Health - Physical Education
ELECTIVES		
LANGUAGES	Auslan	- Auslan - Auslan (Adv)
THE ARTS	- Music (Instrumental program) - Art	- Music Vivace 1 - Art - Drama
TECHNOLOGY	- Food Technology - Wood Technology - Information Technology	21st Century Food - Wood Apprenticeship 1 - Information Technology

Curriculum

YEAR 9

	YEAR 9
ENGLISH	- English - English as an Additional Language (EAL)
MATHS	- Advanced Maths - Standard Maths
HUMANITIES	- History - Bible Studies
SCIENCE	- Science - Crime to Court
HEALTH & PHYS-ED	- Health - Physical Education - Sport and Coaching
PERSONAL DEVELOPMENT	Duke of Edinburgh BRONZE
ELECTIVES	
LANGUAGES	- Auslan - Auslan (Adv)
THE ARTS	- Music Vivace 2 - Art - Drama
TECHNOLOGY	- Wood Apprenticeship 2 - Computer Programming



Curriculum

YEARS 10-12

	YEAR 10	YEAR 11	YEAR 12
ENGLISH	- English - English as an Additional Language (EAL)	- English 1-2 - EAL 1-2	- English 3-4 - EAL 3-4
MATHS	- Advanced Maths - Standard Maths	- Maths Methods 1-2 - Foundation Maths 1-2 - General Maths 1-2* - Specialist Maths 1-2 (VSV)	- Maths Methods 3-4 - Foundation Maths 3-4 - General Maths 3-4 - Specialist Maths 3-4 (VSV)
HUMANITIES	- History - Geography - Bible Studies - VCE Business Management 1-2	- Religion & Society 1-2 - Business Management 1-4 - Geography 1-2 - History: Empires 1-2 - Legal Studies 1-2 - Accounting 1-2	- Religion & Society 3-4 - Business Management 3-4 - Geography 3-4 - History: Revolutions 3-4 - Bible Studies - Legal Studies 3-4 - Accounting 3-4
SCIENCE	- Science - Advanced Science - Introduction to VCE Psychology	- Biology 1-2 - Chemistry 1-2 - Psychology 1-2 - Physics 1-2 (VSV)	- Biology 3-4 - Chemistry 3-4 - Psychology 3-4 - Physics 3-4 (VSV)
HEALTH & PHYS-ED	- Health - Physical Education - Advanced Phys Ed - VCE Health and Human Development 1-2	- Health and Human Development 1-4 - Phys-Ed 1-2	- Health and Human Development 3-4 - Phys-Ed 3-4
ELECTIVES			
LANGUAGES	Auslan	Auslan 1-4	
THE ARTS	- Introduction to VCE Music - Introduction to VCE Art	- VCE Music 1-2 - VCE Art Making and Exhibiting 1-2 - Visual Communication and Design 1-2	- VCE Music Contemporary Performance 3-4 - VCE Art Making and Exhibiting 3-4 - Visual Communication and Design 1-2
TECHNOLOGY	- Cafe Culture - Intro to VCE Wood - Computer Programming	- VET Hospitality - VET Building and Construction	- VET Hospitality - VET Building and Construction
PERSONAL DEVELOPMENT	Duke of Edinburgh SILVER	Duke of Edinburgh GOLD **	

Secondary Curriculum

ENGLISH

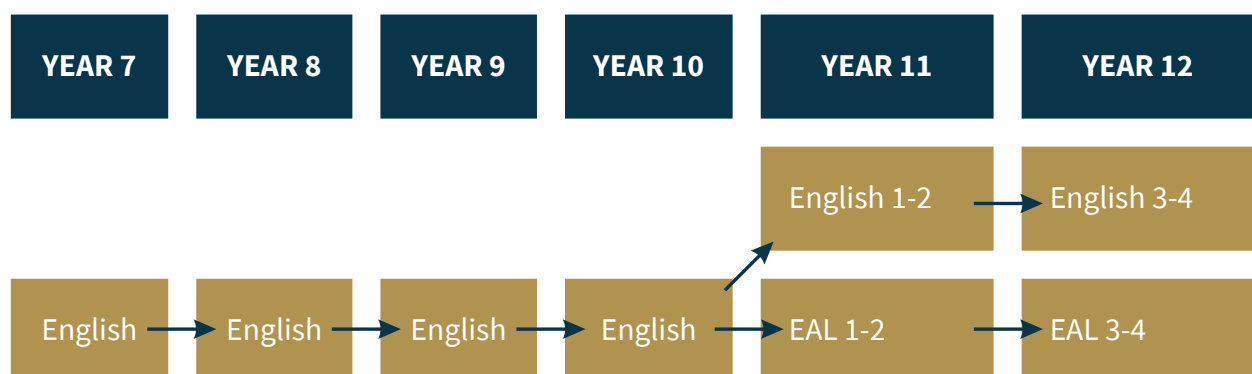
English is a core subject through to Year 12 and underpins all other learning.

The study of English assists in the development of a positive attitude towards language, confidence in expression and a sense of individual worth and competence that will enable students to respond effectively and appropriately in their society.

While studying a variety of carefully selected works such as Shakespearean plays, poetry, classic novels and films, students learn the valuable skills of analysis, creative essay writing and critical thinking.

With activities such as debating, interschool and national competitions, engaging texts and passionate teachers, English can become a strength in every student's education.

English Pathways





Course Description

ENGLISH

Year 7

Time: 5 × 50 minute periods

Course: Students study classic films and literature, learning how to interpret and write about texts in analytical and creative responses. Students also study short stories, persuasive language, written expression and techniques for using language effectively. Students develop public speaking skills through a range of topics and activities.

Assessment: Classwork, tests and assignments, end of semester examination

Homework: Up to one hour of homework per week. Students are also expected to be reading for at least 30 minutes, four times per week.

Year 8

Time: 5 × 50 minute periods

Course: Students study classic films and literature, extending their skill in analysing and writing about texts. Students also study poetry, debating, persuasive language in multimedia, written expression and techniques for using language effectively. Students develop oral presentation skills through debating.

Assessment: Classwork, tests and assignments, end of semester examination

Homework: Up to one hour of homework per week. Students are also expected to be reading for at least 30 minutes, four times per week.

Year 9

Time: 5 × 50 minute periods

Course: Students continue to build their text response and writing skills through a variety of approaches. They respond to studied texts both analytically and creatively. Students further develop their understanding of persuasive language and different types of persuasive texts using a range of sources. Students continue to develop written and oral presentation skills through writing a structured persuasive response and delivering a persuasive speech on a topical issue.

Assessment: Classwork, essays, tests, oral responses, assignments, end of semester examination

Homework: Up to two hours of homework per week. Students are also expected to be reading for at least 30 minutes, four times per week.

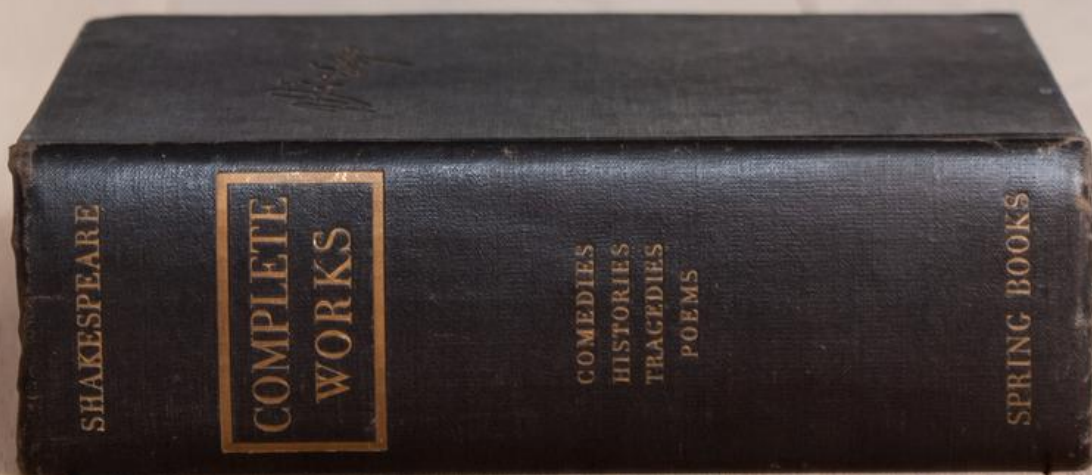
Year 10

Time: 5 × 50 minute periods

Course: Students further develop their skills across the three strands of Reading & Viewing, Writing, and Speaking & Listening. Students evaluate text structures, language features, images and vocabulary. They develop and justify their own interpretations of texts. Students continue to explain different viewpoints, attitudes, and perspectives through the development of cohesive and logical arguments. They develop their own writing style by experimenting with language features, stylistic devices, text structures and images, and also demonstrate an understanding of grammar and varying vocabulary choices for impact. The course provides opportunities for students to make presentations and contribute actively to class and group discussions.

Assessment: Classwork, essays, oral responses, tests and assignments, end of semester examination

Homework: Up to two hours of homework per week. Students are also expected to be reading for at least 30 minutes, four times per week.





VCE ENGLISH/EAL UNITS 1-4

Scope of Study

VCE English and English as an Additional Language (EAL) focus on how the English language is used to create meaning in print and digital texts of varying complexity.

The texts selected for study are drawn from the past and present, and from both Australia and other cultures, and comprise many text types, including media texts, for analysis of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Prerequisites

Students should have successfully completed Year 10 English to do Units 1-2. Students must undertake Unit 3 and Unit 4 as a sequence. However, it is recommended that EAL students demonstrate achievement at C3 or above on the Victorian Curriculum F-10: EAL prior to enrolment in this study.

Levels of Achievement

- Units 1 and 2 - Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessments of levels of achievement for these units are not reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.
- Units 3 and 4 - The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. A student's level of achievement in Units 3 and 4 is determined by School-assessed Coursework (SAC) as specified in the VCE study design, and by external assessment.
 - Unit 3 School-assessed Coursework: 25 per cent
 - Unit 4 School-assessed Coursework: 25 per cent
 - End-of-year examination: 50 per cent

Secondary Curriculum

MATHS

Mathematics focuses on developing understanding, fluency, reasoning and problem-solving skills within the areas of Number & Algebra, Measurement & Geometry and Statistics & Probability.

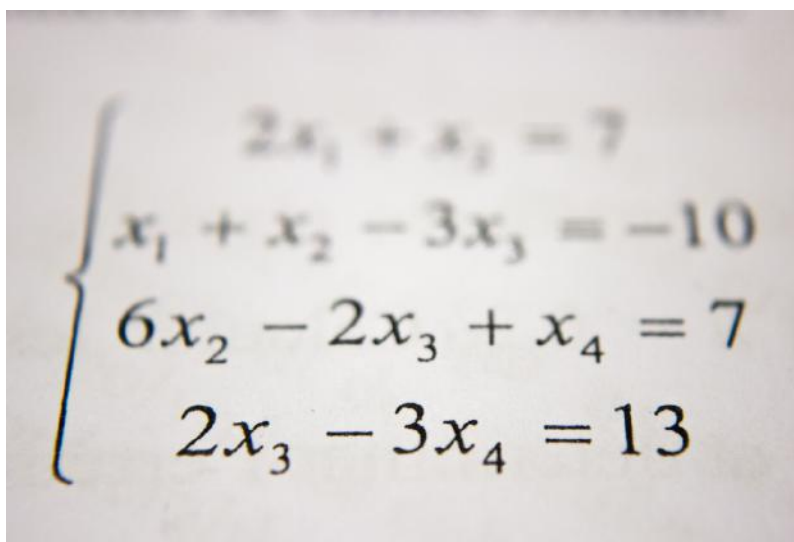
Students are encouraged to embrace the use of mathematics in everyday life and to apply their learning to gain a deeper understanding of and respect for numbers and patterns around them.

Opportunity is given for both extended and supported learning at the individual level. Peer learning is strongly encouraged, as discussions around mathematical processes can lead to a shared understanding. There is great value in allowing our students to explore and determine many different ways to solve problems.

After Year 7, advanced students can join the Advanced Maths stream through Years 8 and 9.

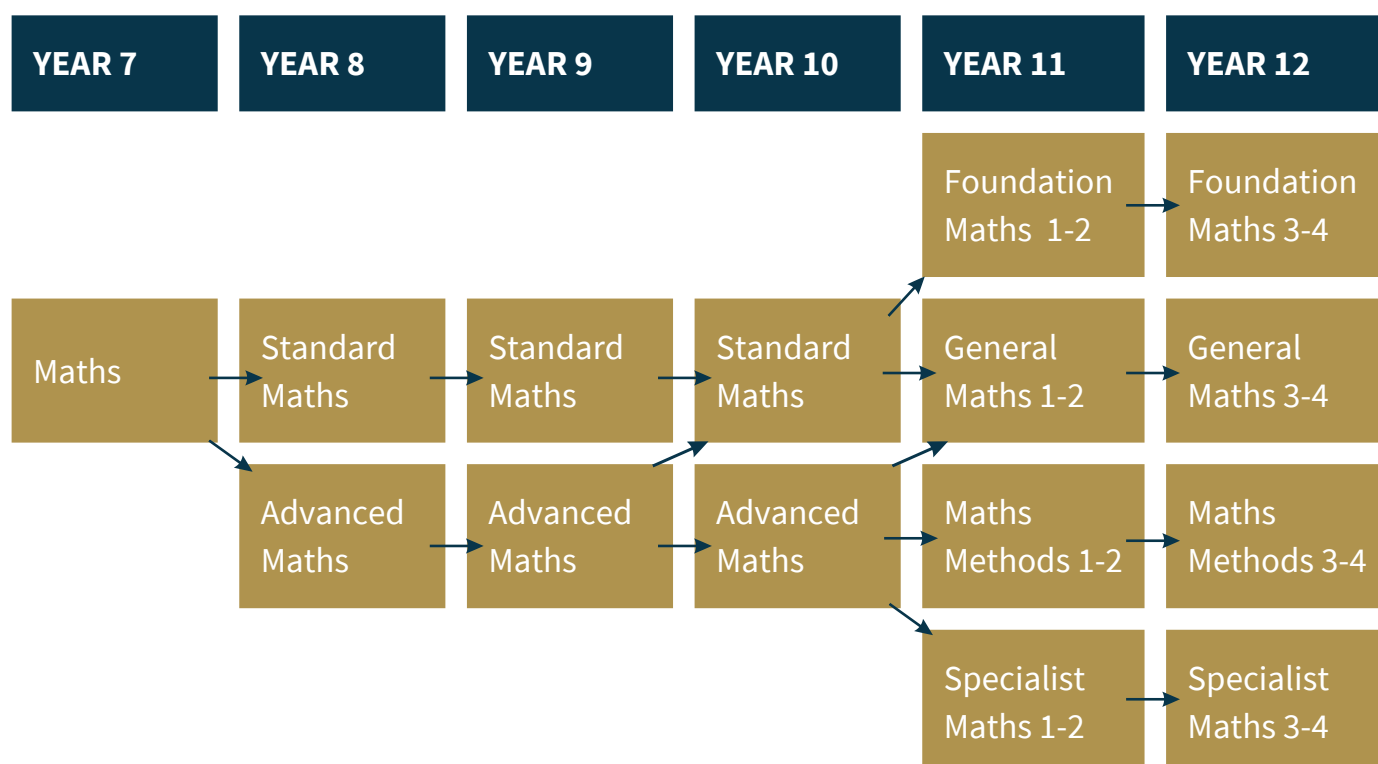
ADVANCED MATHS

Students at Year 10 have the opportunity to study VCE General Mathematics as well as Advanced Maths to prepare them for VCE Maths Methods.





Maths Pathways







VCE MATHEMATICS UNITS 1-4

Scope of Study

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability, and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise.

Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Essential mathematical activities include conjecturing, hypothesising and problem-posing; estimating, calculating, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

Structure

The study is made up of the following options which can be studied separately or in combinations (see Pathways Table):

- **Foundation Mathematics Units 1-4** provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.
- **General Mathematics Units 1-4** provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.
- **Mathematical Methods Units 1-4** provide for the study of simple elementary functions, transformations and 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 fields such as science, technology, engineering and mathematics (STEM), humanities, economics and medicine.
- **Specialist Mathematics Units 1-4** provide for the study of various mathematical structures, reasoning and proof. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Prerequisites

Students need to have achieved a result of C or better in the previous year to study Maths Methods Units 1-4. Students need to achieve a passing grade in Year 10 Maths to study General Maths. Students wishing to study Specialist Maths need to achieve a grade of B or better in Maths Methods.





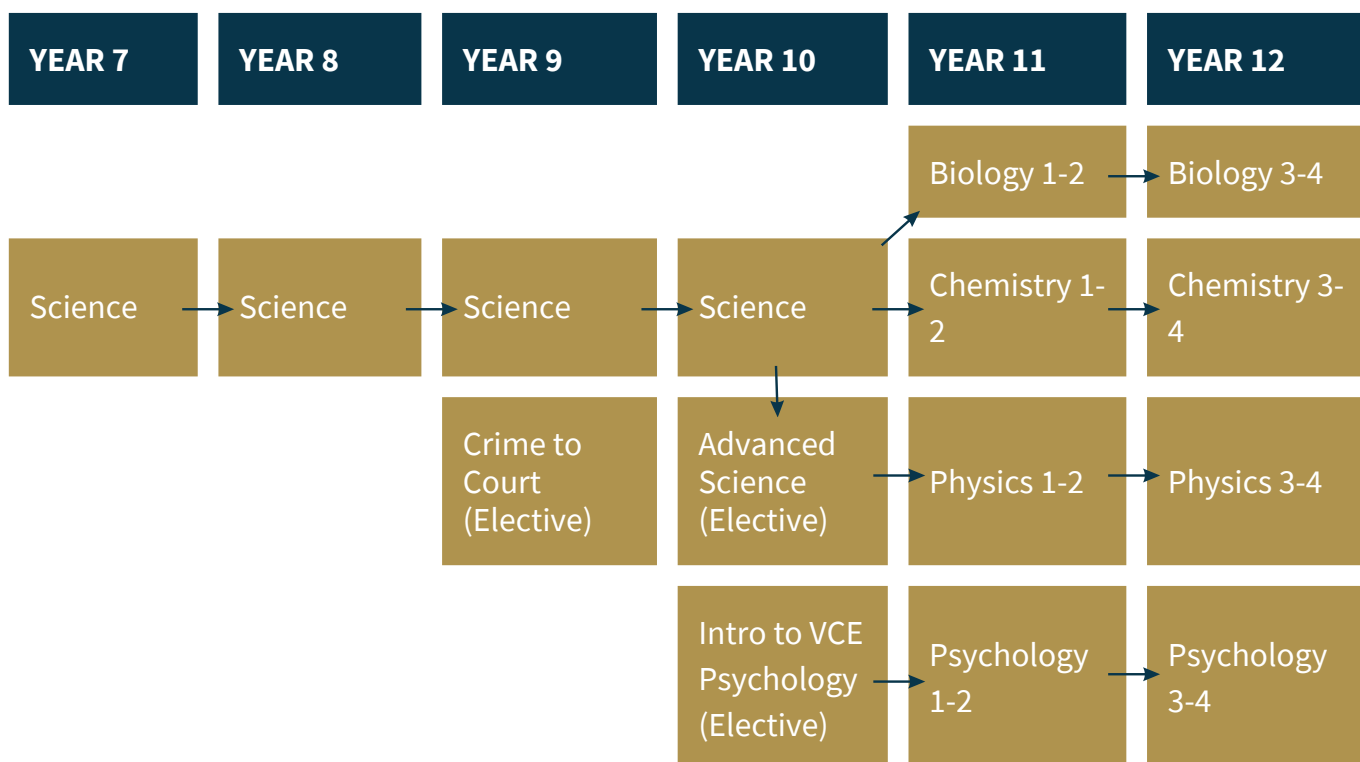
Secondary Curriculum

SCIENCE

The science curriculum provides students with opportunities to develop an understanding of important scientific concepts and processes, with plenty of opportunity for practical application. We support students to connect their scientific knowledge, understanding and skills with real issues and developments, to enable them to make informed decisions about local, national and global issues.

In each year from Years 7 to 10, students study the core areas of Chemistry, Biology, Physics and Earth Sciences as part of the general Science course.

Science Pathways



Course Description

SCIENCE

Year 7

Time: 3 × 50 minute periods

Course: This science course provides a comprehensive introduction to fundamental concepts, emphasising experimental design, scientific equipment usage, and effective representation techniques. Special emphasis is placed on earth and space sciences, alongside biological and physical sciences.

Assessment: Tests, assignments and laboratory experiments

Homework: Up to one hour per week

Year 8

Time: 4 × 50 minute periods

Course: In the unit “Building Blocks of Matter”, students delve into the structure of elements, interpreting the periodic table’s data and discerning between chemical and physical changes. Additionally, students investigate the concept of energy conservation, exploring its different forms and transformations through practical examples. Furthermore, they study cellular specialisation, distinguishing between animal and plant cells, and delve into the workings of living systems.

Assessment: Tests, assignments and laboratory experiments

Homework: Up to one hour per week

Year 9

Science

Time: 4 × 50 minute periods

Course: Students are introduced to the areas of Biology, Physics and Chemistry. Biology includes genetic inheritance, the role of DNA, genes, cell division, mitosis and meiosis and an analysis of the relationship between dominant and recessive traits. Chemistry includes trends in the periodic table, the electron configuration of atoms and the formation of ionic and covalent compounds. In Physics, students cover forces, motion, and Newton's three Laws.

Assessment: Tests, assignments and laboratory experiments

Homework: Up to 1.5 hours per week

Crime to Court - Elective

Time: 4 × 50 minute periods

Course: Crime to Court is a multidisciplinary elective covering the fields of Forensic Science and the Australian Justice System. Students are required to work as a team of investigators to solve a crime. They learn the basics of evidence collection and analysis and forensic investigation methods. They then apply the legal framework of the Australian justice system to the crime they have investigated.

Assessment: Tests, assignments and classwork

Homework: Up to one hour per week



Course Description

Year 10

Science

Time: 4 × 50 minute periods

Course:

- **Semester 1 - Science:** Students continue their study of Chemistry and Biology in preparation for VCE Science. Students continue to develop their skills in conducting scientific practical experiments, furthering their understanding of planning, conducting, and evaluating a scientific experiment report.
- **Semester 2 - Elective, Advanced Science:** This course covers Physics and a further consolidation of Chemistry concepts. This is suited to students aiming to study VCE Chemistry and Physics.

Assessment: Tests, assignments and laboratory experiments

Homework: Up to two hours per week

Introduction to VCE Psychology - Elective

Time: 4 × 50 minute periods

Coursework: Introduction to VCE Psychology is designed to build students' understanding and skills in scientific methodology and the ethics of research while learning about key areas of Psychology. This can cover a broad range of concepts such as understanding brain structures, functions and disorders, theories of personality and behaviour, as well as motivation and performance. It provides a solid transition into VCE Psychology.

Assessment: Tests, assignments, practical work, end of semester examination

Homework: Up to one hour per week



VCE BIOLOGY UNITS 1-4

Scope of Study

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity.

Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

Structure

The study is made up of four units, structured as a series of curriculum-framing questions that reflect the inquiry nature of the discipline.

- Unit 1: How do organisms regulate their functions?
- Unit 2: How does inheritance impact on diversity?
- Unit 3: How do cells maintain life?
- Unit 4: How does life change and respond to challenges?

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

VCE CHEMISTRY UNITS 1-4

Scope of Study

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Structure

The study is made up of four units:

- Unit 1: How can the diversity of materials be explained?
- Unit 2: How do chemical reactions shape the natural world?
- Unit 3: How can design and innovation help to optimise chemical processes?
- Unit 4: How are carbon-based compounds designed for purpose?

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to the equivalent standard of the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curricula.



VCE PSYCHOLOGY UNITS 1-4

Scope of Study

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, students consider different perspectives, models and theories. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

Structure

The study is made up of four units, structured as a series of curriculum-framing questions that reflect the inquiry nature of the discipline:

- Unit 1: How are behaviour and mental processes shaped?
- Unit 2: How do internal and external factors influence behaviour and mental processes?
- Unit 3: How does experience affect behaviour and mental processes?
- Unit 4: How is mental wellbeing supported and maintained?

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

VCE PHYSICS UNITS 1-4

Scope of Study

VCE Physics is available for students to study through VSV (Virtual Schools Victoria), and is supported by a mentor teacher at the College.

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Secondary Curriculum

HUMANITIES

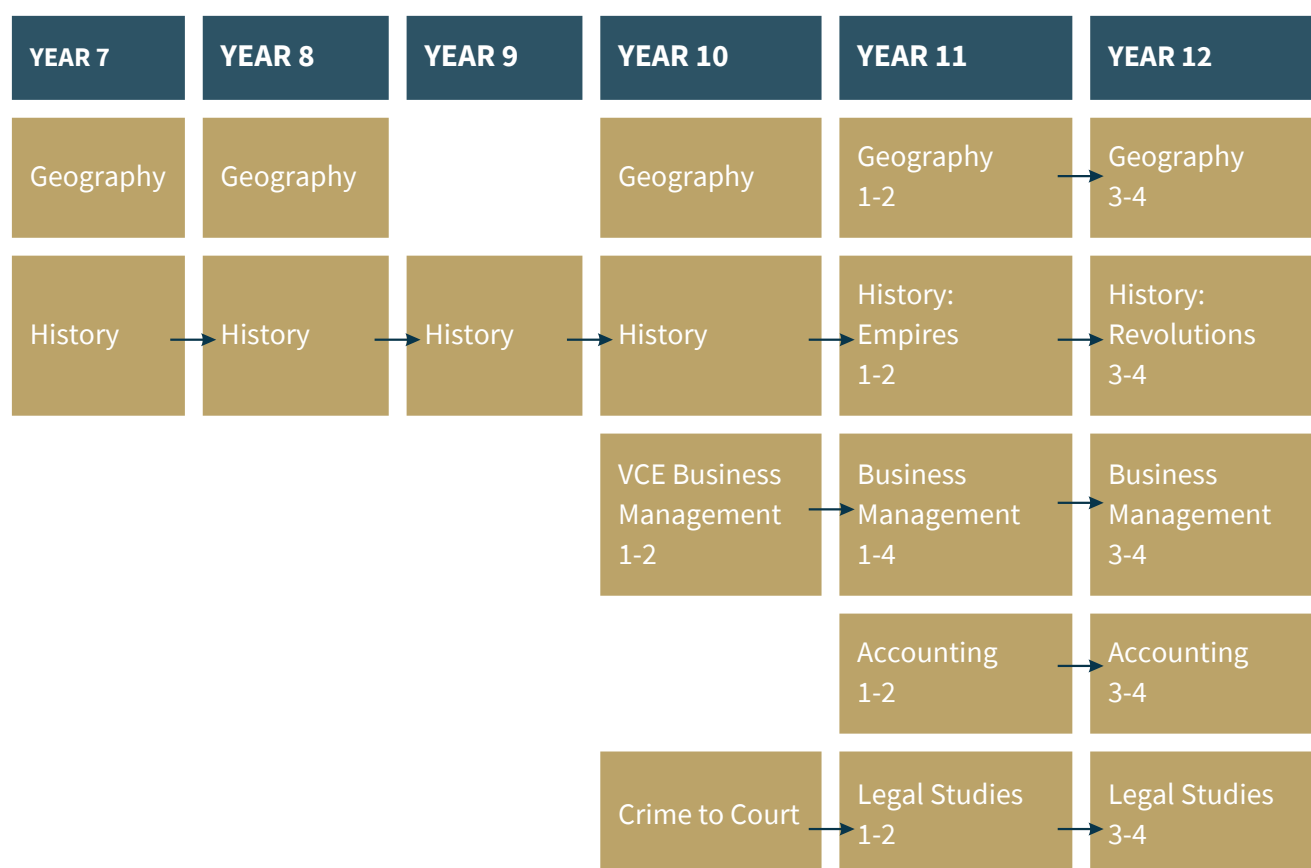
There are four disciplines under the heading of Humanities: History, Geography, Economics & Business, and Civics & Citizenship. Each of these studies has very specific tools, methods of working and vocabulary, and it is important that students are introduced to these, as they form an important basis of future study in these areas.

At Heritage, students study a semester each of History and Geography in Years 7-8. These disciplines can also be studied as electives through the middle years.

In VCE, Humanities divides into History, Geography, Business Management, Accounting and Legal Studies.

Study of any area of Humanities builds student understanding of the past and present of the society we live in and the planet we live on.

Humanities Pathways





Course Description

HUMANITIES

Year 7

Time: 4 × 50 minute periods

Course:

- **Semester 1** - In History, students explore the ancient world's impact on contemporary society. They delve into key historical concepts such as Chronology, Continuity and Change, Significance, Cause and Effect, and evidence. The focus is on developing skills essential for historical analysis, including source identification and analysis, assessing historical significance, and effectively communicating ideas.
- **Semester 2** - In Geography, students learn how to read, analyse, explore and investigate primary data, including maps and graphs. Students explore the effect of water in the world and the factors that affect a place's liveability.

Assessment: Assignments and workbooks

Homework: Up to one hour per week

Year 8

Time: 4 × 50 minute periods

Course:

- **Semester 1** - In History, students cover the topics of "Vikings", "Medieval Europe", "The Renaissance" and "Spanish conquest of America". Students further develop their understanding of historical concepts, research skills and the importance of historical knowledge for society. This forms the basis of their research and reflective assignment.
- **Semester 2** - In Geography, students continue their study of primary data, including maps and graphs. Students explore the effect of water in the world and the factors that affect a place's liveability.

Assessment: Research, practical projects, tests and assignments

Homework: Up to one hour per week

Year 9

Time: 5 × 50 minute periods

Course: Students learn about Australian history from colonisation to World War I. Students study European and First Nations perspectives of colonisation and beyond, Australia's movement towards Federation, the development of a new society and the birth of a national identity through participation in global conflict.

Assessment: Research, practical projects, tests, end of semester exam and assignments

Homework: Up to 1.5 hours per week

Year 10

Time: 5 × 50 minute periods

Course: Students study the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century was a critical period in Australia's social, cultural, economic and political development. Students learn about events since the end of World War I, including World War II and the Holocaust, the struggles of Indigenous people, and the rise of civil rights movements and pop culture from an Australian perspective. Students develop skills in analysing primary and secondary sources, recognising cause and effect, building historical empathy and conducting independent, effective research.

Assessment: Research, practical projects, tests and assignments

Homework: Up to two hours per week

HUMANITIES

**VCE GEOGRAPHY UNITS 1-2
VCE HISTORY UNITS 1-2**

Available for students to study through VSV (Virtual Schools Victoria), supported by a mentor teacher at the College.

VCE HISTORY - REVOLUTIONS, UNITS 3 & 4**Scope of Study**

In Units 3 and 4 - Revolutions, students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are major turning points in the collapse and destruction of an existing political order, resulting in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between political, social, cultural, economic and environmental conditions.

They have profound consequences for the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on its ideology.

Structure

Teachers select two revolutions to be studied from the list below, one for Unit 3 and one for Unit 4.

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution

Prerequisites

There are no prerequisites for entry to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.



VCE - BUSINESS MANAGEMENT

Scope of Study

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management Study Design follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

Various management theories are considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

Structure

The study is made up of four units:

- Unit 1: Planning a business
- Unit 2: Establishing a business
- Unit 3: Managing a business
- Unit 4: Transforming a business

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to meet a standard equivalent to the final two years of secondary education.

BUSINESS AND ECONOMICS

VCE ACCOUNTING UNITS 1-2 VCE LEGAL STUDIES UNITS 1-2

Available for students to study through VSV (Virtual Schools Victoria), supported by a mentor teacher at the College.



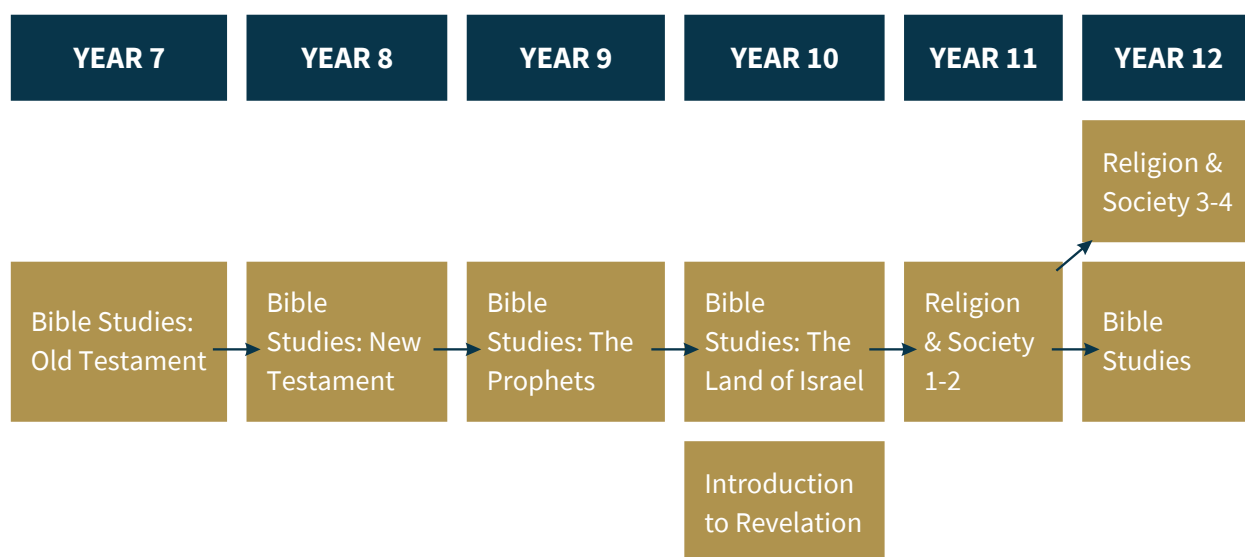
Secondary Curriculum

BIBLE STUDIES

We consider a knowledge of the Bible essential in helping young people to make informed decisions about their relationship with God. Our students study the Heritage Spiritual Values, with a focus on building character, in addition to a range of Biblical topics such as events, prophecy, characters, history and the relevance of such things to today's world.

As a compulsory subject through to Year 12 with a strong focus on pastoral care, our secondary students have the opportunity to study the Old Testament, the life of Jesus and many other subjects of Biblical interest. Assisted by experienced and engaging tutors, students also explore the practical components of living a Christian life.

Bible Pathways





Course Description

BIBLE STUDIES

Year 7

Time: 2 × 50 minute periods

Course: Students are introduced to the Bible: the structure and organisation of the books of the Bible, and its history, setting, and major themes and ideas. Students explore the Old Testament as the basis for understanding God and His purpose with humanity, including studying history and prophecy concerning the nation of Israel.

Assessment: Homework, assignments, end of semester exam

Homework: Up to 30 minutes per week

Year 8

Time: 2 × 50 minute periods

Course: Students focus on the New Testament, including considering the life of Jesus and the early work of the church, particularly the preaching of Peter and Paul, through the Acts of the Apostles.

Assessment: Homework, assignments, end of semester exam

Homework: Up to 30 minutes per week

Year 9

Time: 2 × 50 minute periods

Course: Students focus on the four major prophets on the Old Testament: Isaiah, Jeremiah, Ezekiel and Daniel. They spend time understanding their characters and culture, as well as the prophecies recorded in their books, from ancient history to our present day.

Assessment: Homework, assignments, end of semester exam

Homework: Up to 30 minutes per week

Year 10

Time: 2 × 50 minute periods

Course: The Land of Israel - Students study of the land of Israel and the Middle East in Bible times, covering significant events and where they occurred, as well as the geography and social conditions surrounding the events. Students research the past and present-day situations of these locations through reading, viewing and listening.

Assessment: Homework, assignments, end of semester exam

Homework: Up to 30 minutes per week

Time: 2 × 50 minute periods

Course: Introduction to Revelation - Elective - Revelation, the last book of the Bible, is a book of symbol that has intrigued Bible students through the ages. The course introduces students to the continuous historic interpretation of Revelation. This covers the time of the Roman empire from before Constantine, through Constantine's rule to the French Revolution and on to the 20th century.

Assessment: Homework, assignments, end of semester exam

Homework: Up to 30 minutes per week





VCE - RELIGION AND SOCIETY

Scope of Study

The beliefs, practices, principles and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life. In VCE Religion and Society, religion is defined as a community organised around beliefs related to ultimate reality and the consequent practices, principles and codes for behaviour.

Religious traditions develop and evolve over time through the participation and contribution of members and through interactions with society. Throughout history, religion and society have interacted with each other in broad ways in response to a range of important issues. Religion initiates changes to society and vice versa, and the consequences of these dynamic processes are part of the scope of this study.

Structure

The study is made up of four units:

- Unit 1: The role of religion in society
- Unit 2: Religion and ethics
- Unit 3: The search for meaning
- Unit 4: Religion, challenge and change

Prerequisites

Religion and Society Units 1-2 is a compulsory subject for Year 11. Students may choose to continue to study Religion and Society Units 3-4 in Year 12.

Secondary Curriculum

AUSLAN

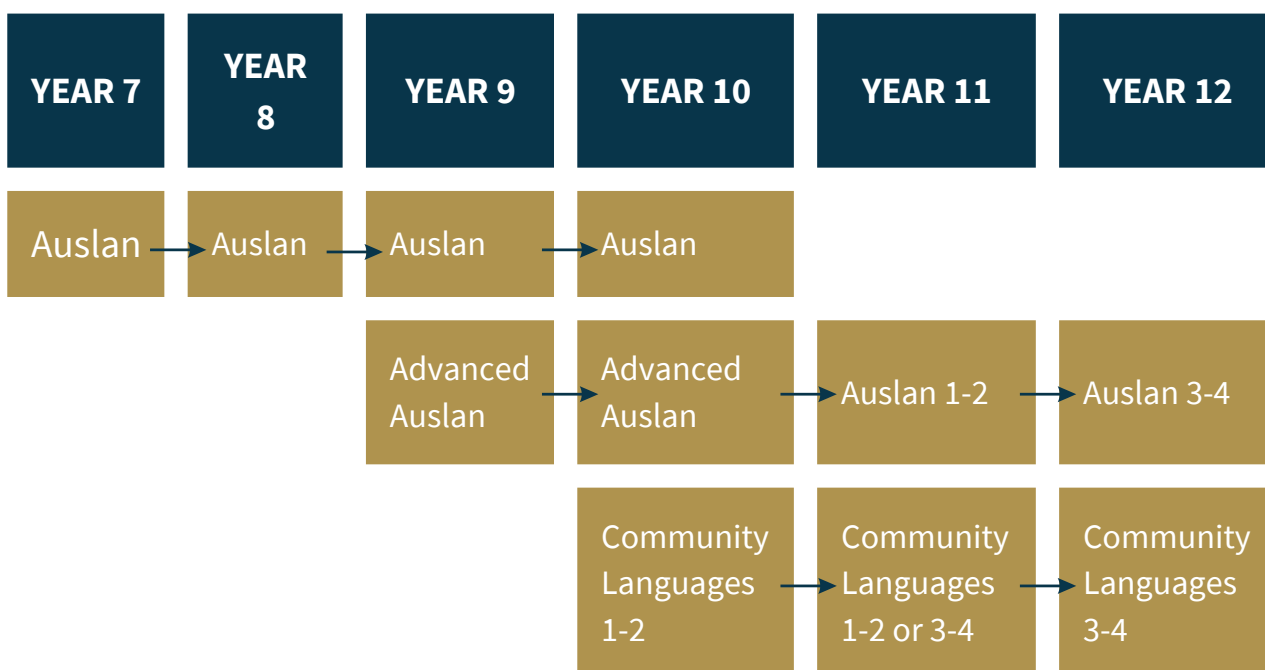
The study of Auslan contributes to students' overall education, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to a unique Australian cultural community.

The Victorian Curriculum requires that all students study a Language Other Than English in the secondary years. Students at Heritage College Knox have the opportunity to continue their language studies by studying Auslan as a VCE subject in Years 11 and 12. The College also offers an Advanced Auslan stream in Years 9-10 for students who excel at the subject.

COMMUNITY LANGUAGES

A student studying a community language online has the opportunity to study their language through the Masters Program or their VCE Electives.

Pathways





Course Description

AUSLAN

Year 7

Time: 2 × 50 minute periods

Course: Students learn fingerspelling and a range of signed vocabulary related to a variety of studied subjects. Students are required to independently locate appropriate signs using resources such as Signbank online, including understanding regional variation in signs. Students are introduced to Deaf culture.

Assessment: Homework, assignments, end of semester exam

Homework: Up to 30 minutes per week

Year 8

Time: 2 × 50 minute periods

Course: Students identify the parameters of signs, including handshape, orientation, location, movement, and expression. Students learn the difference between lexicalised and depicting signs, including how to use and identify entity signs, handling signs, and Size and Shape Specifiers. Students regularly practise fingerspelling names and unknown signs using the full Auslan double-handed alphabet. Students continue to develop their understanding of Deaf culture.

Assessment: Homework, assignments, end of semester exam

Homework: Up to 30 minutes per week

Year 9

Time: 2 × 50 minute periods

Course: Students practise initiating and sustaining conversation in Auslan on a variety of familiar topics. They create and present signed interpretations of wordless animations, comparing their different performances. Students complete a research task investigating global sign languages including International Sign Language and the influence of American Sign Language and British Sign language on Auslan.

Assessment: Homework, assignments, end of semester exam

Homework: Up to 30 minutes per week

Year 10

Time: 2 × 50 minute periods

Course: Students continue expanding their knowledge of Auslan vocabulary and more elaborate sentence construction. Students create and view richer texts, and develop metalanguage for describing aspects of Auslan and how it is structured. By the end of Year 10, students interact with peers, teachers and others using Auslan to communicate about personal interests and broader issues relating to the Deaf community.

Assessment: Homework, assignments, end of semester exam

Homework: Up to 30 minutes per week

VCE - LANGUAGE AUSLAN**Scope of Study**

Auslan is the contemporary visual-spatial language of an Australian linguistic minority group, the Australian Deaf community. While it is derived from British Sign Language, Auslan has developed into a unique Australian language characterised by its own grammar and lexicon. Auslan does not have a written form and is a highly contextualised language. Competence in the morphological and syntactic structures of Auslan is expected. Minor regional variations and the value and place of fingerspelling are recognised when used appropriately.

Structure

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

Prerequisites

This framework is designed for students who typically will have studied Auslan for some 400 hours by the completion of Year 12. Some students with less formal experience will also be able to meet the requirements successfully. Students must undertake Unit 3 prior to undertaking Unit 4.





Electives

TECHNOLOGY

Technology is an important aspect of education at Heritage College Knox. Students have their own device from Year 7 and learn how to use the G-Suite for education as the digital collaboration platform. An important element of this curriculum is using technology wisely.

At Years 8 and 9, students have a choice of two of the following electives in Technology:

- Food Preparation in the Twenty-first Century
- Apprenticeship – Wood
- Robotics

Students may choose a VET subject from Year 10, enabling early entry to VCE.

Technology Pathways

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Food	21st Century Food →	Cafe Culture →	Cafe Culture →	Food Studies 1-2 →	Food Studies 3-4
Wood	Wood Apprenticeship 1 →	Wood Apprenticeship 2 →	Intro to VCE Wood →	Product Design & Technology 1-2 →	Product Design & Technology 3-4
Information Technology	Information Technology →	Information Technology →	Computer Programming		

Course Description:

TECHNOLOGIES

Year 7

Time: 2 × 50 minute periods

Course: In Year 7, students study three units of Technology: Wood, Information Technology and Food. In Food and Wood, students cover the safe work principles, tools and equipment, and basic skills for each area. Students complete group projects, learning to work in a team, along with an individual project that develops their ability to work independently.

In Information Technology, students are introduced to the Google suite and learn basic typing skills and video editing techniques.

Assessment: Skills, projects and assignments

Homework: Up to 30 minutes per week

Year 8 -9
(Electives)**Food Preparation in the Twenty-first Century**

Time: 4 × 50 minute periods

Course: In 21st Century Foods, students learn how to apply their knowledge of the characteristics and scientific and sensory principles of food, along with nutrition principles and preparation standards. They use a range of cooking apparatus, including barbecues, air fryers, conventional ovens and cooktops. Students are involved in designing and preparing interesting and healthy meals.

Assessment: Skills, projects and assignments

Homework: Up to 30 minutes per week

Apprenticeship - Wood

Time: 4 × 50 minute periods

Course: Students in Wood Design and Technology complete two projects. The first is a group project building an outdoor feature for the school. Students complete a research assignment on the planned project using a design brief, investigating design options, outdoor timbers, safety requirements and maintenance. Students then complete an individual piece following the design and construction process.

Assessment: Skills, projects and assignments

Homework: Up to 30 minutes per week

Information Technology - Robotics

Time: 4 × 50 minute periods

Course: This course covers the core concepts of robotics using the Lego Spike Prime platform. Students solve information technology problems using a design process. All students learn the basics of coding using a block-based coding language. Students then use their coding skills in two major assessments, one to create a robot which can sort based on colours and a second assessment in which they compete with other students across Australia.

Assessment: Skills, projects and assignments

Homework: Up to 30 minutes per week



Secondary Curriculum

THE ARTS

VIVACE MUSIC

The Vivace Music Program, suiting its meaning (fast and lively), provides students who have a passion and talent for music with the opportunity to participate in an exciting, fast-paced curriculum.

Students study Music as a full-year subject under the direction of experienced and qualified music professionals, with many exciting opportunities:

- Masterclasses with industry professionals
- A strong emphasis on composition and orchestration
- Lessons in the use of industry-standard Digital Audio Workstation (DAW) software
- A focus on production management skills
- Multiple performance opportunities
- Participation in bands and attendance at music camps
- Competitions and eisteddfods

DRAMA

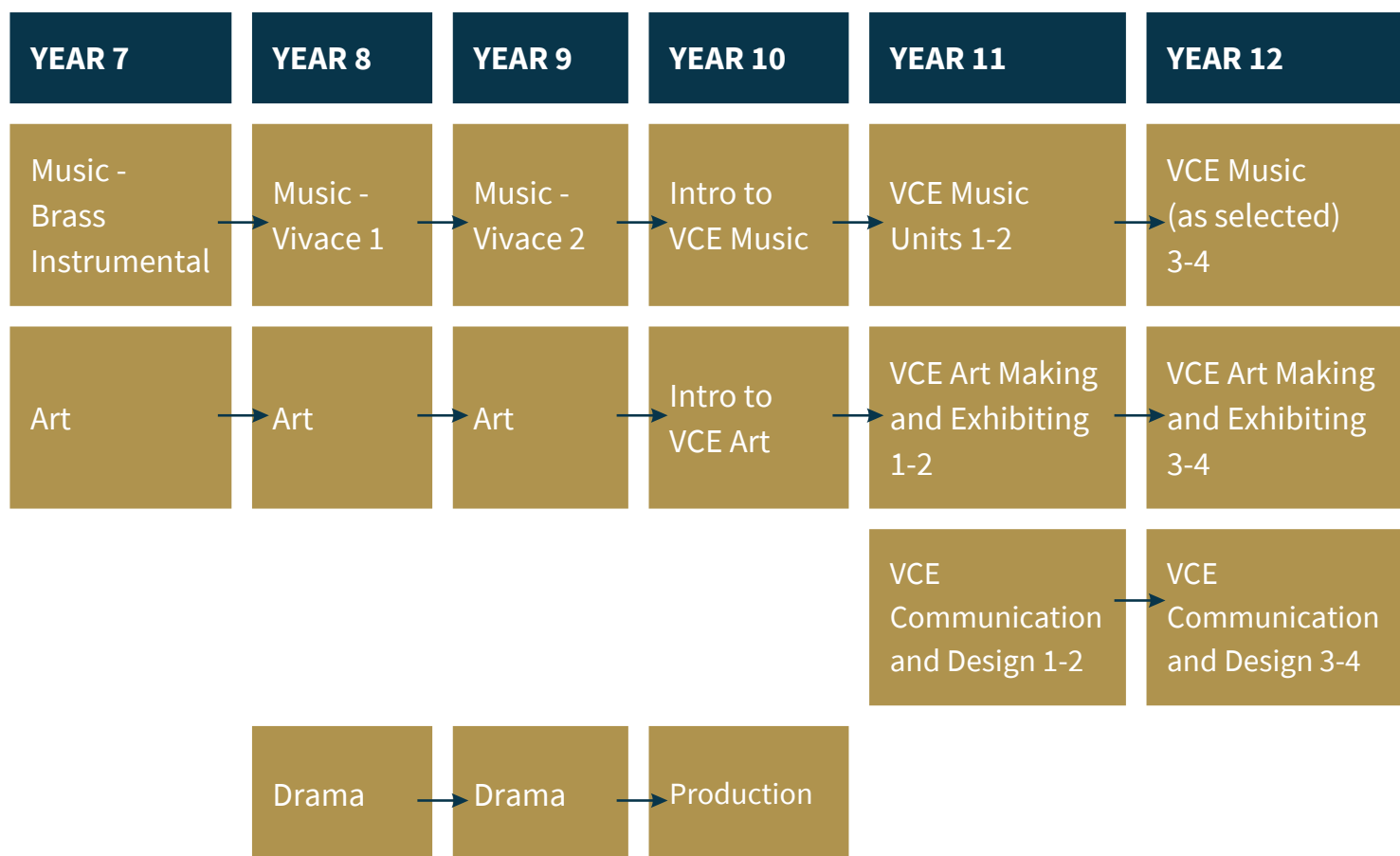
Secondary drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. By providing a range of opportunities, students can develop new skills in creativity, social understanding, communication and aesthetic control.

ART

Led by experienced, creative and dedicated art teachers, our secondary art program caters for all artistic students. Through the study of artworks, the practices of artists and their role in society, students learn a wide range of techniques as they develop their individual art practice.



The Arts Pathways





Course Description

THE ARTS

Year 7 ART

Time: 4 × 50 minute periods

Course: Students make and respond to different ideas and apply these ideas to visual art practices and techniques. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles. Students develop an informed opinion about artworks based on their research of current and past artists. They examine their own culture and develop a deeper understanding of their practices as an artist.

Assessment: Assignments and workbooks

Homework: Up to one hour per week

Year 7 MUSIC

Time: 4 × 50 minute periods

Course: Students focus on the musical elements of tempo, dynamics, rhythm, mood and pitch. They learn the basics of music theory, including scale patterns, note types, clefs and time signatures. Students are assessed on their aural skills in identifying intervals, rhythm patterns and major and minor triads. They learn to play a brass or woodwind instrument, focusing on basic techniques, note recognition and rhythm.

Assessment: Assignments and workbooks

Homework: Up to one hour per week

Years 8-9 ART

Time: 4 × 50 minute periods

Course: Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual art practices. They refine their personal aesthetic through working and responding perceptively as an artist, craftsperson or audience. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.

Assessment: Research, practical projects, tests and assignments

Homework: Up to one hour per week

Years 8-9 MUSIC

Time: 5 × 50 minute periods

Course: Students focus on the musical elements and how these influence composition and emotions. They are accelerated through the theory behind music analysis, preparing them for their compositional task. Students are introduced to the Digital Audio Workstations (DAWs) of Logic Pro and BandLab, and use DAWs for their own composition.

Assessment: Research, practical projects, tests, end of semester exam and assignments

Homework: Up to 1.5 hours per week

Years 8-9 DRAMA

Time: 5 × 50 minute periods

Course: Students are introduced to the concepts of elements of drama, performance techniques and theatre styles. As each element is studied, students develop creativity and critical thinking skills within the realm of theatre and performance. Students learn how to perform and create a piece of work based on a point of view and how to use evidence of drama techniques to support these conclusions. They create performances within the styles of “Mime” and “Melodrama” using performance and drama techniques specific to these theatre styles.

Assessment: Research, practical projects, tests and assignments

Homework: Up to two hours per week

VCE ART MAKING AND EXHIBITING

Scope of Study

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.

Structure

The study is made up of four units:

- Unit 1: Explore, expand and investigate
- Unit 2: Understand, develop and resolve
- Unit 3: Collect, extend and connect
- Unit 4: Consolidate, present and conserve

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.





VCE VISUAL COMMUNICATION AND DESIGN

Scope of Study

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences.

They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language and its role and potential is the foundation of effective design practice.

Structure

The study is made up of four units:

- Unit 1: Finding, reframing and resolving design problems
- Unit 2: Design contexts and connections
- Unit 3: Visual communication in design practice
- Unit 4: Delivering design solutions

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1–4 are designed to meet the equivalent standard of the final two years of secondary education.



YEAR 10 - INTRODUCTION TO VCE MUSIC

Scope of Study

By the end of Year 10, students interpret, rehearse and perform a solo and ensemble repertoire in a range of forms and styles. They demonstrate a developing personal voice and technical control, expression and stylistic understanding. They use general listening and specific aural skills to enhance their performances and a knowledge of the elements of music, style and notation to compose, document and share their music.

Students aurally and visually analyse works and performances of different styles. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Prerequisites

Students are required to have learned an instrument for a minimum of three years.

VCE MUSIC - UNITS 1 - 4

Scope of Study

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice.

Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation enabling students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

Structure

Music comprises the following units:

- Unit 1 - Organisation of Music
- Unit 2 - Effects of Music

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3; however, students should have been learning an instrument for at least three years. Students must undertake Unit 3 and Unit 4 as a sequence.



Secondary Curriculum

HEALTH AND PHYS-ED

Physical Education improves fitness and develops skills in participation in games and teamwork.

We offer a broad range of options to provide every student with a variety of skills in the field, on the court and in the pool.

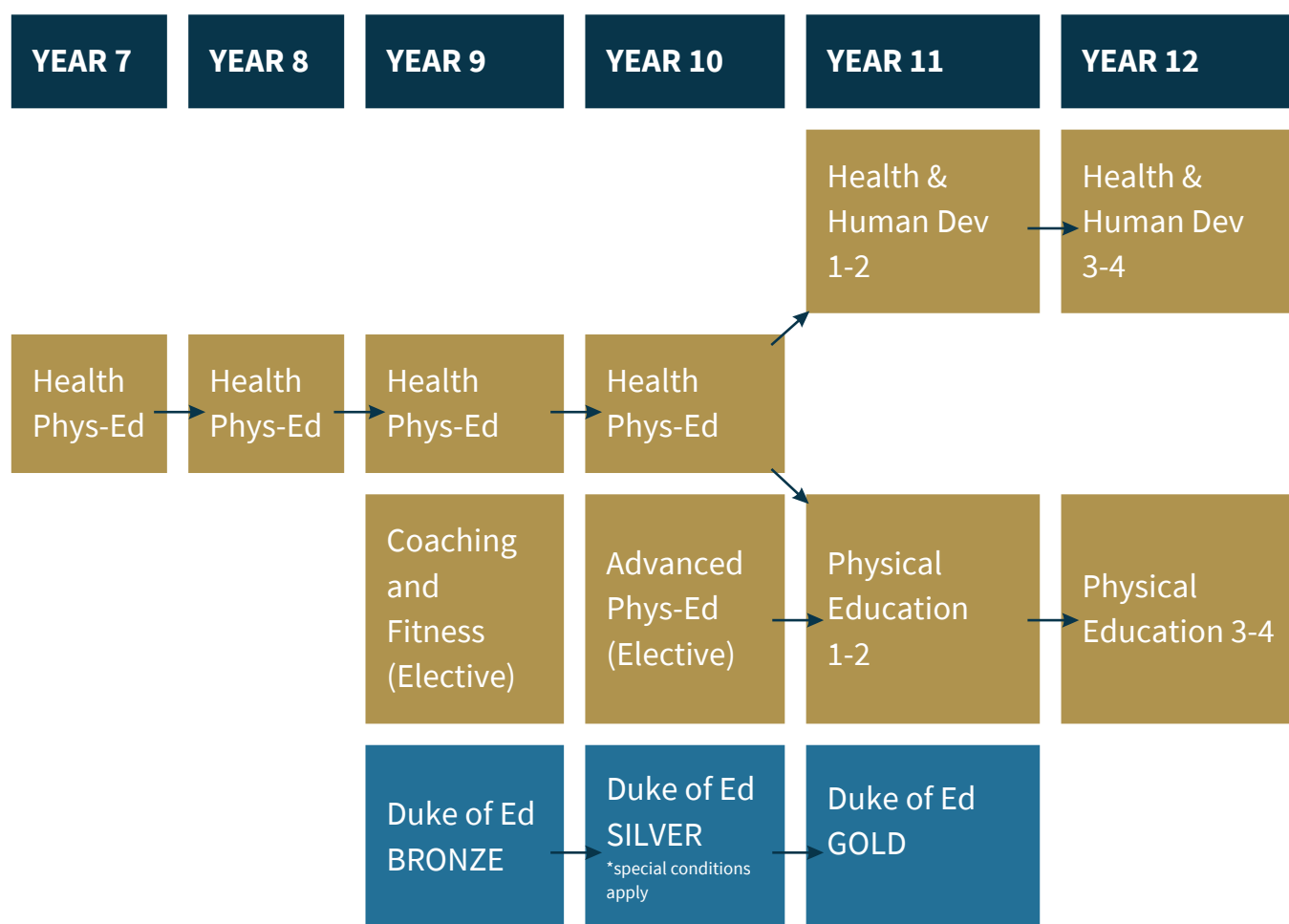
Health Studies teaches students about positive, holistic wellbeing, with a concentration on education in self-esteem, as well as both emotional and mental health.

Students may choose to study VCE Health and Human Development 1-2 in Year 10.





Health and Phys-Ed Pathways





Course Description:

HEALTH AND PHYS-ED

Year 7

Time: 2 × 50 minute periods

Course: The curriculum encompasses Tennis, Basketball, Swimming, Cricket, Gymnastics, and Fitness Testing, providing students with a comprehensive range of physical activities. Students practice water safety, swimming skills, drowning prevention strategies, and basic first aid techniques to ensure well-rounded physical development and safety awareness.

Assessments: Fitness testing, practical assessments

Year 8

Time: 2 × 50 minute periods

Course: Students engage in units focusing on Racquet (a blend of Tennis and Table Tennis), Touch Rugby, and Fitness Testing. The Fitness Testing unit offers comprehensive assessments of students' physical fitness, including strength, endurance, flexibility, and cardiovascular fitness. Additionally, students receive training in swimming for improved water safety, swimming skills, basic first aid, and Bike Education.

Assessments: Fitness testing, practical assessments

Year 9

Time: 2 × 50 minute periods

Course: Students engage in Volleyball, AFL, and Fitness Testing units, all aimed at advancing their foundational skills and knowledge. In AFL, alongside technical aspects, students learn about its cultural significance, particularly the role of Indigenous Australians, fostering cultural awareness and respect. The Fitness Testing unit provides a comprehensive assessment of students' physical fitness, including strength, endurance, flexibility, and cardiovascular health. Furthermore, all students participate in SEPEP, fostering motor and locomotion skills across various abilities. Additionally, they explore community support services' accessibility and effectiveness in promoting healthy choices in a dedicated health unit.

Assessments: Fitness testing, practical assessments

Coaching and Advanced Fitness - Elective

Time: 4 × 50 minute periods

Course: Students apply the coaching theories covered in class to a practical setting. The theoretical content includes interpersonal skills, tactical awareness, coaching styles and roles, and the development of a positive team culture. Students also study elite sporting case studies. Students compare the different fitness requirements for various sports and learn about a variety of fitness concepts, including nutrition, body systems, and community fitness, all while using media examples.

Assessments: Fitness testing, practical assessments

Year 10

Time: 3 × 50 minute periods (semester)

Course: Students participate in a range of invasion, net/wall and striking/fielding sports as well as activities to promote and encourage students to be active for life. Students analyse how participation in physical activity and sport influence an individual's identity, and explore the role of participation in shaping cultures. The subject also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Assessments: Fitness testing, practical assessments

Homework: Up to one hour per week

VCE PHYSICAL EDUCATION**Scope of Study**

VCE Physical Education explores the complex interrelationships among anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. It also examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education.

Students participate in practical activities to examine the core concepts that underpin movement and influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

Structure

The study is made up of four units:

- Unit 1: The human body in motion
- Unit 2: Physical activity, sport and society
- Unit 3: Movement skills and energy for physical activity
- Unit 4: Training to improve performance

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.





VCE HEALTH AND HUMAN DEVELOPMENT

Scope of Study

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

Structure

The study is made up of four units:

- Unit 1: Understanding health and wellbeing
- Unit 2: Managing health and development
- Unit 3: Australia's health in a globalised world
- Unit 4: Health and human development in a global context

Prerequisites

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

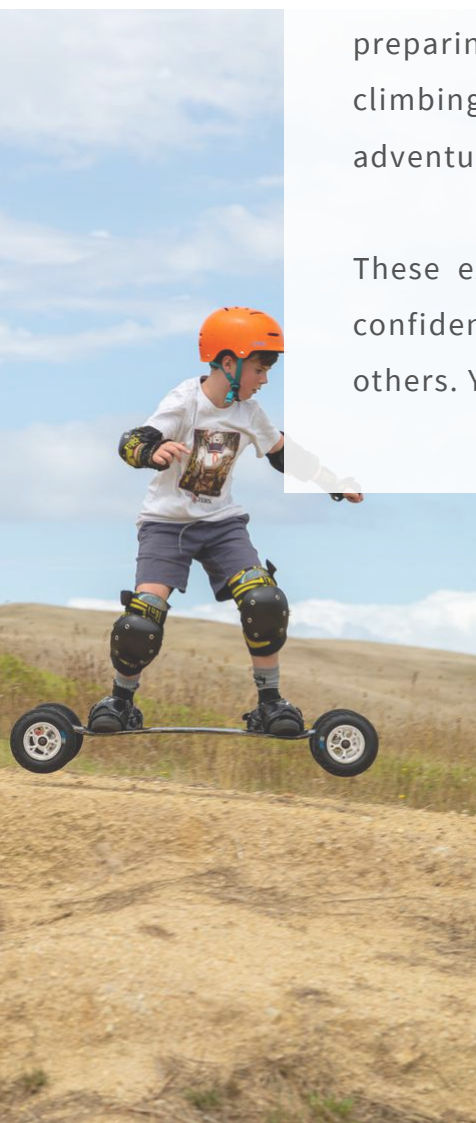




CAMPS

Camps are an important part of every student's life at Heritage, all the way from Year 7 "getting to know each other" camps to Year 12 study camps and preparing for university. The experiences of setting up tents, canoeing, climbing high ropes, hiking, abseiling, exploring and just having an adventure are integral to student development.

These experiences are full of great times, special memories, developing confidence, and powerful lessons about the environment, yourself and others. You just have to be there!





Secondary program

DUKE OF EDINBURGH

Heritage College provides students with the opportunity to participate in the Duke of Edinburgh Award from Year 9. Students who choose the Award challenge themselves and set personal, achievable goals.

As an award, participant students join over 5 million young people in over 100 countries. It consists of three levels, Bronze, Silver and Gold, which comprise four sections each: Skill, Service, Physical Recreation and Adventurous Journey.

The award is voluntary, flexible, non-competitive, balanced, progressive, challenging and most of all enjoyable. It provides an opportunity for young people to achieve personal excellence and build self-esteem, confidence, self-reliance, motivation and respect for others.

Each student must learn a skill, improve their physical wellbeing, volunteer in their community and experience a team adventure in a new environment. All journeys are planned by the students and are accompanied by College staff and an experienced and accredited trekking guide.



LEARNING TO STUDY



At Heritage College, students do exams from Year 7, beginning with English, Maths and Bible Studies, and gradually adding more subjects each year. Part of the reason for doing exams is to develop the study skills essential for success in the final years of secondary school; thus, we have a program to develop these skills.

A highlight of this is the Learning to Study program, which sits beside our exams. In Year 7, students learn the difference between study and homework, develop note-taking skills, learn how to build a study timetable, and practice memorisation techniques and relaxation strategies.

At Year 8, this program continues with more memorisation techniques, exam planning strategies, successful study tips, and the use of past tests and revision sheets.

At Year 9, we review and revisit these strategies.

In Year 10 and beyond, the focus changes to VCE, with motivational speakers inspiring students and offering study techniques and strategies for organisation, exam preparation, stress management and so on.



Secondary program

APPRENTICESHIP PROGRAM WOOD

Specifically designed for students who have an interest in building, this unique course uses the apprenticeship model of training to give students the opportunity to learn valuable building skills. They finish their studies as apprentices by designing and building a specialised large-scale project.

THE HERITAGE MASTERS

This program allows students to design and plan their own elective, with many options such as writing a novel, investigating a Maths theorem, or researching something, whether related to history or religion, a social issue or climate change.

Using the initiative of the student to choose their project and obtain the necessary approval, students work with a mentor to support and guide their study.





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Through this challenging journey of self-discovery, students are equipped and empowered to achieve their personal best and learn to take responsibility for their goals and choices. They become connected to and actively engaged within their immediate community, and make a real difference to society through their positive contributions and involvement. They also learn to persevere and overcome barriers to success, and develop important life skills.

A photograph of three students in school uniforms standing outdoors in front of a large tree. The student on the left is a girl with blonde hair, the middle is a boy with light brown hair, and the right is a boy with dark brown hair. They are all smiling. The boy on the right has several medals pinned to his jacket. The text 'LEADERSHIP' is overlaid on the image.

LEADERSHIP

Equipping our students to be young leaders is an important part of student development at Heritage College Knox.

Formal leadership positions commence at Year 9, where students take on leadership roles in a range of areas.

All students are encouraged to lead by example and work towards a leadership position.



CLUBS

DEBATING CLUB

Students from Years 7-8 have the opportunity to be involved in the Debating Club and interschool debating throughout the year. Debating is a sport with rules and teams which compete using the art of language and argument. Students work as a team to research topics, form their arguments and represent their team's point of view.

ECO CLUB

A student-led initiative, this voluntary club is committed to preserving the environment and contributing to saving the planet. With projects such as collecting cans for recycling and collecting second-hand shoes to be recycled for use in retail, gym and playground flooring, we provide the support required to enable these visions to be brought to life.

CHESS CLUB

Students receive coaching from a Chess Master in development, strategy and piece manipulation, while also participating in regular Interschool Chess Tournaments.



