# Curriculum Handbook 2027

Catholic College Sale

# Vision for Learning

The community of Catholic College Sale collaboratively developed a Vision for Learning, which honours both our shared history and future potential. Our Vision for Learning — **Create Belonging, Strive for Excellence, Share Success** — draws life from the Marist Sion traditions, nourished by the spirit of Water from the Rock at the heart of our Charism Garden, and anchored in deep respect for the Gunaikurnai people, the traditional custodians of this land.

Central to this vision is fostering a strong sense of belonging, empowering students to **engage** fully in their learning journey. We are committed to cultivating **inclusive** learners who embrace and value diversity, ensuring that every student feels respected, supported, and **empowered** to achieve their full potential and thrive. This sense of belonging inspires students to grow spiritually, academically, and personally, while embracing Catholic. Social Justice teachings and being mindful of the world around them.

Catholic College Sale strengthens its community by cultivating courage and resilience, enabling all to face challenges with emotional intelligence and compassion. Through shared experiences and deep connections, we create a supportive environment that reaches beyond the classroom. United in purpose, we strive for excellence and welcome future opportunities that help each person grow into their fullest potential.

In a supportive yet challenging environment, students are encouraged to reach their full potential — not only in academic excellence but also in their development as well-rounded individuals. This holistic approach ensures they are prepared to contribute positively to both their community and the wider world. Ultimately, this vision creates hope for students, shaping them into capable, socially conscious individuals who live out the message of Jesus, embodying compassion, service, and love for others. As hope-filled students, they share their success and make positive contributions to our world.

Our school is guided by the three key pillars: **Engaged Learning, Empowered Learning and Inclusive Learning.** These pillars shape our teaching, foster a supportive and dynamic learning environment, and ensure every member has the opportunity to thrive.

# Welcome

"I am strong of mind, gentle of heart and loved by God"

Welcome to the Catholic College Sale Curriculum Handbook for 2027

The Curriculum Handbook has been designed to assist students, with the support of their families, to select a pathway and subjects that will support them to achieve success and assist them in their transition from school to future growth.

When making course selections evidence suggests that students should choose subjects that:

- Enable them to work to their strengths;
- Are challenging;
- They enjoy studying;
- Provide the qualifications or background knowledge they need for the future;
- Offer a range that is manageable e.g. a balance between theoretical and practical.

It takes quite a deal of self-awareness and honest self-evaluation to choose subjects that support success. Research however, indicates that students are more likely to choose subjects because of peer pressure or parental pressure rather than knowledge of their own strengths and goals. It is therefore important for students to seek advice and support from a variety of sources.

The Pathways Expo in Term 3 will give students an excellent opportunity to gain knowledge about our multiple pathways and talk to individual subject teachers, post- secondary course providers and potential employers. However, the support does not begin or end at the Pathways Expo. Assistance and advice can be sought at any time by contacting the College directly.

The combination of a supportive, faith-filled environment and a challenging and varied curriculum builds the foundations for students to appreciate and value learning as a lifelong process. We are committed to each individual student.

**Brett Van Berkel**
**Principal**

# Contents


Curriculum 05

ICT & SIMON 10

BYO Specified Device 12

Pathways 13

Learning Inclusion Team 17

Music 18

Religious Education Learning Area 20

English Learning Area 22

Science Learning Area 23

Humanities Learning Area 25

Mathematics Learning Area 26

Health & Physical Education Learning Area 27

The Arts Learning Area 32

Technology Learning Area 33

Languages Learning Area 34

**Year 7** Curriculum 36
Subjects 37

**Year 8** Curriculum 43
Subjects 44

**Year 9** Curriculum 50
Subjects 51

**Year 10** Curriculum 59
Subjects 61

Senior School Pathways 75

VCE Units 1 & 2 78

VCE Units 3 & 4 93

VCE Vocational Major Units 117

VCE VET On-Campus Subjects 129

VET Off-Campus Subjects 134

Glossary 138

# Curriculum

Catholic College Sale strives for the growth of knowledge and skills for all students. Our curriculum is designed to offer a personalised learning journey to support student pathways. There are a broad range of subjects and certificates available to enhance options. The curriculum at Years 7 to 9 lays the foundation of learning and exposes students to new subject experiences. This is intended to help students identify specific areas of interest whilst nurturing talents.

Our senior school curriculum starts at Year 10 where students are given the option to complete VCE Units 1 and 2 or Year 1 of VET courses. This extends to Year 11 where students can complete VCE Units 3 and 4 or the second year of VET courses. Students who are more hands on learners or do nor require an ATAR, may choose the VCE Vocational Major. This Applied Learning Pathway, which can lead straight into the workforce, to apprenticeships or to further TAFE study. VCE students wishing to go on to university will be endeavouring to maximise their study score to increase post secondary course options.

## The Victorian Curriculum

The Victorian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all students as a foundation for their future learning and to become active and informed citizens. It incorporates the Australian Curriculum and reflects Victorian priorities and standards. The Victorian Curriculum sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

## Homework/Study

Homework and study are integral parts of a student's education. Through regular homework and study, a student is able to develop study habits and skills that are essential for intellectual growth and academic achievement.
Remember, homework is set for the purposes of **Practice**, **Preparation** and/or **Extension**. Homework can include:

- Daily revision of lessons, which can be done by writing three key points about concepts learnt in classes each day into a revision notebook;
- Ongoing revision and study for assessments such as tests and SACs;
- Work set by teachers to be done overnight or by a set date;
- Assignments.

Further study opportunities will be advertised throughout the year.

# Homework Recommendations

| Year level | Suggested nightly time/s | Suggested weekly time/s |
|---|---|---|
| 7 | 30 mins | 2–3 hours |
| 8 | 30–60 mins | 2–5 hours |
| 9 | 1–2 hours | 5–9 hours |
| 10 | 3 hours | 5–12 hours |
| VCE Units 1/2 | 3 hours | Minimum of 1–3 hours per weeknight and up to 6 hours on weekend with time increased as exams approach. |
| VCE Units 3/4 | 4 hours | Minimum of 3–4 hours per weeknight and up to 6 hours on weekend with time increased as exams approach. |

## Catch-Up Process

Timely submission of assessment tasks is essential to support student progress and ensure accurate reporting. Students are expected to meet published due dates and complete all tasks to the best of their ability.

If work is not submitted, a structured catch-up process is in place, including parent communication and a supervised session to complete the task.
This ensures students remain accountable and supported in their learning.
If a student does not submit their assessment on time:

- Parents/guardians are contacted via email.
- The teacher may grant a one-week extension if appropriate.
- If the task is still not submitted, a compulsory supervised catch-up session is scheduled for the student to complete the work.
- If the student fails to attend or complete the task after this, a zero result is recorded for that assessment.

## Reporting

When a teacher marks an assessment task, they enter the marks into the SIMON system. Parents receive a fortnightly student digest highlighting assessment tasks and grades as they are entered, providing timely insight into student progress.

Parents will also have access to two cycles of formative feedback each semester. These formative reports provide feedback on student engagement and organisation, along with simple actions students can take to further their learning in each subject.

We strongly encourage parents and students to check PAM regularly to monitor student progress.

## Parents Students Teacher Interviews

All parents are encouraged to make a Parent Student Teacher interview time via PAM. Interview dates and times will be advertised at the beginning of each semester.

Parents/Guardians should not hesitate to contact the College at any time to seek feedback regarding student's progress. This can be done through the Parent Access Module (PAM) or by calling reception on (03) 5143 9700.

# Curriculum Handbook

The 2027 Curriculum Handbook has been prepared to inform students and parents about the broad range of subjects offered at Catholic College Sale and to enable them to plan a personalised learning program tailored to each student's pathway.

The Handbook outlines the curriculum from Years 7 through to 12 and is divided up into:

— Learning Areas
— Core Subjects
— Elective Subjects

Catholic College Sale offers a broad curriculum with a range of subjects offered to cater for the diverse needs of students. The overview of each of the eight Learning Areas details the pathways that exist in specific areas of study in the curriculum. The flow charts attached to Learning Areas are quick reference guides to start the journey.

Although this Handbook is designed to be a comprehensive guide, still the best course of action is to attend the Pathways Expo. This is held at the beginning of Term 3 each year.

# Subject Availability

Every effort will be made to place students into the subjects of their choice. However, the availability of subjects offered in this Handbook will be dependent on the number of students selecting the subject and staff availability. Students will be counselled in selecting an alternative subject if needed.

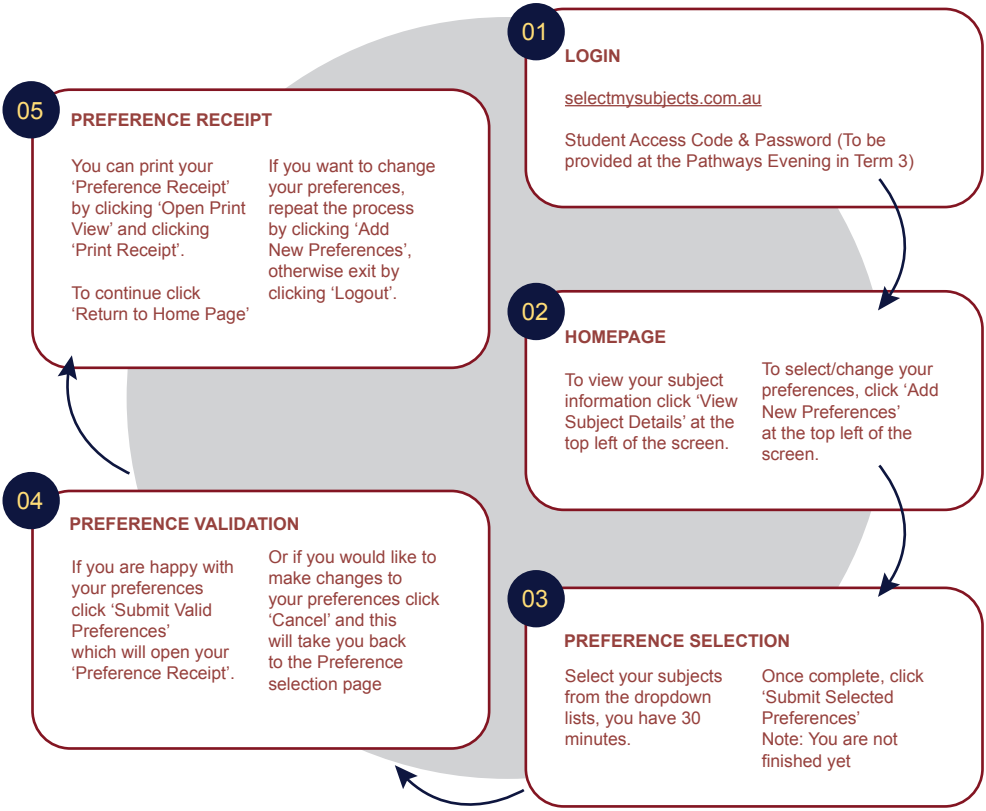
# Accelerated Pathway Criteria

Students wishing to apply to study any of the following are required to submit an application through the normal subject selection process:
— VCE Unit 1/2 when they are in Year 10
— VCE Unit 3/4 when they are in Year 11
— Year 1 or Year 2 VET in Year 10 or 11

**For a full list of Graduate Criteria please click here**

# Online Course Selection

From Years 9 to 12 students use Web Preferences for online subject selection. In Term 3 students will be given access to this enabling them to make those selections. The following steps outline how to enter subject preferences online:



# ICT and Simon

A 'Bring Your Own Specified Device' (BYOSD) program is in place to assist students in their learning. Students in Years 7 and 8 are required to bring a Chromebook, which allows full access to the Google ecosystem of applications. Students in Years 9 to 12 may bring their own device. Bring your own device specification and minimal system requirements are shown on the following page. Please note that devices that do not meet these requirements will not be able to be connected to the College network.

The College provides a wireless network with access to the Internet. The network includes a filtering system to block inappropriate sites and students are encouraged to use their device responsibly. Students are also taught about cybersafety as part of our Pastoral Program.

Students and teachers have 24/7 access to the SIMON Learning Management System. This system gives students the ability to access classwork and assessment tasks, send emails to their teachers and receive feedback and grades for their assignments. Parents also have access to all this information through the Parent Access Module (PAM).

We utilise Google Apps for Education (GAfE) which is a suite of apps that allows students to create documents, presentations and to collaborate together on projects online. All work that is stored on Google Drive can be accessed from any computer with an internet connection.

Teachers have access to monitoring software called Hapara, which allows them to see in real time what a student is working on. Students complete their work in Google Docs and teachers can automatically see their progress through Hapara, without the need of emails.

To maintain the system the College employs qualified technicians led by an experienced ICT Manager. Staff and students are also supported in the classroom by the e-Learning Coach.

# Parent Access Module (PAM)

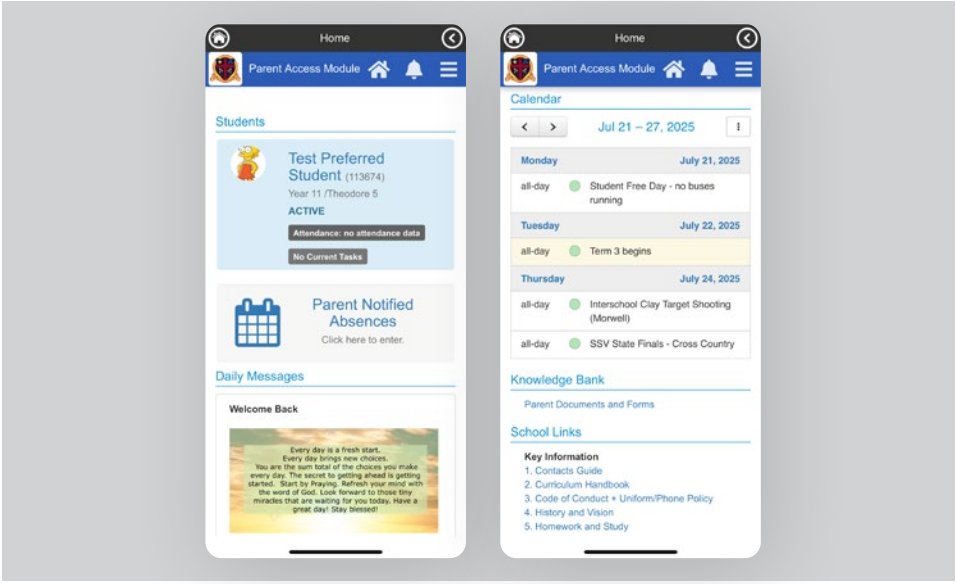
The Parent Access Module (PAM), allows for real-time feedback on students' results and provides a greater connection between the College and home.

When a teacher marks an assessment task, they enter the marks into the SIMON system. With PAM, parents can access the assessment task marks as soon as they are entered into the system, without having to wait until the end of the semester.

Parents will also have access to two cycles of formative feedback during a semester. These formative reports will provide feedback on student engagement and organisation along with simple actions that the student can take to further their learning in each subject.

PAM also allows access to the school calendar as well as each student's school profile which includes timetable, attendance data, commendations and historical reports. Correspondence from the College is also accessible via PAM, including most letters and excursion permissions. When new correspondence is generated, an email notification is sent to alert parents/guardians.

Parents are also required to maintain their child's medical reports via the Parent Access Module.



# Bring Your Own Specified Device (BYOSD)

## BYOSD DEVICE SPECIFICATIONS AND MINIMUM SYSTEM REQUIREMENTS

Years 7 and 8 are to bring their own Chromebooks in the form of a laptop. Please note that students in this year level will not be authorised to connect any other form of operating system to our network (i.e. Windows, Mac).

| Specification | Requirement |
|---|---|
| Device Type | Chromebook – Laptop |
| Operating System | Google Chrome |
| Wireless Network (Wi-Fi) | 5GHz 802.11ac (Wi-Fi 6) |
| Screen Size (Minimum) | 11-inch |
| Storage Capacity | 32GB Flash Storage |
| RAM (Memory) | 4GB |
| Battery Capacity | Minimum 6 hours |
| Anti-Virus & Anti-Malware Protection | N/A |
| Accessories | Protective case/sleeve |

## DEVICE YEARS 9 - 12

All devices brought to the College must adhere to the minimum specifications listed below.

| Specification | Windows Laptop | Apple Mac Laptop | Google Chromebook |
|---|---|---|---|
| Operating System | Windows 11 (Full version only. S Mode is not supported within the CCS environment.) | macOS 14 (Sonoma) | Google Chrome OS |
| Wireless Network (Wi-Fi) | 5GHz 802.11ac | 5GHz 802.11ac | 5GHz 802.11ac (Wi-Fi 6) |
| Screen Size (Minimum) | 11 inches | 11 inches | 11 inches |
| Storage Capacity | 256GB Hard Disk Drive | 256GB Hard Disk Drive | 32GB Flash Storage |
| RAM (Memory) | 8GB | 8GB | 4GB |
| Battery Capacity | Minimum 6 hours | Minimum 6 hours | Minimum 6 hours |
| Anti-Virus & Anti-Malware Protection | Microsoft Defender | XProtect | N/A |
| Accessories | Protective case/sleeve | Protective case/sleeve | Protective case/sleeve |

# Pathways

We offer a variety of study options to ensure all individual needs are catered for. Over the final three years, students can complete a pathway to further study or employment.

All students will now be enrolled in the VCE/ VPC. Students will have the option to have Vocational Major. VCE can include VET pathways, however the Vocational Major must include a VET pathway.
By using the flexibility that exists in the later year's curriculum, it is possible for students to tailor a course that best meets the needs of their personalised learning pathway.

## Careers Program

The Pathways Program in our College focuses on giving students support in preparation for the world beyond secondary school.

The Pathways Program begins in Year 9, where students have one lesson per fortnight. These lessons are focussed on personal and career exploration. Students complete a Morrisby Profile and have a 1:1 interview with a careers advisor to receive their results. Students are given guidance around subject selections and potential pathways.

In Year 10 students are asked to focus on pathways planning such as subjects and courses they would like to take in future years. Students look at preparing for the workplace with resume writing, producing a cover letter and interview techniques. They are also encouraged to undertake work experience during the year and complete some Occupational Health and Safety certificates. The course finishes with looking at the future of work in our world and finances.

The Year 11 students are introduced to further pathway options and career planning. The course consists of many aspects of work including transferable skills, networking, rights at work, unions and discrimination at work.

At Year 12 the Pathways Program offers students an insight into further study or the workforce, through many presentations from outside institutions. Preparing preference applications for the Victorian Tertiary Application Centre (VTAC) are discussed and students requiring assistance are encouraged to ask our Pathways Coordinator. Students and parents can request to meet with the Pathways Coordinator.

# Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is the certificate most students in Victoria receive on satisfactory completion of their secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

VCE studies consist of units of study over one semester. The minimum requirement for the satisfactory completion of the VCE is the completion of 16 units of study, which must include:

— Three units of study from the English group including a Unit 3/4 sequence.
— At least three sequences of Units 3 and 4 studies other than English.

Please note that satisfactory completion of Units 3 and 4 of an English sequence is also required to obtain an ATAR (Australian Tertiary Admission Rank).

The VCE is usually undertaken in Year 11 and 12 but it can be started earlier. Units 1 and 2 are normally completed in Year 11 and Units 3 and 4 in Year 12. Year 11 Students who meet the accelerated pathway criteria can complete a unit 3/4 sequence. This criteria must be met for students to be able to be enrolled in these studies (see page 7 for further details).

# Vocational Education and Training

Vocational Educational Training in Schools (VET) courses are offered both on and off campus and units completed contribute to the VCE in the same way as do VCE studies. Some VET courses have an examination at the end of Year 12 and the score from the examination contributes to the ATAR score in the same manner as any other VCE study. Some VET courses provide a 10% increment in a student's ATAR score. This increment is 10% of the average of their top four VCE study scores.

NOTE: Students undertaking a VCE VM must do a VET subject.

# VCE Vocational Major (VM)

The VCE VM is completed over 2 years and aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training.

The VCE VM will support students to develop both academic and practical skills. It employs a more diverse range of assessment strategies rather than exams, alleviating some of the pressures that students face when considering VCE, and can be undertaken in Years 11 and/or 12. Students would normally access the VCE VM program from Year 11, but they may apply to enter it from the VCE program in Year 12, depending on available places.

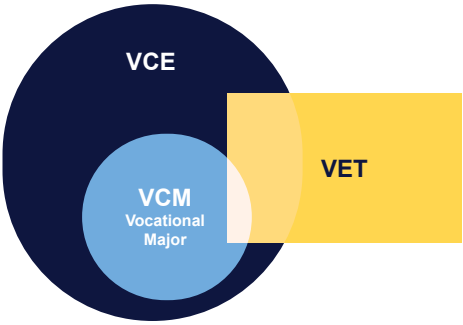
To meet the completion requirements students will need a ‘Satisfactory’ for 16 units which must include:

— Three Literacy or VCE English units (including a 3-4 sequence)
— Two Numeracy or VCE Mathematics units
— Two Work Related Skills Units
— Two Personal Development Skills and
— Two VET credits at Certificate II level or above (180 hours)

Students will be required to complete a minimum of four Unit 3-4 sequences.
The VCE VM is best suited to:

— Students in Year 11 and 12 who would benefit from an applied learning approach to teaching and assessment; a more student-centred, flexible approach to learning
— Students interested in moving to apprenticeships, traineeships, employment or further education, that does not require a direct pathway to university via an ATAR.
— Students who would benefit from the opportunity to combine Structured Workplace Learning (SWL) or a School Based Apprenticeship Training (SBAT) in their senior school program

NOTE: Students undertaking the VCE VM must do a VET subject




Students study 16 to 20 units over two years.
Can include structured workplace learning

## Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an accredited foundation secondary qualification under the Act and is aligned to Level 1 in the Australian Qualifications Framework (AQF). The VPC is designed for students in Years 11 and 12 who would benefit from a more individualised program at a more accessible level than a senior secondary program.

The VPC curriculum provides learning based on applied learning principles and serves as a practical pathway into further education, employment and training.
The VPC is designed to engage students through applied learning and provide flexibility to meet an individual’s learning needs. The VPC is most commonly delivered in Year 11 and 12, depending on a student’s individual learning plan and delivery setting.

Students who participate in the VPC can include units from VCE studies, including VCE VM, as well as units of competency from nationally recognised Vocational Education and Training (VET) certificates.

## PATHWAYS

The VPC is designed to develop and extend pathways for young people while providing flexibility for different cohorts. Post-school, students will be able to make informed choices about future employment or education pathways.

Meaningful pathways are created by linking student aspirations and future employment goals to the choice of accredited curriculum. VPC learning programs should link to work and industry experiences and active participation in the community. The inclusion of VET in VPC learning programs helps connect students with broader options for work, further education and active community participation.

Possible future pathways for VPC students include:

- Completion of VCE or VCE VM
- Apprenticeships and traineeships
- TAFE courses at Certificate I level and above
- Employment

## PROGRAM COMPONENTS
## VPC UNITS

The VPC is an accredited foundation secondary qualification under the Act and is aligned to Level 1 in the AQF.

A VPC learning program may include:

- VPC units
- VCE and VCE VM units at Unit 1, 2, 3 or 4 level, including Structured Workplace Learning (SWL) Recognition for VET
- VET units of competency.

VPC units may be completed in any order and in any year. The units can be delivered in a flexible manner and do not have to be delivered sequentially.
There are no prerequisites for entry into any of the units.

The VPC has 4 core studies:
- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills

And 3 elective studies:
- Digital Literacy
- Art and Design
- Food Studies.

Each VPC study has between 2 and 4 units.

# Learning Inclusion Team

The Learning Adjustment Team is dedicated to providing support for the physical, cognitive and emotional needs of students with learning difficulties and learning differences. We aim to provide inclusive practices within the Catholic College Sale community; thus enabling the diverse range of learners to successfully access the curriculum and participate in the life of the College. The Learning Adjustment Team acts in a consultative and collaborative capacity in addressing the learning needs of all students. Initially, at the enrolment stage, the educational needs of individual students are identified and support processes for accessing learning are implemented where appropriate.

Learning Adjustment can be provided through: in-class support; small group and individual withdrawal; consultancy and liaison with parents, teachers, Wellbeing Support Officers and other professionals and referral to outside agencies.

## In-Class Support

The in-class support is provided by Student Support Officers (SSOs).
The role of the LSOs is one of mentoring and supporting students to achieve success by empowering them with strategies to become increasingly independent. SSOs proactively support learning by modelling and prompting the use of strategies, monitoring and clarifying student understanding of instructions, assisting students to begin tasks, scaffolding tasks as much as possible and prompting students to transfer these skills across the curriculum.

## Learning Enrichment

Students that are identified with specific challenges through testing will be offered a place in Learning Enrichment.
This Subject gives students an opportunity to develop literacy life skills.

Emphasis will be placed on:
- Understanding and managing their learning
- Interpreting, analysing and evaluating texts
- Understanding texts in context
- Creating texts

# Music Program

Learning a musical instrument directly and indirectly enhances the academic achievement of students and their employment opportunities. This is in addition to the enjoyment experienced by being able to play an instrument both as a soloist and as a member of a group. We offer the following musical opportunities for students:

- Individual and group instrumental tuition on all instruments.
- A highly experienced, enthusiastic and committed instrumental staff.
- An innovative Rock Band Program.
- A String Program.
- A Concert Band Program.
- Choirs - junior and senior, a Guitar Ensemble and other Ensembles as required.

## Musical Productions

Each year students have the opportunity to participate in our Senior and/or Junior productions. This is an excellent opportunity for students to showcase their performance and theatrical skills. Auditions are advertised on SIMON prior to rehearsals beginning.

## Rock Band Program

The Rock Band Program is an innovative program that operates in the junior years. It is an introductory program for students who have been playing their instrument for a relatively short period of time. It provides an ideal pathway to the VETiS music industry courses offered in the senior years.

The program is designed to teach the art of rock performance. Students learn songs and study arrangement, improvisation, and stagecraft. They also learn the basics of music industry requirements including business and promotion skills.

# Instrumental Music Program

The Instrumental Music Program involves students in individual or small group lessons with specialists, on instruments of their own choice. All instrumental students are required to also participate in one or more ensembles appropriate to their instrument. Students wishing to learn string instruments have the opportunity to join the Sion Strings. Students studying Concert Band instruments can join the Sion Concert Band.

Singers can participate in the Sion Singers, MVC (Male Vocals Crew), Liturgical Singers and Show Choir. We also provide a Guitar Ensemble and other ensembles such as Jazz Ensembles or String Quartets that are formed from time-to-time according to interest.

Music making is part of our community. It has an important part in our Masses and liturgies as well as our assemblies, Performing Arts days and major events. There are frequent concerts to provide performance practice and our soloists and ensembles participate in the Sale, Yarram and Latrobe Valley Eisteddfods.
Our musicians are often to be heard sharing their talents with the wider community at a wide variety of events.

| Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Music & Performance | VCE VET Music Industry | VCE VET Music Industry (Performance) | VCE VET Music Industry (Performance) |
| | | VCE VET Music Industry (Sound Production) | VCE VET Music Industry (Sound Production) |
| | | VCE VET Music Industry | |

# Religious Education Learning Area

## Curriculum Overview

Religious Education is central to the mission of the Catholic school

- Religious Education trains students to dialogue with other world perspectives and develop their understanding of others' beliefs and faiths.
- Compulsory for students from Years 7 to 12.
- Courses cover Scripture, Sacraments, Church teachings, Ethics and Morality, Prayer and Liturgy, Youth Ministry, and Church history based on the Curriculum "To Live in Christ Jesus" developed by the Diocese of Sale.

**YEARS 7 TO 10**
Study in Years 7-10 develops students' knowledge and understanding in the following areas:

- Triune God Strand
- Life and Mission of Jesus Strand
- Sacramental Church Strand
- Christian Life and Catholic Social Teaching Strand

**YEAR 10**
- Students may continue with the Diocese's curriculum
- Or they may apply to become involved in the Religious Education Service in Action (RESA) course
- Opportunities exist for all year 7-10 students beyond the classroom including liturgies and other celebrations in the Catholic Tradition, the Game Changers Program, the Day of Dialogue and days of reflection.

**YEAR 11**
- Students may undertake one of two VCE units: Texts and Traditions Unit 1 OR Religion and Society Unit 2
- Students may choose to apply to either continue with or enter the RESA program which started in Year 10
- Students may choose to apply for the Liturgical Music and Performance program
- Students may choose to accelerate by undertaking Texts and Traditions Units 3&4. Students who take this course in Year 11 will not be required to attend RE Seminar in their Year 12.
- VCE VM students will have a service based RE unit which explores aspects of Catholic Social Teaching in action

**YEAR 12**
- Students may choose Texts and Traditions Units 3&4
- Students may choose to apply for the Liturgical Music and Performance program
- If not undertaking either of the above two choices,all students, including VCE VM, will attend the RE Seminar program

# Religious Education Learning Area

| Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Religious Education | Religious Education | VCE Unit 1<br>Texts and Traditions - Texts in Traditions | VCE Units 3 and 4<br>Texts and Traditions |
| | OR | OR | OR |
| | Religious Education Service in Action | VCE Unit 2<br>Religion and Society - Ethics | RE Seminar |
| | OR | OR | OR |
| | Liturgical Music and Performance | Liturgical Music and Performance | Liturgical Music and Performance |
| | | OR | |
| | | Religious Education Service in Action | |
| | | OR | |
| | | VCE Units 3 and 4<br>Texts and Traditions | |

# English Learning Area

The English Curriculum focuses on the following key areas:

**COMMUNICATION SKILLS**
- Ensure that all students are capable communicators with skills to thrive in an information- rich environment.
- Focus on the importance of transferring information succinctly and thoroughly.
- Emphasise the need for interpreting texts and understanding inferential meanings.

**INDIVIDUAL DEVELOPMENT**
- Focus on developing confident communicators, imaginative thinkers and informed citizens.
- Teach students to analyse, understand, communicate and build relationships with others and the world.
- Learning extends beyond studying novels and structuring essays.

**EDUCATION AND EMPLOYABILITY**
- Support the development of knowledge and skills for education, training and the workplace.
- Align with employability skills identified by businesses.
- Help students become ethical, thoughtful, informed and active members of society.

**LANGUAGE AND CULTURE**

Learning additional languages extends literacy repertoires and communication capacity. Strengthen understanding of language, culture and communication processes.

| Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| English | Foundation English | VM Literacy Units 1 & 2 | VM Literacy Units 3 & 4 |
| | English | English Units 1 & 2 | English Units 3 & 4 |
| English Enhancement Writers Craft | Enhanced English | | |

At Year 11, students can choose from the above regardless of what they have completed in Year 10.

# Science Learning Area

**SCIENCE EDUCATION PHILOSOPHY**

— Science provides ways of answering questions about the biological, physical, and technological world.
— Students explore the unknown, investigate mysteries, make predictions, and solve problems.
— Science is dynamic, with theories evolving based on new evidence and technology.

**GOALS OF OUR SCIENCE CURRICULUM**

— Foster interest in Science to expand curiosity and exploration.
— Develop foundational knowledge in Biological, Chemical, Physical, Earth and Space Sciences.
— Integrate historical, cultural, and contemporary issues in Science.
— Equip students to make informed, evidence-based decisions considering ethical and social implications.
— Prepare students for future careers, particularly in STEM fields.

## Structure of Science Courses

**YEARS 7-9**

— Covers Chemistry, Biology, Physics, and Environmental Sciences.
— Year-long courses to build foundational knowledge progressively.

**YEAR 10**

— Students have greater choice and flexibility in their Science studies.
— They can select introductory units in up to five different science disciplines: Biology, Chemistry, Earth & Environmental Science
— Physics and Psychology
— This allows students to tailor their learning program to their interests and future pathways while exploring the sciences available in VCE.

**VCE SCIENCE**

— Students can choose from the following VCE sciences: Biology, Chemistry, Environmental Science, Physics, or Psychology.
— Option to start Units 1 and 2 in Year 10 for accelerated progression available for capable, organised students meeting the college acceleration criteria.

# Science Learning Area

| Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Science | Introduction to Biology | Biology<br>Units 1 & 2 | Biology<br>Units 3 & 4 |
| | Introduction to Chemistry | Chemistry<br>Units 1 & 2 | Chemistry<br>Units 3 & 4 |
| | Introduction to Earth & Environmental Science | Environmental Science<br>Units 1 & 2 | Environmental Science<br>Units 3 & 4 |
| | Introduction to Physics | Physics<br>Units 1 & 2 | Physics<br>Units 3 & 4 |
| | Introduction to Psychology | Psychology<br>Units 1 & 2 | Psychology<br>Units 3 & 4 |

# Humanities Learning Area

Humanities subjects allow students to explore the issues that challenge human societies and extend their understanding of the world around them.

## Subjects

**YEARS 7 - 9**
All students will receive a solid grounding in Humanities through the study of Geography, History, Civics and Economics from Years 7 to 10. Year 9 Commerce | and Year 9 History - Decline of Empires are electives.

**YEAR 10**
In Year 10 there is History - Australia in the Twentieth Century and World Domination, Year 10 Geography - Environmental Management and Year 10 Commerce.

**VCE**
From here, the VCE options are many and include History, Geography, Legal Studies, Sociology and Business Management. All subjects, however, can be picked up at Unit 3 and 4 level as there are no prerequisites for any study.

## Skills

- Critical and Creative Thinking
- Effective Communication
- Problem Solving
- Analysis, Evaluation and Questioning
- Evidence based reasoning and Ethics
- Writing and Research

## Career opportunities

- Law
- Engineering
- Journalist
- Human Resources Manager
- Accountant
- Social Worker
- Historian
- Geographer

*At Year 10 if students select Units 1 & 2 of History or Geography, they will be exempt from completing Year 10 Humanities core subjects.

| Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| History<br>1 semester (Core) | History or Geography<br>1 semester (Core) | Modern History Units<br>1 & 2 | Modern History Units<br>3 & 4 |
| Geography<br>1 semester (Core) | Geography or History<br>1 semester (Core) | Geography<br>Units 1 & 2 | Geography<br>Units 3 & 4 |
| History - Decline of Empires (Elective) | History – Ancient Minds - Modern Ideas (Elective) | Business Management<br>Units 1 & 2 | Business Management<br>Units 3 & 4 |
| Civics and Citizenship (Elective) | Commerce (Elective) | Legal Studies<br>Units 1 & 2 | Legal Studies<br>Units 3 & 4 |
| | | Sociology<br>Units 1 & 2 | |

*At Year 10 students only need to choose 1 semester of either History or Geography

# Mathematics Learning Area

Mathematics equips students with the fundamental skills and proficiencies they need in their personal and work lives. The mathematics curriculum provides students with essential mathematical knowledge, skills, procedures and processes in 6 interrelated strands, in a sequence of development that increases in depth and breadth across years 7 to 10. These 6 strands are:

— Number
— Algebra
— Measurement
— Space
— Statistics
— Probability

The proficiencies of Understanding, Fluency, Reasoning and Problem-solving are embedded in all 6 strands

**UNDERSTANDING**
— Build and refine knowledge of mathematical concepts
— Progressively draw on reasoning skills and applying these to a range of contexts

**FLUENCY**
Develop, practise and consolidate skills accurately and efficiently.

**REASONING**
Explaining thinking, justify strategies used and conclusions reached, make inferences about data or the likelihood of events, and prove that something is true or false.

**PROBLEM SOLVING**
Make choices, interpret, formulate, model and investigate problems, communicate solutions effectively, and verify that answers are reasonable within given contexts.

| Year 10 | Year 11 | Year 12 |
|---|---|---|
| Foundation Mathematics (By Invitation) | VCE VM Numeracy<br>VCE VM Foundation Mathematics Units 1 & 2 | VCE VM Numeracy<br>VCE VM Foundation Mathematics Units 3 & 4 |
| Mathematics | General Mathematics Units 1 & 2 | General Mathematics Units 3 & 4 |
| Mathematical Methods | Mathematical Methods Units 1 & 2 | Mathematical Methods Units 3 & 4 |

| | If selecting two Maths subjects in year 11: | If selecting two Maths subjects in year 12: |
|---|---|---|
| | Mathematical Methods Units 1 & 2 + Specialist Mathematics Units 1 & 2 | General Methods Units 3 & 4 + Mathematical Methods Units 3 & 4 |
| | | Mathematical Methods Units 3 & 4 + Specialist Mathematics Units 3 & 4 |

# Health And Physical Education Learning Area

## Curriculum Overview

— Health and Physical Education (HPE) is an essential part of our curriculum from Years 7 to 10.
— VCE options include Units 1-4 in Health and Human Development, Physical Education, Outdoor and Environmental Studies, as well as VCE VET Health and VCE VET Sport and Recreation.
— Year 10 students may start Unit 1-2. It is strongly recommended that VCE Outdoor Education be started in Year 10

### HEALTH-RELATED TOPICS

— Years 7 to 10 cover relationships, nutrition, safety, mental health, and drug and alcohol topics.
— Practical classes encourage participation in a wide range of physical activities and exercise.
— Years 7 and 8 include a four-week swimming program to improve skills and safety awareness in the water.

### SPORTS AND ACTIVITIES

— Traditional and non-traditional sports are covered at all levels.
— Focus on developing skills for extra-curricular sports, inter-school competitions and House events.
— Emphasis on fostering a positive attitude towards physical activity, leadership, and cooperation.

### ELECTIVE PROGRAMS

— Years 9 and 10 offer an elective program for expanded HPE participation.
— Sports Academy elective focuses on training principles, skill development, and extending physical and mental capabilities.

### OUTDOOR EDUCATION

— Popular elective available at Year 9 and Year 10.
— Year 10 students can choose a single unit or both Units 1 and 2 for VCE. It is strongly advised to begin VCE Outdoor Education in Year 10 when possible.
— Emphasis on preparation, safety, environmental education, and theoretical knowledge of outdoor activities.
— Outdoor Education includes additional fees for extra camps.

### STAFF AND RESOURCES

— Qualified and motivated staff encourage students of all skill levels.
— Practical and theoretical subjects cater to diverse interests and needs.

# Health And Physical Education Learning Area

Outdoor Education can be selected in Year 10 as a single unit or as a VCE option Unit 1 & 2.

| Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| HPE (Core) | HPE (Core) | Physical Education Units 1 & 2 | Physical Education Units 3 & 4 |
| Sports Academy (Elective) | Sports Academy (Elective) | HHD Units 1 & 2 | HHD Units Units 3 & 4 |
| Outdoor Education (Elective) | Outdoor Education (Elective) | VCE VET Sport & Rec Year 1 | VCE VET Sport & Rec Year 2 |
| | | Outdoor & Environmental Studies Units 1 & 2 | Outdoor & Environmental Studies Units Units 3 & 4 |

# Sports Academy Subject Electives

Catholic College Sale Sports Academy Electives are designed to support students seeking to progress their sporting talents through local and state-level representation pathways. The Academy offers specialised programs in Netball, Football, Basketball, Cricket, as well as a Multi-Sport Academy for students participating in a range of other sporting codes.

All students enrolled in Sports Academy subjects will continue to develop essential physical, technical, and mental skills required for high-level sport. Students are introduced to a diverse range of concepts including strength and conditioning, recovery strategies, performance analysis, and skill development. Participants benefit from access to strength and conditioning coaches, structured training programs, pool and recovery facilities, and representative-level coaches.

As a prerequisite for the program, students must be actively competing in their chosen sport through a domestic or community competition, and must have represented, or demonstrated a strong commitment to representing, Catholic College Sale in one of the Academy sports. Students are also expected to show a strong willingness to strive for personal growth, commitment, and excellence within their chosen sporting pathway.

# Sports Academy Subject Electives

## YEAR 9

Introduction to strength and conditioning program

Pool recovery

Access to coaching from local talent pathways

Specialised training and skills sessions

Fitness and skill testing

Introduction to mental fitness

Access to TeamBuildr strength and conditioning app

***Uniform included***

**$100 / STUDENT**

## YEAR 10

Specialised strength and conditioning program

Pool recovery/ Rehabilitation activities

Advanced training and skills sessions

Access to coaching from local talent pathways

Pilates/ Yoga/ Mental Fitness

Elite sport facility visit

***Uniform NOT included.**
Can be ordered if required*

**$100 / STUDENT**

# Basketball, Cricket, Football, Netball

# Athlete Performance Pathway (APP)

The Athlete Performance Pathway at Catholic College Sale is designed to support student-athletes in achieving excellence both academically and within their chosen sport. The program provides a structured and personalised approach that enables students to effectively balance the demands of high-level training and academic success.

This program operates outside of the regular classroom timetable and is delivered through an individualised model tailored to each student's performance and academic needs. Entry into the pathway is via application and is intended for student-athletes competing at a state level or higher in their respective sport.

Each athlete is supported through a personalised schedule, underpinned by a structured strength and conditioning program offered both before and during school hours and ongoing wellbeing monitoring. Students have access to specialist facilities, including pool access, and are supported by industry professionals to enhance their development.

A strong emphasis is placed on communication between the College, families, and external sporting organisations to ensure a cohesive and well-managed approach to each student's commitments. Workload is carefully monitored across key indicators such as physical load, academic demands, sleep quality, and mental wellbeing. This allows for early identification of potential risks and supports the prevention of burnout, promoting sustained performance and overall student wellbeing.

# The Arts Learning Area

Our Arts curriculum is designed to guide students in the development of skills and knowledge in how to create and perform. They also learn to critique, analyse and understand the significance and historical context of art, design, music and performances. They explore the important role artists, designers, directors and performers play in bringing to light, political, social and environmental issues.

**OUR VISUAL AND PERFORMING ARTS CURRICULUM PRIORITIES ARE:**

- Offering diverse subjects and exploring diverse mediums, techniques and performance styles
- Promoting a culture of questioners and encouraging multiple solutions to problems
- Encouraging individuality and self directed learning
- Developing skills to effectively communicate complex concepts and ideas
- Interpreting and analysing artworks, designs, films and performances

**THE BENEFITS OF CHOOSING AN ARTS SUBJECT**

- Assists in understanding the wide range of careers available in the creative sector
- Helps to develop portfolios for application and acceptance in to tertiary study or when pursuing a creative career
- Builds Self-confidence
- Develops public speaking skills
- Enhances creative, critical and speculative thinking skills
- Develops teamwork skills
- Develops skills in self directed learning and organisation
- Encourages students to think openly and confidently about life and the world
- Provides students with the skills and confidence to express themselves and their ideas. Develop skills and techniques to engage and communicate with a wide range of audiences

| Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Visual Arts | Visual Arts | Art Creative Practice Units 1 & 2 | Art Creative Practice Units 3 & 4 |
| Performing Arts - Drama | Performing Arts - Drama | Performing Arts - Drama Unit 1 & 2 | Performing Arts - Drama Unit 3 & 4 |
| Visual Communication Design | Visual Communication Design | Visual Communication Design Units 1 & 2 | Visual Communication Design Units 3 & 4 |
| Visual Media | Visual Media | Media Units 1 & 2 | Media Units 3 & 4 |

# Technology Learning Area

**OBJECTIVE OF TECHNOLOGY LEARNING AREA**

— Nurtures students to develop innovative solutions to complex problems.
— Encourages contribution to sustainable living patterns.

**DIGITAL TECHNOLOGIES**

— Utilises data, information, processes, and digital resources.
— Includes devices like tablets, notebooks, cameras, phones, and data probes.
— Focuses on manipulation, storage, and communication of data and information.

**DESIGN TECHNOLOGIES**

— Applies practical skills to generate, create, and communicate innovative and ethical design ideas.
— Utilises various materials and processes from areas such as Woodwork, Metalwork, and Food Technology.
— Customised Senior School Courses:
— Adapts courses to suit individual students and their intended career pathways.
— Assessment tasks often involve the development of design folios tailored to students' interests.

**INDUSTRY EXPOSURE AND TRANSFERABLE SKILLS**

— Exposes students to industry-standard machinery, equipment, software, and practices.
— Practical skills are transferable to many industries.
— Prepares students for tertiary education and showcases their designs, ideas, skills, and creativity.

**FACILITIES AND TRANSITIONING INTO TRADES**

— Marian Trade Skills Centre offers excellent facilities replicating working environments.
— Includes a Hospitality kitchen and an Engineering and Automotive workshop.
— Enhances students' learning and prepares them for transitioning into trades

| Year 9 | Year 10 | Year 11 | Year 12 |
|---|---|---|---|
| Wood Technology | Product Design - Wood/Metal | Product Design Technology (Wood/ Metal) Units 1 & 2 | Product Design Technology (Wood/ Metal) Units 3 & 4 |
| Metal Technology | | | |
| Food Technology | Food Technology: A Taste of Hospitality | Food Studies Units 1 & 2 | Food Studies Units 3 & 4 |
| Automotive Technology | Automotive Systems Engineering | | |
| Digital Technology | VCE VET Interactive Digital Media | VCE VET Interactive Digital Media | VCE VET Interactive Digital Media |

# Languages Learning Area

French connects students to the Marist heritage of St Marcellin Champagnat and strengthens their understanding of our College identity.

Offered from Year 7 to VCE, our French program equips students with practical language skills, cultural awareness, and lifelong learning habits. Using the interactive platform Education Perfect, students engage with reading, writing, listening, and speaking activities supported by gamification and personalised feedback.

In class, students use real French in conversations, songs, films, and texts to build confidence and fluency while exploring the global Francophone world.

Whether future travellers, diplomats, or curious learners, students at CCS gain a strong foundation in French to support their future goals.

**CROSS-CURRICULAR BENEFITS**

French enhances:

- English: vocabulary, grammar, and comprehension
- Humanities: global and cultural awareness
- Maths & Science: pattern recognition and logical thinking
- General Capabilities: digital literacy, collaboration, and communication
- French fosters critical thinking, creativity, empathy, and intercultural skills—preparing students for a dynamic, interconnected world.

## Learning Enrichment

Students that are identified with specific challenges through testing will be offered a place in Learning Enrichment. This will replace French. Learning Enrichment gives students an opportunity to develop literacy life skills. Emphasis will be placed on:

- Understanding and managing their learning
- Interpreting, analysing and evaluating texts
- Understanding texts in context
- Creating texts

# Year 7

# Year 7 Curriculum

The Year 7 is designed to bridge the transition from primary to secondary education. All subjects are compulsory, thereby providing a balance between traditional subject areas and hands-on learning. Year 7 consists of a Core Program and a Rotational Program.

## Core Program

All students complete the following core subjects:

— Religious Education
— English
— Mathematics
— Science
— Humanities
— Health and Physical Education
— Languages

## Rotation Program

In 2027 students in Year 7 will complete semester-based rotations over a 2-year cycle. The purpose is to give students the opportunity to experience subjects outside of the core curriculum whilst still meeting the Victorian Curriculum 2.0. All of these subjects have an optional pathway into Year 9.

In 2027 the following rotations are available to Year 7 students:
— Food Studies
— Cultural Food and Nutrition Studies
— Visual Art
— Media
— Performance
— Design Technology – Materials
— Design Technology – Systems
— Digital Technology

# Year 7 English

Year 7 English focuses on developing students' knowledge, understanding and skills in listening, speaking, reading, viewing and writing. Students engage with a variety of texts for enjoyment and learning. They listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multimodal texts. Students develop their understanding of how texts are influenced by the environments and contexts in which they are created. The features of these texts may be used by students as models for creating their own work. Students also use scaffolded tasks to create literary analyses.

# Year 7 Health and Physical Education

Health and Physical Education combines practical and theoretical work in which students investigate the importance of developing and maintaining positive habits. Students participate in activities such as swimming, dance, volleyball, soccer and basketball.

In theory lessons, students are given the skills needed to evaluate aspects of their own health, including physical, social, emotional and spiritual health. Issues such as friendships, resilience, and nutrition are amongst those covered, as students develop the necessary strategies to enhance their own lifestyle and wellbeing.

# Year 7 Science

Students use the scientific method in identifying and investigating mixtures and solutions, as well as applying separation techniques. They experiment and model to provide an understanding of seasons, daily cycles and lunar phases.

Students develop strategies to classify the diversity of living things and understand the benefits of this diversity. They learn about interactions between organisms and describe them in terms of food chains and food webs. Consideration is given to human impact on these systems. Students also study motion, with particular focus on the result of balanced and unbalanced forces. They consider the effects of gravity. Light is experimented with, in order to discover the spectrum, and the impact of lenses and mirrors.

# Year 7 Religious Education

In Religious Education across the Diocese of Sale units are offered to each year level under the four central strands of 'Life and Mission of Jesus', 'The Triune God', 'Christian Life and Catholic Social Teaching' and 'The Sacramental Church'. Each of these areas will be studied using 'Scripture', 'Tradition', 'Religion and Society' and 'Prayer and Liturgy' as key elements in a student's learning. In the first semester, students will explore what it means to be part of a Catholic community and the historical context of the stories within the Bible. In the second semester, students will explore the tenets of Catholic Social Teaching and the Sacraments and traditions within the Catholic Church.

# Year 7 Humanities

Students describe the effects of change and continuity on societies and individuals in the Ancient World. Through historical inquiry, they examine the Paleolithic (Stone) Age and the transition to ancient civilisations; their government, laws, cities, society and culture. Students explain change and continuity over the Ancient Egyptian period. They research and present their findings and compare and select a range of sources to answer questions and explain opinions.

Students focus on water as a renewable resource in 'Water in the World'. They examine the uses of water, its value, and its varying availability both in Australia and overseas. Students investigate where Australians live and why, in 'Place and Liveability'. They compare the characteristics of different types of settlement; urban, regional, rural and remote and they explore the range of lifestyles offered in these places. Students will examine the workings of democracy and explore Australia's parliamentary system.

# Year 7 Mathematics

Mathematics Year 7 & 8 Mathematics builds on the fundamental Mathematical skills developed in their previous years of schooling. This subject is accessible for all Mathematics students and differentiated to meet individual need. Students engage in active experiences, problem solving tasks, and targeted teaching that allows them to construct key mathematical ideas, but also gradually move to using models and more formal mathematical symbols to represent these ideas.

**THE AREAS OF STUDY FOR MATHEMATICS ARE:**

— Number & Place Value
— Real Number
— Patterns & Algebra
— Measurement
— Geometry
— Statistics
— Probability

# Year 7 French

Year 7 French teaches critical thinking, problem solving, and effective communication through scaffolded learning experiences which enhance literacy and numeracy skills for cross-curricular success. Year 7 students will be introduced to foundational language skills, beginning with greetings, feelings, and basic questions, alongside key grammar (present tense, gender agreement) and cultural comparisons. Students progress to discussing family, pets, and daily routines using present indicative and near-future structures while engaging with authentic texts and exploring global Francophone culture. The course builds confidence in communication, intercultural understanding, global awareness, and key interdisciplinary learning skills.

# Year 7 Digital Technology

Students distinguish between different types of networks and their suitability in meeting defined purposes. They learn how text, image and sound data can be represented and secured in digital systems. Students participate in the Computer Science in Schools program, where they get a solid grounding in coding through the programming language. When programming, they define and decompose problems in terms of functional requirements and constraints, design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions.

# Year 7 Food Studies

In Food Studies, students develop an understanding of food systems and skills that will enable them to make informed decisions and carry out responsible actions when selecting and preparing food. Students will participate in practical lessons using a range of different preparation techniques and cooking methods. They will learn about how different preparation techniques impact the sensory properties of food.
They consider the ways characteristics and properties of food can be combined to create designed solutions to problems for individuals and the community, considering sustainability, economic, and environmental factors. Students identify the sequences and steps involved in the design process.

# Year 7 Cultural Food and Nutrition Studies

In Cultural Food and Nutrition Studies, students examine a range of cultures, including Indigenous culture and the foods and preparation techniques experienced by these cultures. Students consider how these groups use sustainable practices in their food choices and techniques. Students also explore the current tattoos that promote healthy eating in Australia and explore the different food groups and cooking techniques that promote healthy eating. They investigate the relationship between food preparation techniques and the impact on nutrient value, including how a recipe can be modified to enhance health benefits.

## Year 7 Performance

The Performing Arts course provides the students with the opportunity to study both Music and Drama in an innovative and creative way. Students will be encouraged to develop skills in presenting and performing. This course also has a large focus on developing the self- confidence of all our students.

In Music, students listen to, compose and perform music in a wide range of styles from diverse cultures, times and locations. Listening underpins all music learning. Students compose and perform music using the voice, body, instruments, found sound sources, and digital technologies. Learning in Drama involves students making, performing, analysing and responding to drama. As they learn, students draw on human experience as a source of ideas. Students engage with the knowledge of drama, developing skills, applying techniques and processes and using materials and technologies to explore a range of forms, styles and contexts.

## Year 7 Media

In Media, communication, storytelling and persuasion are used to explore ideas and connect audiences. Students will examine the concepts and perspectives, presented in a wide verity of media products, including films, social media, computer games, photography and print media.

Students will manipulate still and moving images, text, sound and interactive elements, using a verity of equipment and software. They will construct engaging video, photography and audio products that communicate or challenge ideas and perspectives.

## Year 7 Visual Art

In Visual Art students will analyse how visual conventions, arts processes and materials are manipulated in artworks they create and experience. They will visit exhibitions and explore how artworks are curated and presented. Describing ways that visual artists across cultures, times, places and other contexts communicate ideas, perspectives and meaning.
Students will experiment with, select and manipulate arts materials and techniques to explore and develop ideas.
Creating artworks that communicate ideas, perspectives and meaning.

They will develop visual arts terminology to document and reflect on the development and resolution of their artworks.

## Year 7 Technology - Materials

In this course, students are introduced to the foundations of design and technology through hands-on experiences with wood and metal. They learn to safely use a variety of tools and equipment to shape and join materials while exploring how design can solve simple, real-world problems. Students begin to understand how material choices impact the environment and consider basic sustainability principles in their work. Students will follow a structured design process to investigate, plan, generate, and evaluate their own projects.

They explore key design factors including function, aesthetics, and safety, and begin to develop confidence in using workshop tools and techniques. Through guided tasks and creative projects, students gain essential knowledge and practical skills in traditional construction methods and are introduced to emerging technologies such as laser cutting.

## Year 7 Technology - Systems

In Year 7 Systems, students are introduced to how materials and simple systems can be used to solve everyday problems through design and innovation. They will explore how movement, force, and energy can be used to create functional solutions, while learning the basics of how different components interact within a system. Students will follow a design process to plan, create, test, and improve their own projects.

They will develop safe tool use, creative problem-solving skills, and an understanding of the impact of material and design choices on people and the environment. This subject encourages hands-on learning and is ideal for students who enjoy building, experimenting, and thinking practically.

# Year 8

# Year 8 Curriculum

The Year 8 is designed to continue to bridge the transition from primary to secondary education. All subjects are compulsory, thereby providing a balance between traditional subject areas and hands-on learning. Year 8 consists of a Core Program and a Rotational Program.

## Core Program

All students complete the following core subjects:

— Religious Education
— English
— Mathematics
— Science
— Humanities
— Health and Physical Education
— Languages

## Rotation Program

In 2027 students in Year 8 will complete semester-based rotations over a 2-year cycle. The purpose is to give students the opportunity to experience subjects outside of the core curriculum whilst still meeting the Victorian Curriculum 2.0. All of these subjects have an optional pathway into Year 9.

In 2027 the following rotations are available to Year 7 and 8 students:
— Food Studies
— Cultural Food and Nutrition Studies
— Visual Art
— Media
— Performance
— Design Technology – Materials
— Design Technology – Systems
— Digital Technology

# Year 8 Religious Education

In Religious Education across the Diocese of Sale units are offered to each year level under the four central strands of 'Life and Mission of Jesus', 'The Triune God', 'Christian Life and Catholic Social Teaching' and 'The Sacramental Church'. Each of these areas will be studied using 'Scripture', 'Tradition', 'Religion and Society' and 'Prayer and Liturgy' as key elements in a student's learning. Students will explore the beginnings of the Christian Church and then study the beginnings of the monotheistic tradition through the scriptural tradition of the Hebrew people. In the second semester students will study what it means to live a life of justice communally and develop an understanding of the concept of individual justice and responsibility.

# Year 8 English

Year 8 English continues to develop students' knowledge, understanding and skills in listening, speaking, reading, viewing and writing. Students engage with a variety of texts for enjoyment and learning. Texts studied include some challenging sequences and/or non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings. Students create a range of texts whose purposes may be aesthetic, narrative, reflective, informative, persuasive and/or analytical.

# Year 8 Health & Physical Education

Health and Physical Education in Year 8 further develops the knowledge and skills gained in Year 7. In practical classes, students build upon their motor skills and game sense through participation in a number of sports such as Hockey, Netball, and European Handball. Students are also encouraged to take a more active role in other aspects of sports participation such as coaching, umpiring and planning.
In theory classes, students investigate and evaluate health issues within the local and global community. They examine outcomes of risk taking behaviours, evaluate harm minimisation strategies and identify health concerns of young people.

# Year 8 Science

Students revise and expand laboratory skills. They use microscopes to study plant and animal cells and examine the need for, and structure of, systems of the body. Students identify energy forms and energy transformations, and are introduced to sound energy in the form of waves.
The students describe and examine physical changes of matter, developing an understanding of how the states of matter can be explained by particle movement. They will define and detect chemical changes as they investigate reactions. Basic rock types are identified along with their formation through forces and processes of the earth. The use and effect of natural resources in rocks is considered.

# Year 8 Humanities

In Civics and Citizenship, students explore the rights and responsibilities of citizens, the role of the Government and political parties, as well as the voting process. In History, students learn to recognise and explain patterns of change over time and the cause and effects of events and developments. They will use historical terms and concepts, through the exploration of aspects of daily life in a medieval setting including an examination of culture, political structure, mythology, the role of men and women, key individuals and their legacies They will also explore the Renaissance Period and how this contributed to early European Exploration and Expansion into The New World.

In Geography, students will examine the processes that shape individual landforms, how they can be managed and the hazards associated with them. Students describe differences in culture, living conditions and outlook, including attitudes to environmental issues, in these regions. They demonstrate understanding of environmental issues based on inquiry and propose ways of ensuring the sustainability of resources. Geospatial skills will be developed throughout this unit.

Students will examine the rights and responsibilities of consumers and businesses and look at the characteristics of businesses.

# Year 8 Mathematics

Mathematics Year 7 & 8 Mathematics builds on the fundamental Mathematical skills developed in their previous years of schooling. This subject is accessible for all Mathematics students and differentiated to meet individual need. Students engage in active experiences, problem solving tasks, and targeted teaching that allows them to construct key mathematical ideas, but also gradually move to using models and more formal mathematical symbols to represent these ideas.

**THE AREAS OF STUDY FOR MATHEMATICS ARE:**

— Number & Place Value
— Real Number
— Patterns & Algebra
— Measurement
— Geometry
— Statistics
— Probability

## Year 8 French

Year 8 students build fluency, literacy and numeracy skills, higher-order thinking skills, and comprehensive knowledge in French through mastery of present tense forms, including irregular and reflexive verbs, while refining pronunciation and grammar. Students will apply their developing French knowledge to relevant contemporary topics such as Social Media and Technology. They explore 'le futur proche' (near future tense) and past tenses, create longer texts, and analyse authentic materials. Students will learn to give and defend opinions using a high standard of French language which prepares them for Year 9 application; the Year 8 French course promotes intercultural understanding and reflection on identity, laying a strong foundation for future language learning.

## Year 8 Food Studies

In Food Studies, students develop an understanding of food systems and skills that will enable them to make informed decisions and carry out responsible actions when selecting and preparing food. Students will participate in practical lessons using a range of different preparation techniques and cooking methods. They will learn about how different preparation techniques impact the sensory properties of food. They consider the ways characteristics and properties of food can be combined to create designed solutions to problems for individuals and the community, considering sustainability, economic, and environmental factors. Students identify the sequences and steps involved in the design process.

## Year 8 Cultural Food and Nutrition Studies

In Cultural Food and Nutrition Studies, students examine a range of cultures, including Indigenous culture and the foods and preparation techniques experienced by these cultures. Students consider how these groups use sustainable practices in their food choices and techniques. Students also explore the current tattoos that promote healthy eating in Australia and explore the different food groups and cooking techniques that promote healthy eating. They investigate the relationship between food preparation techniques and the impact on nutrient value, including how a recipe can be modified to enhance health benefits.

# Year 8 Performance

The Performing Arts course provides the students with the opportunity to study both Music and Drama in an innovative and creative way. Students will be encouraged to develop skills in presenting and performing. This course also has a large focus on developing the self-confidence of all our students.

In Music, students listen to, compose and perform music in a wide range of styles from diverse cultures, times and locations. Listening underpins all music learning. Students compose and perform music using the voice, body, instruments, found sound sources, and digital technologies. Learning in Drama involves students making, performing, analysing and responding to drama.
As they learn, students draw on human experience as a source of ideas.

Students engage with the knowledge of drama, developing skills, applying techniques and processes and using materials and technologies to explore a range of forms, styles and contexts.

# Year 8 Visual Art

In Visual Art students will analyse how visual conventions, arts processes and materials are manipulated in artworks they create and experience. Describing ways that visual artists across cultures, times, places and other contexts communicate ideas, perspectives and meaning.
Students will experiment with, select and manipulate arts materials and techniques to explore and develop ideas. Creating artworks that communicate ideas, perspectives and meaning.
They will develop visual arts terminology to document and reflect on the development and resolution of their artworks.

# Year 8 Media

In Media, communication, storytelling and persuasion are used to explore ideas and connect audiences. Students will examine the concepts and perspectives, presented in a wide verity of media products, including films, social media, computer games, photography and print media. Students will manipulate still and moving

images, text, sound and interactive elements, using a verity of equipment and software. They will construct engaging video, photography and audio products that communicate or challenge ideas and perspectives.

## Year 8 Technology - Materials

In this course, students are introduced to the foundations of design and technology through hands-on experiences with wood and metal. They learn to safely use a variety of tools and equipment to shape and join materials while exploring how design can solve simple, real-world problems. Students begin to understand how material choices impact the environment and consider basic sustainability principles in their work. Students will follow a structured design process to investigate, plan, generate, and evaluate their own projects.

They explore key design factors including function, aesthetics, and safety, and begin to develop confidence in using workshop tools and techniques. Through guided tasks and creative projects, students gain essential knowledge and practical skills in traditional construction methods and are introduced to emerging technologies such as laser cutting.

## Year 8 Technology - Systems

In Year 7 Systems, students are introduced to how materials and simple systems can be used to solve everyday problems through design and innovation.
They will explore how movement, force, and energy can be used to create functional solutions, while learning the basics of how different components interact within a system. Students will follow a design process to plan, create, test, and improve their own projects.

They will develop safe tool use, creative problem-solving skills, and an understanding of the impact of material and design choices on people and the environment.
This subject encourages hands-on learning and is ideal for students who enjoy building, experimenting, and thinking practically.

# Year 9

# Year 9 Curriculum

At Year 9 students are required to complete core studies in the following subject areas:

## Core Program

— Religious Education
— History/ Geography
— Odyssey/ Careers
— English
— Science
— Mathematics (By CCS Allocation)
— Health And Physical Education
— Languages

In addition to the core subjects, students in Year 9 are encouraged to explore and extend their talents and interests by selecting a course of elective study from a variety of alternatives provided. None of which effect later years choices.

Students have a range of choices and should think about what they enjoy, what they are good at and what they work well at. They need to keep in mind their preferred learning style, areas of strength and career goals when making these choices.

Student experiences at Year 9 will help guide the choices they make as they move into the senior years. Students must choose four electives over the course of the year. When choosing electives, students can only select a maximum of two subjects from any of the four groups. Please note the French language elective runs for a full year and equates to two elective choices.

## Group One

— Metal Technology
— Automotive Technology
— Wood Technology
— Digital Technology
— Food Technology
— Agriculture
— S.T.E.A.M.

## Group Two

— Visual Arts
— Visual Media
— Performing Arts - Drama
— Visual Communication Design

## Group Three

— French (All Year - Two Electives)
— Civics and Citizenship
— History - Decline Of Empires
— English: The Writer's Craft

## Group Four

— Outdoor Education
— Sports Academy - Basketball
— Sports Academy - Netball
— Sports Academy - Football
— Sports Academy - Cricket

# Year 9 Religious Education

In Religious Education across the Diocese of Sale units are offered to each year level under the four central strands of 'Life and Mission of Jesus', 'The Triune God', 'Christian Life and Catholic Social Teaching' and 'The Sacramental Church'. Each of these areas will be studied using 'Scripture', 'Tradition', 'Religion and Society' and 'Prayer and Liturgy' as key elements in a student's learning Students will be given an overview of the history of the Christian Church and its development in Australia. They will then explore the relevance of the Christian story to an understanding of death and the rituals associated with the celebration of a person's life. In the second semester students will study the lives of some of the great inspirational prophets, saints and martyrs and will complete the year with a unit on the sacraments with a focus on the Eucharist.

# Year 9 English

Year 9 English continues to develop students as independent readers. Texts studied explore themes of human experience and cultural significance, interpersonal relationships, and/or ethical and global dilemmas in real-world and fictional settings. They may represent a variety of perspectives. Students also create a range of different texts that serve different purposes. Further, they develop a critical understanding of contemporary media, noting the differences between media texts.

# Year 9 Mathematics

Year 9 Mathematics continues to build upon the mathematical skills that students have developed throughout Years 7 and 8. This subject is accessible for all Mathematics students and differentiated to meet individual needs. It is taught using a combination of strategies including explicit instruction, targeted teaching, mathematical investigations and problem-solving tasks.

The areas of study for Year 9 Mathematics are:

— Number & Finance
— Linear Equations
— Linear Relations
— Pythagoras' Theorem & Trigonometry
— Measurement
— Probability
— Statistics

# Year 9 Science

Students discuss and examine examples of homeostasis. They explore ways in which the human body and living systems detect and respond. Students develop their knowledge of disease and complete further practical work in the wetlands, discovering ecology. The students study and experiment with electric circuits, explaining their operation, and examining how magnets can be used to generate electricity. Modelling assists the understanding of the structure of the atom. Through chemical reactions, students come to learn how new substances are formed. They use appropriate terms to describe reactions and begin writing word equations.

Metals and non-metals, and acids and bases are identified. The concept of conservation of mass is demonstrated.

## Year 9 History/Geography

The curriculum provides a study of the history of the 'Making of the Modern World' from 1750 to 1918. Students study the industrialisation and rapid change in the way people lived, worked and thought. They examine nationalism, imperialism, and the colonisation of Australia. They investigate the Gold Rush and World War I (1914-1918), 'the war to end all wars'. Geography's focus is sustainability and geospatial skill development. Students examine biomes of the world and their significance to agriculture. We consider the challenges of expanding future food production and the issue of food security at home and abroad.

They also investigate the interconnections between people and places through consumption and the effect this production has on the people and places where they are made.

## Year 9 Health and Physical Education

Students investigate different components of fitness, complete comprehensive fitness testing and develop an individual fitness program. They engage in, and develop skills in a variety of recreational and outdoor activities, including dance. Students discuss personal identity, values and relationships, and how relationships vary between people. They also investigate drugs and mental health and develop an understanding of the many terms that are used in connection with drugs and mental health whilst considering the effects of a variety of legal drugs on the body. Students investigate mental health issues relevant to young people. Positive and negative outcomes of health behaviours and services that support health needs of young people are also identified.

## Year 9 Metal Technology

This subject aims to introduce students to the design process and procedures for metalwork construction techniques. Students will develop an understanding that designing is a way of thinking of solutions to problems. They will then apply this knowledge in the creation of a design solution of their own. Students will also research and define the properties of materials and the parameters of their design problem. Students gain knowledge of the importance of Occupational Health and Safety (OH&S) and Personal Protective Equipment (PPE) within the classroom.

## Year 9 Wood Technology

This subject aims to introduce students to the design process and procedures for woodwork construction techniques. Students will develop an understanding that designing is a way of thinking about solutions to problems. They will then apply this knowledge in the creation of a design solution of their own. Design ideas will incorporate a range of communication methods and an indication of the expected standard and quality of finish that should be evident in the finished product.
Students will gain an understanding of woodworking tools and equipment and woodworking techniques and methods. They will gain knowledge of the importance of Occupational Health and Safety (OH&S) and Personal Protective Equipment (PPE) within the classroom.

## Year 9 Digital Technology

Students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. Students learn to safely and ethically exploit the capacity of information systems to create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills. The students will gain an insight into how digital technologies shape our world and develop skills in the use of coding for the creation of websites, games and other digital assets.

## Year 9 Automotive Technology

In this subject students will learn the basic functions of automotive systems and components, and have the opportunity to learn how two and four stroke engines function. They will be required to disassemble and section an automotive component to be displayed on a fabricated stand, followed by working on a small four stroke engine to recognise all the major components. Students will also gain knowledge of the importance of Occupational Health and Safety (OH&S) and Personal Protective Equipment (PPE) within the classroom and within industry.

## Year 9 Food Technology

The study of Food Technology provides students with a broad knowledge and understanding of the relationship between food properties, processing and preparation. It addresses the importance of hygiene and safe working practices in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling them to produce quality food products.
The goal is for students to develop an interest in food by increasing their understanding of preparation techniques, cooking processes and the properties of food. They will also develop an understanding of the food necessary for every day needs and general good health. Students develop an appreciation for the great range of different properties of food and how different food preparation techniques influence these properties.

## Year 9 Visual Arts

This subject enables students to explore a range of different Artforms, materials, techniques, artists and art styles. Combining 2D and 3D artforms, students will complete tasks that build on their individual style and let them critically reflect on the contribution of visual art practitioners. Students will extend their knowledge of safe and creative art practices and develop skills for interpreting and evaluating artworks. Art experiments, trials, exploration of ideas and images used for inspiration, along with processes used for final artworks are documented in a Visual Journal.

## Year 9 Performing Arts – Drama

This subject will allow students to creatively engage with the elements and skills involved in crafting a dramatic piece, through script writing and improvisation. Throughout the semester, students will investigate the history of drama and theatre from various countries and cultures and delve deeply into components of melodrama and comedy. Emphasis will be placed on resilience, self confidence and the variety of skills associated with the dramatic arts.

## Year 9 Performing Arts – Music

Students will explore music as an art form through listening, composing and performing. They will investigate basic music technology and build on their understanding and use of the elements of music. As they experience and create music, students will draw on music from a range of cultures, times and locations and explore how musicians influence and challenge ideas and contribute to cultural expression in their local communities and at national and international levels.

## Year 9 Visual Communication Design

Visual Communication Design allows students to investigate the world through the practices of designers. They build an understanding of the important role of visual communication design in contemporary society and apply this knowledge in their own visual communications.
Students will have an opportunity to gain knowledge and skills in manual design and digital design including the use of design software including Adobe Creative Cloud (including Photoshop and Illustrator) and Fusion 360. Students will learn how they can apply the skills and knowledge learnt to develop a number of original designs and prototypes.

## Year 9 Visual Media

Students will complete tasks that allow them to practise and explore the basics of photography, film making and video games. They will also produce their own music video, film and TV advertisement. If students think they may have an interest in the media industry, taking photographs and making their own movies, then this elective is designed to allow them to explore that interest and develop their practical skills in the area of production.

## Year 9 English – Writer's Craft

At the heart of all good writing is a beautiful, powerful, or interesting idea, but obviously a lot more is required.

Some authors suggest that good writing involves the unhinging of the soul to release our inner novel, while for others it is a construction only brought about by hours of writing, rewriting and more rewriting. Ultimately, it is both; this is the writer's craft. In this elective, we will be exploring the secrets that writers use to captivate their audiences, through consistent writing activities and assessment tasks. You will learn to write i n different styles, although the focus is on narrative/imaginative writing. Creativity, reading, editing, and refining are the driving forces behind learning in this class.

## Year 9 Civics and Citizenship

This subject aims to introduce students to the Australian political and legal systems. Students will have the opportunity to examine the ways political parties, interest groups, media and individuals influence the government and decision making processes. Throughout the semester, students will organise and participate in a mock election. The mock election provides students with an opportunity to demonstrate their knowledge and understanding of the Australian political system. Students will learn about the operations of the Australian legal system and how it works to protect the rights of people within the community. They will also investigate the different divisions of the court system. Students will develop communication skills through interactive activities such as class debates, discussions and role playing.

## Year 9 History – Decline of Empires

Did Nero burn Rome? What was so mysterious about the disappearance of the Mayan civilization? Did Genghis Khan's grandchildren really fight over the inheritance? Why did seven major empires collapse in the 20th Century? These are all questions to be explored in Decline of Empires, an elective designed to examine the rise and fall of the great civilizations throughout history.

In this subject, students will pursue self-directed learning opportunities to make links and draw contrasts between the major civilizations which have existed throughout the ages. These could include the Roman Empire, the Mongols, the British Empire and the civilizations of the Americas.

## Year 9 French

Year 9 students advance their French through complex grammar (imperfect, simple future, conditional) and explore cultural perspectives via authentic texts and discussions. They build fluency in expressing ideas on social issues, create nuanced texts, and analyse the role of language use in identity.

The Year 9 French course develops students' ability to 'perform' using spontaneous practice and scenario-based learning to cultivate the ability to approximate French sound patterns and practice authenticity. Students will practice self-reflection and evaluation with the support of the course, fostering critical thinking, cultural reflection, and readiness for advanced study.

## Year 9 Sports Academy

Catholic College Sale Sports Academy is focused on developing driven, self-motivated athletes through purposeful training, goal-setting, and a commitment to personal excellence, while nurturing confidence and leadership skills.

6 Lessons per fortnight dedicated to:
- Strength and conditioning program
- Specialised training and skills sessions
- Fitness and skill analysis
- Recovery activities, including pool sessions

The course is designed to support students who already demonstrate a high level of aptitude and commitment in sport. As a prerequisite for the program, students must be actively participating in a domestic or community sports competition.

Students are expected to show a strong willingness to pursue personal growth, improvement, and skill development within their chosen academy.
Participants may select up to 2 of five academy electives: Football, Cricket, Netball, Basketball, or Multi-Sport.

This course of study will incur an extra cost of $100.

## Year 9 Outdoor Education

Year 9 Outdoor Education provides students with opportunities to explore natural environments while developing confidence, resilience, teamwork and practical outdoor skills. Throughout the course, students investigate the purpose and benefits of Outdoor Education, participate in initiative activities and explore concepts such as natural, unnatural and artificial environments. Students examine motivations for participating in outdoor recreation, risk management, minimal impact practices and environmental responsibility while building connections with their peers and the outdoors.

The course includes both classroom and practical learning experiences designed to challenge students both physically and personally. Students develop skills in campcraft, navigation, weather interpretation, surf safety, expedition preparation and Trangia cooking, culminating in a camp experience at Wilsons Promontory National Park. Through hiking, camping and group-based activities, students learn the importance of independence, communication, leadership and respect for the environment while stepping outside their comfort zones in a supportive and safe learning environment.

This course of study will incur an extra cost of $170. Once student numbers are confirmed, this cost is non-refundable.

## Year 9 Introduction to Agriculture

Would you like to learn practical skills? Would you like to get away from a desk in a classroom? Are you interested in farming? Do you love animals? Do you want to help establish the Catholic College Farm? Then this is the subject for you!

Using the 14 acres of the College's very own land, Year 9 Catholic College Agriculture students will learn about different farming systems, the basics of animal health, sustainable agriculture, be introduced to new technology and the basics of soil health through practical, hands-on learning.

Students will also have the opportunity to learn about the best practices in farming through local excursions and incursions with industry professionals such as livestock agents, farmers, and agronomists.
Please note a small cost will apply for the uniform.

## Year 9 S.T.E.A.M

S.T.E.A.M (Science, Technologies, Engineering, Arts and Mathematics) education comprises the specific knowledge, understandings and skills in each of these learning areas as well as the interrelationship between each of them. S.T.E.A.M education acknowledges that there are opportunities for learning to be delivered in an integrated manner that facilitates greater engagement in each of these learning areas. This approach enables skills such as critical and creative thinking, collaboration and communication to be deployed in a rich and authentic way.

Students will learn about modern technology and how it comes together in STEAM. The course will involve robotics and some aspects of 3D printing, CNC routing and laser engraving/cutting.

The course will touch on how these technologies work, how to program and run the machines and offer the chance for creativity and imagination in using them. The course is a single semester elective.

# Year 10

# Year 10 Curriculum

At Year 10 students are required to complete one subject from each of the following Learning Areas:

| | |
|---|---|
| **Religious Education** | Religious Education |
| | RESA |
| | Liturgical Music and Performance |
| **English** | English |
| | Foundation English (By CCS Allocation) |
| **Mathematics** | Mathematics |
| | Foundation Mathematics (By CCS Allocation) |
| | Mathematical Methods |
| **Science** | Introduction to Biology |
| | Introduction to Chemistry |
| | Introduction to Earth & Environmental Science |
| | Introduction to Physics |
| | Introduction to Psychology |
| **History** | Australia In The 20th Century |
| **Health and Physical Education** | Health and Physical Education |
| **Careers** | Careers |

## Year 10 Pathways

At Year 10 students are encouraged to explore and extend their talents and interests by selecting a course of study from the variety of alternatives provided. Students' experiences at Year 10 will help guide the choices they make as they move into the senior years. When selecting Year 10 core subjects, it is important that students be guided by recommendations from their current teachers. There are three different ways that students can complete Year 10.

## Year 10 Mainstream Pathways

In a mainstream Year 10 pathway students will complete two semesters of Religious Education, English and Mathematics. (Allocation to Vocational Mathematics and Essential English classes will be based on previous assessments and teacher judgement). Students must complete units in Humanities (History), Science and Health and Physical Education. They will then have a minimum of three 'free choice' electives in which they can pursue their own interests or goals. For breadth of curriculum, students may not choose more than two of the three 'free choice' electives from the same Learning Area.

## Year 10 VET Pathway

In this Pathway students can apply to complete a Year 1 VET study in an area of special interest. Students may be interested in pursuing work in this area in the future. If you know you are interested in the VM/Applied Learning pathway, rather than VCE pathway, it is strongly encouraged to consider a VET subject at Yr 10. For further information about VET please refer to page 93.

Choosing a VET subject will replace two 'free choice' electives.

## Year 10 VCE Pathway

In this Pathway students can apply to complete a Unit 1 and 2 VCE subject at Year 10 in an area of special interest and in which they have demonstrated sound skills and achievement. To enhance learning and complete a VCE study in Year 10, students will need to make an application via a google form that will be available during the subject selection process. Students are only permitted to undertake one VCE subject except in special cirumstances and with CCS approval. Choosing a VCE subject will replace two 'free choice' electives. However, some of these electives can be taken as an alternative to Year 10 Units allowing more free choice. This alternative option must be selected by the student and is only possible for particular Year 10 units.

# Year 10 Electives

When choosing electives students are not permitted to select more than two from any given Learning Area. If choosing VCE or VET options the remaining elective should be from a different Learning Area.

| | |
|---|---|
| **English** | Literature |
| **Languages** | French |
| **Technologies** | Food Technology: A Taste of Hospitality |
| | Product Design: Wood/Metal |
| | Automotive Systems Engineering |
| **The Arts** | Performing Arts - Drama |
| | Visual Arts |
| | Visual Media |
| | Visual Communication Design |
| **Humanities** | Geography |
| | Commerce |
| | History – Ancient Minds - Modern Ideas |
| | Politics |
| **Health And Physical Education** | Sports Academy - Netball |
| | Sports Academy - Football |
| | Sports Academy - Basketball |
| | Sports Academy - Cricket |
| | Outdoor Education |
| **Cross-Curricular** | Agriculture |
| | S.T.E.A.M |
| **Science** | Foundations Of Scientific Investigation |

# Year 10 Religious Education

In Religious Education across the Diocese of Sale, units are offered to each year level under the four central strands of 'Life and Mission of Jesus', 'The Triune God', 'Christian Life and Catholic Social Teaching' and 'The Sacramental Church'. Each of these areas will be studied using 'Scripture', 'Tradition', 'Religion and Society' and 'Prayer and Liturgy' as key elements in a student's learning. Units in the Year 10 Core are "Diversity in the World – World Religions", "Stewardship – God the Creator," "Christian Moral Decision Making" and "An Introduction to the Bible." These last two units feed into the VCE units offered in Year 11.

# Year 10 Religious Education Service in Action (RESA)

Year 10 students examine the foundations of Catholic faith and investigate the relevance of the life, death and resurrection of Jesus for young people today. They develop an understanding of the core principles of youth ministry and participate in youth ministry and social justice experiences. All students are involved in planning and participating in a variety of youth ministry experiences. These units are then expanded on in Year 11 with many practical applications. The Year 11 RESA unit has a specific focus on Leadership and planning within a Youth Ministry setting.

All students who wish to participate in the Liturgical Music and Performance unit or the RESA unit must fill in an application form and commit to attending some activities outside of normal class time. Entry will be limited and chosen from all applications. Links to this form will appear in SIMON after the subject selection expo.

# Year 10 English

Year 10 English engages students with a variety of texts for enjoyment and for learning. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts such as film, online texts, novels, non-fiction, dramatic performances and multimodal texts. Themes and issues involve levels of abstraction, higher-order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

# Year 10 Foundation English

Foundation English in Year 10 is designed for students who may require a more vocationally oriented approach to English or who may be aiming to directly enter the workforce upon completing their secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English or VM Literacy. It integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of written and oral language.

It allows students to improve their skills in comprehending and responding to a variety of texts and to enhance their communication skills. Students will be nominated for this subject and parents/guardians will be consulted to determine if this is an appropriate pathway.

## Year 10 Enhancing English

Year 10 Enhancing English is designed to extend students' reading, writing, speaking and analytical skills in preparation for Senior English studies. The course encourages students to engage with a wide range of texts and ideas while developing confidence in critical thinking, persuasive communication and structured essay writing. Through collaborative discussion, creative and analytical tasks, and explicit skill development, students build the literacy and independent learning habits needed for success in VCE English and other senior pathways.

## Year 10, 11 & 12 Liturgical Music and Performance

Students who choose to undertake this strand of the RE course will focus on the music within liturgical celebration and, in particular, choir work. This strand would be best suited to students who enjoy singing and possess a willingness to share this joy with the wider College community. Students who take this unit will assist with aspects of liturgical celebration in the school, be an active and committed member of the Liturgical Singers as well as engage in studies which draw from the Diocesan curriculum throughout the year.

It is important to note that:

- Students who take this strand of the RE course will be available for a small number of liturgical events outside of timetabled classes and school days throughout the year
- Students do not have to be proficient singers but must possess a willingness to contribute positively to the vocal ensemble at all times
- Most rehearsal time required will be during timetabled RE lessons

## Year 10 Mathematics

Year 10 Mathematics continues to build upon the general maths skills that students have developed through Years 7–9. This subject is intended to be widely accessible by many different types of mathematics students.

All topics are non-calculus based and are designed to provide general preparation for employment or further mathematical study, particularly where data analysis, financial maths and number patterns are important. General mathematics is often the minimum mathematics required for many university courses or trades.

The areas of study for Year 10 Mathematics are:

- Linear Equations
- Measurement & Trigonometry
- Data & Statistics
- Finance
- Matrices
- Networks & Decision Mathematics

## Year 10 Mathematical Methods

Year 10 Mathematical Methods has a greater focus on theory and the various methods that can be used to solve problems. The topics covered include a large focus on various algebra topics, as well as geometry, trigonometry, probability, and measurement. Mathematical Methods is often a prerequisite to many STEM university courses such as Engineering, Information Technology or Medicine.

Year 10 Mathematical Methods is a prerequisite subject for VCE Units 1 & 2 Mathematical Methods.

The areas of study for Year 10 Mathematical Methods are:

— Linear Equations
— Linear Relations
— Probability
— Indices & Surds
— Trigonometry
— Quadratics
— Logarithms & Polynomials

## Year 10 Foundation Mathematics

Year 10 Foundation Mathematics is an accessible course that engages students in the practical applications of mathematics and provides the knowledge that they will require to be successful in the workplace, for both finances and for their own interests. Students will strengthen in core mathematical skills, develop their knowledge and apply these skills to a range of independent and collaborative tasks that allow them to communicate their mathematical ideas and make informed decisions in their lives.

The areas of study for Foundation Mathematics are:
— Consumer & Financial Mathematics
— Geometry
— Pythagoras' Theorem & Trigonometry
— Measurement
— Statistics – Probability

Students will be nominated for this subject and parents/guardians will be consulted to determine the appropriateness of this pathway.

## Year 10 History – Australia in the 20th Century

This subject is designed to enable students to consider Australia's place in the modern world, how conflict has changed our society and the consequences of World War II. Students investigate Australia's involvement in World War II, its aftermath and the causes and nature of the Cold War. Changes in Australian society and the struggle for rights and freedoms for Indigenous Australians is also explored. Students will learn how to research effectively, analyse a range of visual and written sources, and synthesise their work in essay format.

# Year 10 Science

## Year 10 Introduction to Biology

Introduction to Biology is a one-semester elective that explores living organisms and the processes that sustain life. Students investigate topics such as genetics, inheritance, evolution and the immune system, while developing an understanding of the molecules and structures within cells that allow organisms to function.

The subject connects scientific concepts to real-world issues including disease outbreaks, biodiversity, environmental change and why traits are passed from one generation to the next. Students will develop skills in scientific investigation, data analysis and critical thinking through practical experiments and research activities.

This subject is ideal for students who are curious about how living things adapt, survive and interact with their environment. It provides valuable preparation for VCE Biology and pathways in health, environmental science, medicine, veterinary science and related scientific fields.

## Year 10 Introduction to Chemistry

Introduction to Chemistry is a one-semester elective that explores the composition, structure and reactions of matter. Students learn how chemical substances interact by investigating atoms, molecules, chemical equations and different types of reactions, while developing an understanding of how materials change and new substances are formed.

The subject combines practical experimentation with scientific theory, allowing students to build skills in modelling particles, interpreting chemical symbols, analysing data and predicting reaction outcomes. Students will explore real-world applications of Chemistry in areas such as fuels, batteries, food science, environmental studies and materials technology.

This subject is ideal for students who enjoy practical investigations, problem solving and understanding how and why reactions occur. It provides valuable preparation for VCE Chemistry and pathways in science, engineering, medicine, environmental studies and technology-related fields.

# Year 10 Introduction to Physics

Introduction to Physics is a one-semester elective that explores motion, forces and the laws that govern the physical world. Students investigate concepts such as Newton's laws, speed, acceleration and energy, while learning how to analyse motion using graphs, formulas and scientific data.

The subject develops skills in problem solving, scientific modelling and evidence-based reasoning through practical investigations and real-world applications. Students will examine how Physics connects to everyday experiences including sport, transport, engineering, technology and the movement of objects. This subject is well suited to students who enjoy logical thinking, mathematics and understanding how the world works. It provides valuable preparation for VCE Physics and pathways in engineering, technology, aviation, architecture and a range of scientific and technical careers.

# Year 10 Introduction to Earth & Environmental Science

Introduction to Earth & Environmental Science is a one-semester elective that explores the systems and processes that shape Earth and the wider universe. Students investigate topics including the formation of stars, the use of technology in space exploration, Earth's place in the cosmos, and the environmental systems that support life, including the carbon cycle and climate systems.

The subject encourages students to think critically about environmental change, sustainability and the impact humans have on the planet. Through scientific investigation and analysis, students develop skills in systems thinking, interpreting evidence and evaluating environmental issues and solutions. This subject is ideal for students who are interested in the natural world, environmental challenges and the future of the planet. It provides valuable preparation for further study in environmental science, geography, sustainability, geology and related scientific fields.

# Year 10 Introduction to Psychology

Introduction to Psychology is a one-semester Year 10 elective that explores the scientific study of behaviour and mental processes. Students learn how psychologists investigate questions, collect evidence and use research to understand topics such as brain and behaviour, personality and social psychology, perception, and how people think, feel and act in different situations.

The subject also introduces forensic psychology as an area of interest, including the application of psychological principles to crime, eyewitness memory and behaviour in legal contexts. Students will develop skills in data collection and analysis as well as the evaluation of findings. They will be given the opportunity to complete assessments using digital technologies and to design their own experiments.

This subject is suitable for students who are curious about people and interested in science, health, justice, education or working with others, and it provides valuable preparation for VCE Psychology as well as broader pathways in science and humanities by building skills in inquiry, critical thinking, communication, data analysis and ethical reasoning.

# Year 10 Health and Physical Education

Health and Physical Education combines both practical and theoretical components of study. Students focus on 'moving' and maintaining lifelong physical activity, in a variety of physical activities, including Korfball, croquet and lawn bowls. They explore and analyse aspects of a healthy community. They visit and analyse the different government and non-government health facilities in the local community. They learn about nutrition and are empowered to make good food choices. Students analyse the relationship between nutrition, exercise and lifestyle disease and have the opportunity to bring their knowledge into the kitchen.

Students examine mental health issues relevant to young people and consider the importance of family, friends and exercise in supporting their mental health and emotional health needs. Students examine perceptions of challenge, risk and safety when driving and discuss ways to minimise risks on the road.

# Year 10 Careers

The initial learning outcome is 'Building a Career Pathway'. In this area of study students are introduced to important career pathways concepts, especially career development and lifelong learning. Students begin to lay the foundations for the development of work-related skills by actively exploring their own individual career goals and pathways. They will develop techniques that assist them to source suitable work opportunities. Students also investigate the nature of work by analysing industry and employment trends as well as current and future work options.

# Year 10 Food Technology: A Taste of Hospitality

This is a fabulous subject where students get to learn about food, cook and eat it. It is a design and technology subject that runs for a semester and utilises the hospitality kitchen. Students develop designed food solutions to a range of design briefs. This involves researching, designing, producing and evaluating products. All of these processes will require planning, consideration and also collaboration with others to bring about the successful end result.

The range of design briefs leads students to understanding of nutrition, sustainability and preservation, cultural considerations and contemporary issues of food into the future. Through trialling and producing food solutions, skills in safety and techniques for cooking and presentation are developed. They learn to use commercial equipment common to a hospitality setting. Students will justify the preferred pathway to meeting the design brief and evaluate whether success criteria have been met.

# Year 10 Product Design – Metal/Wood

Students will design, plan, cost, and construct their design ideas incorporating a range of skills to produce finished wooden and metalwork projects to an expected standard and quality of finish. A detailed theoretical component of the subject will require students to create a design folio focusing on the design process. The practical component of the subject will develop the student's knowledge of woodworking and metalwork tools and equipment, allowing them to bring their ideas and designs to fruition. Students gain knowledge of the importance of Occupational Health and Safety (OH&S) and Personal Protective Equipment (PPE) within the classroom and within industry.

## Year 10 Automotive Systems Engineering

This subject is designed to enable students to learn about the many types of systems used in today's technologies, such as electrical, mechanical and hydraulic.

Students will have a balance of theory and practical tasks to investigate, build and evaluate small mechanical and electrical projects focusing on, but not limited to, automotive systems. They will learn skills such as soldering, manufacturing, and gear systems whilst gaining a greater understanding of how everyday things work.

## Year 10 Performing Arts – Drama

Students will have the opportunity to develop acting skills and apply them to both improvised and scripted drama. They explore ways of creating characters with depth and credibility, and how to interact with other characters in scenes and plays. An opportunity to design and construct sets, costumes and props, and develop knowledge of stagecraft will be offered. Students will develop their knowledge of dramatic elements, theatre history, theatrical conventions and stagecraft in preparation for VCE studies. The rehearsal and refinement of work for particular audiences will culminate in the performance of a scripted piece.

## Year 10 Visual Arts

This subject involves the study of a range of different art forms including drawing, painting, photography, printmaking and mixed media. Students explore and comment on their own ideas and concepts through their art practice and engage in critiquing the work of other artists.

Students are introduced to both traditional and contemporary materials and techniques through the study of artists from a wide range of historical and cultural contexts. Each student's creative process, including annotated ideas and images used for inspiration, are documented in a Visual Journal. Visual Arts is designed to prepare students for arts studies in senior years including VCE Art Making & Exhibiting, VCE Media and VCE Visual Communication Design.

## Year 10 Visual Media

Students who have an interest in photography and making short films are encouraged to take Visual Media. This subject also teaches a critical awareness of how the media works. It includes film study, creation of a music video, a photography assignment, and an advertisement assignment. Students also examine the positive and negative effects of social media, and learn how to analyse the different product elements.

# Year 10 Visual Communication Design

In this subject students use visual communication design knowledge, understanding and skills to communicate ideas and information with a specific purpose. They use visual communication practices and technologies to generate ideas, and develop and refine visual communications. Students develop an appreciation of the means by which others visually communicate ideas and information.

Students will learn about the three design fields of Communication, Environmental and Industrial Design and how to create and develop designs by hand and on the computer. They will use software including Illustrator, Photoshop, InDesign and Fusion 360. Students will learn how they can apply the skills and knowledge learnt in the development of a number of original designs and prototypes.

# Year 10 Geography

This exciting, field trip-based elective looks at environmental change and human wellbeing at a local and global level. Students will look at the causes and consequences of different environmental changes such as climate change, urbanisation, pollution and soil degradation. Students will investigate these causes and consequences at a local level through a series of field trips to places such as the Heart Morass and Sale Wetlands, Tarra Bulga National Park, the Gippsland Lakes, Dinner Plain and Mount Hotham.

Students will look at environmental change at a global level through virtual tours of Vietnam. Students would then have the opportunity to explore Vietnam during the International Study Tour in 2024. This subject links in perfectly with VCE subjects such as VCE Geography, Outdoor Education and Health and Human Development.

# Year 10 Commerce

Students develop a general understanding of business in a rapidly changing business and economic environment. This subject aims to equip students with the knowledge, understanding and practical skills that can be transferred into everyday life.
They will learn essential skills such as managing their own personal finances, creating a budget and basic accounting. Students will investigate the concept of business from the ground up.

They will look at everything from the operations and structure of business, to business ventures. This course provides students with an opportunity to demonstrate their knowledge and understanding of business through a variety of practical and theoretical learning experiences.

# Year 10 Agriculture

Designed to continue building on students' skillset, this practical and hands-on subject gets students out of the classroom and using the 14 acres of the College's very own land. Year 10 Catholic College Agriculture students will learn valuable life skills and will plan, cost and establish their very own farming venture, tailored to their own interests.

Students will learn about pasture management, animal health, sustainable agriculture, irrigation systems, new technology and soil health through practical, hands-on learning.

Students will also have the opportunity to learn about the future of farming and best practices through key partnerships with industry professionals and local farmers. Students will also enjoy incursions and local excursions such as a trip to the Gippsland Regional Livestock Exchange, field trips to local farms and a masterclass in soil health with a local Agronomist.

# Year 10 Politics

This elective introduces students to political thinking, democratic systems, political power, political participation and global political challenges through contemporary Australian and international case studies. The course scaffolds students from foundational political literacy toward VCE-level inquiry, source analysis, debate and evidence-based argument construction.

The course deliberately mirrors the structure and intellectual demands of:
Unit 1: Politics, Power and Political Actors
Unit 2: Democracy: Stability and Change

Students progressively develop:
— Political vocabulary
— Source interpretation skills
— Understanding of democratic systems
— Analytical writing
— Argument construction
— Evaluation of competing perspectives
— Contemporary political inquiry skills

## Year 10 Outdoor Education

Year 10 Outdoor Education provides students with exciting opportunities to explore natural environments while developing practical outdoor skills, resilience, leadership and teamwork. Through activities such as bushwalking, canoeing, navigation, campcraft, environmental investigations and adventure-based learning, students build confidence and decision-making skills while learning how to safely and responsibly participate in outdoor recreation. Students also investigate sustainability, environmental stewardship, Indigenous perspectives of Country and custodianship, risk management and the relationships between people and the environment.

This subject combines practical experiences with reflective and theoretical learning, culminating in an overnight journey experience and a day trip. Students will develop skills in navigation, first aid, expedition planning and environmental citizenship while participating in team challenges and outdoor adventures. Year 10 Outdoor Education provides an excellent foundation for VCE Outdoor and Environmental Studies and is ideal for students who enjoy learning beyond the classroom, challenging themselves and connecting with the natural world.

This course of study will incur an extra cost of $170. Once student numbers are confirmed, this cost is non-refundable.

## Year 10 History – Ancient Minds, Modern Ideas

In this subject, students will explore the history, philosophies, literature, and cultures of the ancient world, delving into ancient civilisations like the Greeks, Romans, China and Japan. They will discover how diverse cultures, ideas, historical events, and debates have influenced our understanding of the modern world. This elective encourages students to think outside the box, conduct independent investigations and develop their thinking about who we are, how our pasts inform our futures and to question the dominant ideologies that many people take for granted.

## Year 10 Certificate II in Financial Services

This qualification is designed to help students develop confidence and essential skills in managing money, while building a strong understanding of how the financial world works. It addresses the growing need for financial literacy by equipping students with foundational knowledge in areas such as: Budgeting and money management Savings planning

# Year 10 S.T.E.A.M

S.T.E.A.M (Science, Technologies, Engineering, Arts and Mathematics) education comprises the specific knowledge, understandings and skills in each of these learning areas as well as the interrelationship between each of them. S.T.E.A.M education acknowledges that there are opportunities for learning to be delivered in an integrated manner that facilitates greater engagement in each of these learning areas. This approach enables skills such as critical and creative thinking, collaboration and communication to be deployed in a rich and authentic way. Students will learn about modern technology and how it comes together in STEAM. The course will involve robotics and some aspects of 3D printing, CNC routing and laser engraving/cutting. The course will touch on how these technologies work, how to program and run the machines and offer the chance for creativity and imagination in using them. The course is a single semester elective.

# Year 10 Sports Academy

The Catholic College Sale Sports Academy is designed for motivated students who are passionate about sport and committed to improving their performance. The Academy focuses on developing a strong athletic mindset through purposeful training, goal-setting, and personal excellence, while building confidence and leadership skills.
This course of study will incur an extra cost of $100.

Students undertake 7 lessons per fortnight, which include:

- Sport-specific strength and conditioning
- Specialised training and skill development
- Fitness testing and performance analysis
- Recovery sessions, including pool-based activities
- Injury prevention education and techniques

The course also provides opportunities to visit elite sporting facilities and engage with high-performance programs.

This subject is suited to students who already demonstrate a high level of aptitude and commitment in sport. As a requirement for enrolment, students must be actively participating in a domestic or community sporting competition and show a willingness to pursue ongoing improvement and personal growth.

Students select up to 2 of five Sports Academy electives:

- Football
- Basketball
- Netball
- Cricket
- Multi-Sport

# Year 10 French

Year 10 students explore more complex grammatical structures (imperfect tense, simple future tense, conditional tense) and develop the capacity to identify and use emphatic, direct, and indirect object pronouns. Year 10 French is a course in 'mastery' during which students begin to use French in a more spontaneous, authentic way. Students will be introduced to VCE topics such as Identity and Global Affairs, and will engage in sophisticated communication, use advanced sentence structures, and reflect on linguistic and cultural diversity.

Students in Year 10 will be frequent speakers of French and will practice language skills (writing, reading, listening) in a more natural and comprehensive way. Year 10 French prepares students for real-world and academic applications of French, ready to study VCE French with strong foundations of knowledge, command, and cultural awareness.

# Year 10 Foundations of Scientific Investigation

This course provides a dynamic and engaging environment where students develop core scientific skills such as observation, measurement, data analysis, and critical evaluation of evidence. Through hands-on investigations and real-world case studies, students are encouraged to ask meaningful questions, design and conduct their own experiments, and explore how science operates in everyday life. The course fosters inquiry-based learning and scientific literacy, helping students understand not just what we know, but how we come to know it.

By participating in this course, students gain valuable experience in planning, executing, and communicating scientific investigations—skills that form a strong foundation for further study, including the VCE Extended Investigation subject. Whether exploring the physics of a pendulum, evaluating a pseudoscientific claim, or contributing to a citizen science project, students will see how science is both a method and a mindset for understanding the world.

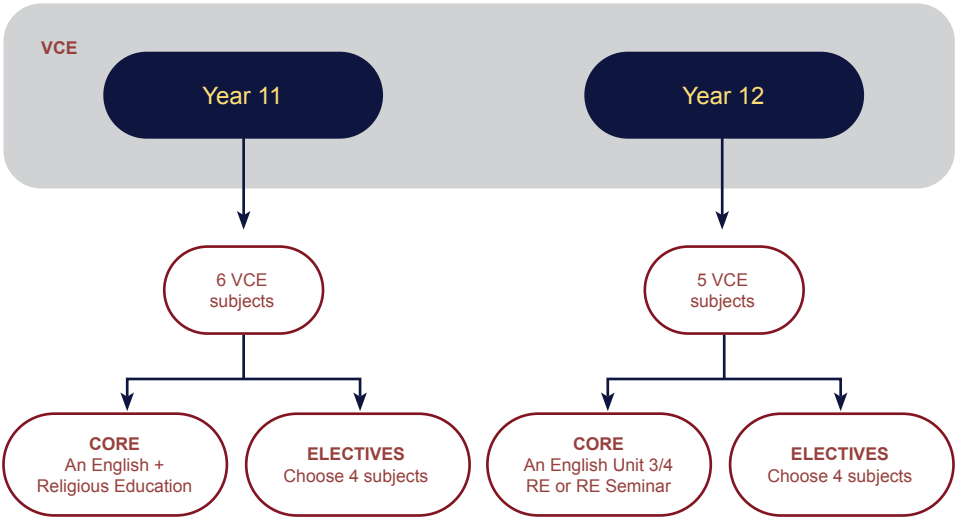
# Senior School Pathways

# Pathway VCE – ATAR

A traditional VCE pathway will give students an ATAR for direct entry into university. Students must complete five Unit 3/4 sequences in Year 12. This does not include any Unit 3/4 sequence they may have completed in Year 11. There is also the option for students to complete one Unit 1/2 sequence in Year 10 and one Unit 3/4 sequence in Year 11. Some VET subjects are scored in the same way as VCE subjects.

When required, the College will work with the student, family, Director of Senior Studies, and Pathways Coordinator to determine the best subject pathways for the student.

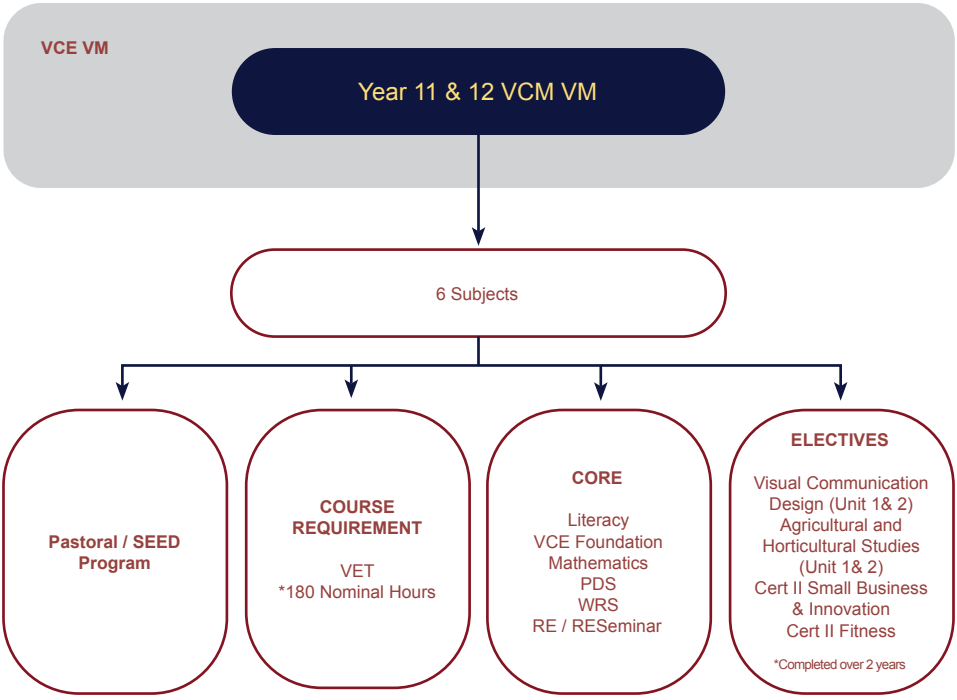
There are no prerequisites for any VCE Unit 3 and 4 study. They can be completed without completing Units 1 and 2. However, it is not recommended that some studies be completed at Units 3 and 4 without completing Units 1 and 2. This should be discussed with the Pathways Coordinator.



# VCE VM (Non - ATAR)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

Under special circumstances, students may be able to select an alternative VCE subject to VET small business via application.



# VCE and VET Subjects Units 1 & 2

# List of VCE and VET Subjects

Listed below are available options for the VCE and VCE VET studies on campus at Catholic College Sale in 2026.

Subject to class size limits and sufficient student numbers. Some VET off-campus options are also available.

- Art Creative Practice
- Biology
- Business Management
- Chemistry*
- Drama
- English
- Environmental Science
- Extended Investigation*(Units 3/4)
- Food Studies
- Geography
- Health And Human Development
- Legal Studies
- Literature*
- Liturgical Music And Performance
- Foundation Mathematics
- General Mathematics
- Specialist Mathematics*
- Mathematical Methods*
- Media
- Modern History
- Outdoor And Environmental Education
- Physical Education
- Physics*
- Product Design And Technologies
- Religion And Society
- Sociology
- Texts And Traditions
- Visual Communication Design

- VCE VET Agriculture
- VCE VET Automotive
- VCE VET Building And Construction
- VCE VET Engineering
- VCE VET Furniture Making Pathways
- VCE VET Information And Communications Technology
- VCE VET Hospitality
- VCE VET Music
- VCE VET Sport And Recreation

*Subjects not available to Year 10 students.

# Units 1 & 2
# Art Creative Practice

### UNIT 1 – INTERPRETING ARTWORKS AND EXPLORING THE CREATIVE PRACTICE

In Unit 1 students use experiential learning in Making and Responding to explore ideas using the Creative Practice.
As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives. They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

### UNIT 2 – INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE

In Unit 2 students use inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.
Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

# Units 1 & 2 Biology

### UNIT 1 – HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells.
They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

### UNIT 2 – HOW DOES INHERITANCE IMPACT ON DIVERSITY?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis.
Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

# Units 1 & 2 Business Management

**UNIT 1 – PLANNING A BUSINESS**
In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. They will also have the opportunity to create their own business plan.

**UNIT 2 – ESTABLISHING A BUSINESS**
This unit focuses on the establishment phase of a business life. Students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices by applying this knowledge to contemporary business case studies from the past four years.

# Units 1 & 2 Chemistry

**UNIT 1 – HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?**
In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

**UNIT 2 – HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?**
In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid–base and redox reactions in society.

# Units 1 & 2 Drama

**UNIT 1 – INTRODUCING PERFORMANCE STYLES AND CONTEMPORARY DRAMA PRACTICES**
Students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They explore storytelling, apply play-making techniques, and develop characters through expressive and performance skills. Students analyse the impact of dramatic elements and conventions on audiences.

**UNIT 2 – CONTEMPORARY DRAMA PRACTICES AND AUSTRALIAN IDENTITY**
Students explore Australian identity through contemporary drama practices. They construct solo performances inspired by Australian contexts and evaluate both their own and professional works, building drama literacy and analytical skills.

# Units 1 & 2 English

**UNIT 1**
Students connect personally with texts, analyse them, and refine their own writing. They create texts for different contexts and reflect on their use of structure, language, and conventions.

**UNIT 2**
Students analyse how texts use language and structure to influence audiences. They also develop and deliver persuasive oral presentations and refine their skills in writing and communication.

# Units 1 & 2 Environmental Science

**UNIT 1 – HOW ARE EARTH'S DYNAMIC SYSTEMS INTERCONNECTED TO SUPPORT LIFE?**
Students explore Earth's four systems (atmosphere, biosphere, hydrosphere and lithosphere), and how their interactions affect environmental conditions. They consider historical changes and future sustainability solutions.

**UNIT 2 – WHAT AFFECTS EARTH'S CAPACITY TO SUSTAIN LIFE?**
Students investigate pollution, food and water security, and sustainable management practices. They examine the effects and characteristics of pollutants and assess strategies for maintaining Earth's systems.

# Units 1 & 2 Food Studies

**UNIT 1 – FOOD ORIGINS**
Students examine the history of food and the development of food systems globally and in Australia, including the influence of Indigenous food traditions and multicultural cuisines.
Practical activities enhance learning.

**UNIT 2 – FOOD MAKERS**
Students explore food production in both commercial and domestic settings. They analyse industry practices, design new food products, and investigate entrepreneurship in food. They apply practical skills and evaluate outcomes.

# Units 1 & 2 Geography

**UNIT 1 – HAZARDS AND DISASTERS**
Students investigate different types of hazards, their causes and impacts, and how humans respond. They explore two contrasting hazards and evaluate responses at various scales.

**UNIT 2 – TOURISM: ISSUES AND CHALLENGES**
Students explore the characteristics and impacts of tourism, locally and globally. They consider sustainability and take part in a field trip to Melbourne to assess tourism in action.

# Units 1 & 2 Health and Human Development

**UNIT 1 – UNDERSTANDING HEALTH AND WELLBEING**
Students examine the concept of health and wellbeing, how it varies across cultures and individuals, and explore health through a social justice lens. They investigate health data and conduct a research project.

**UNIT 2 – MANAGING HEALTH AND DEVELOPMENT**
Students investigate the transition from youth to adulthood and explore the Australian healthcare system. They examine digital media, data privacy, and factors influencing access to healthcare.

# Units 1 & 2 Legal Studies

**UNIT 1 – THE PRESUMPTION OF INNOCENCE**

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice.
They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

**UNIT 2 – WRONGS AND RIGHTS**

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

# Units 1 & 2 Literature

**UNIT 1**
Students consider how language, structure and stylistic choices are used in different literary forms and types of text.
They reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text and respond to a range of texts through close analysis.

Further, students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

**UNIT 2**
Students focus on Voices of Country. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Students reflect on representations of a specific time period and/or culture within a text. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

# Units 1 & 2
# General Mathematics

**UNITS 1 & 2**
General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units.

The areas of study for Unit 1 are:
— Data Analysis, Probability and Statistics
— Algebra, Number and Structure
— Functions, Relations and Graphs
— Discrete Mathematics

The areas of study for Unit 2 are:
— Data Analysis, Probability and Statistics
— Discrete Mathematics
— Functions, Relations and Graphs
— Space and Measurement

Throughout, students apply a wide range of mathematical techniques and technologies, including mental, written and technological tools, to analyse and solve problems.

# Units 1 & 2
# Mathematical Methods

**UNITS 1 & 2**
Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. Unit 1 focuses on simple algebraic functions, while Unit 2 introduces transcendental functions, calculus of polynomial functions and related modelling.

Areas of study include:
— Functions, Relations and Graphs
— Algebra, Number and Structure
— Calculus
— Data Analysis, Probability and Statistics

Students apply a range of methods, both with and without technology, to explore problems and model real-world phenomena.

# Units 1 & 2
# Specialist Mathematics

**UNITS 1 & 2**
Specialist Mathematics Units 1 and 2 offer an in-depth study of mathematics for students interested in structure, logic, modelling, problem-solving and proof. Taken with Mathematical Methods Units 1 and 2, these units provide ideal preparation for Specialist Mathematics Units 3 and 4.

Areas of study include:
— Algebra, Number and Structure
— Data Analysis, Probability and Statistics
— Discrete Mathematics
— Functions, Relations and Graphs
— Space and Measurement

Students work with complex numbers, matrices, logic, and more. They develop proofs, construct algorithms, and apply various technologies to solve theoretical and applied problems.

# Units 1 & 2 Modern History

**UNIT 1 – MODERN HISTORY: CHANGE AND CONFLICT**

In this unit, students investigate the nature of social, political, economic and cultural change in the late 19th century and first half of the 20th century.

World War One is explored as a turning point that reshaped global power structures. Students examine key movements, ideologies and the social consequences of the post-war period, including the Great Depression and the rise of new political movements and borders.

**UNIT 2 – THE CHANGING WORLD ORDER**

Students investigate the Cold War and the reshaping of world power through the second half of the 20th century and into the 21st.

They explore the establishment of the United Nations, human rights, proxy wars, the fall of the Berlin Wall, and the war on global terror following 9/11.

Technological advancement, migration, and financial crises are also examined to understand global continuities and change.

# Units 1 & 2 Media

**UNIT 1 – MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STUDIES**

The relationship between audiences and the media is evolving. Audiences engage with media products in many ways. In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms.

They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narratives, and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. They also gain an understanding of audiences as both producers and consumers of media products.

Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

**UNIT 2 – NARRATIVE ACROSS MEDIA FORMS**

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms.

Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

# Units 1 & 2 Outdoor and Environmental Studies

**UNIT 1 – EXPLORING OUTDOOR EXPERIENCES**

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. They develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

**UNIT 2 – DISCOVERING OUTDOOR ENVIRONMENTS**

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. Students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. They examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

An extra cost of $700 is incurred to cover camps within this course of study.

# Units 1 & 2 Physical Education

**UNIT 1 – THE HUMAN BODY IN MOTION**

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement.

Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. They investigate conditions and injuries, recommend strategies for management, and evaluate ethical implications of enhancement practices.

**UNIT 2 – PHYSICAL ACTIVITY, SPORT AND SOCIETY**

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students explore how physical activity and sedentary behaviour affect health and wellbeing across different populations. Through practical activities, students experience various types of physical activity and explore community-based movement opportunities. They analyse barriers and enablers, apply the social-ecological model, and create a personal movement plan to optimise adherence to physical activity guidelines.

# Units 1 & 2 Physics

**UNIT 1 – HOW IS ENERGY USEFUL IN SOCIETY?**
Students examine fundamental models used by physicists to understand and explain energy. Topics include light, thermal energy, radioactivity, nuclear processes, and electricity.

Students apply physics concepts to real-world issues such as climate change, communication technologies, energy needs and medical treatments.

**UNIT 2 – HOW DOES PHYSICS HELP US UNDERSTAND THE WORLD?**
Students explore the experimental basis of physics. They investigate forces in motion and apply them to case studies. Students select one of eighteen topic options, such as biomechanics, music, astrophysics, particle physics, or climate science. Through this, they explore physics in depth and apply their knowledge to justify solutions or positions on current issues.

# Units 1 & 2 Sociology

**UNIT 1 - YOUTH AND FAMILY**
Students begin by exploring sociology as a discipline and the sociological imagination, then examine youth as a social category, including how the experience of being young varies across time, place and social factors such as class, gender, culture and technology. They also study media representations of youth and the effects of stereotyping, prejudice and discrimination. The second area of study examines family as a social institution, including changing family definitions, contemporary family forms, the influence of demographic, cultural, economic and technological change, and the role of government policy. Functionalist and feminist perspectives are used to analyse family life, and students compare family experiences across societies and time.

**UNIT 2 - DEVIANCE AND CRIME**
Unit 2 explores deviance by examining how behaviour is defined as deviant, and how sociologists explain deviance through functionalist, social control and labelling theories. Students also study moral panic and the role of the media in shaping public responses to perceived threats to social order.

The crime area of study looks at crime in Australia, including types of crime, patterns in crime data, factors contributing to offending, international crime, punishment and the effectiveness of sentencing approaches such as restorative justice, prison sentencing, and alternative courts like the Victorian Drug Court and Koori Court.

# Units 1 & 2 Product Design and Technologies

**UNIT 1 – DESIGN PRACTICES**
In this area of study, students focus on the Double Diamond design approach. They investigate and define needs and /or opportunities, and generate and design graphical product concepts using visualisations, design options and working drawings. This allows students to demonstrate design thinking that incorporates critical, creative and speculative approaches.

Students learn to use appropriate drawing systems for their design specialisations and refine their product concepts using both manual and digital technologies. They work individually, in teams, and collaboratively, mirroring professional design practice. Teamwork and collaboration are emphasised as essential components of successful design outcomes.

**UNIT 2 – POSITIVE IMPACTS FOR END USERS**
Designers should look outward, both locally and globally, to research the diverse needs of end users. In this unit, students examine social and/or physical influences on design.

They create a user profile, research their needs, and design an inclusive product that supports belonging, access, usability and/or equity.

Students also explore cultural influences on design, including Aboriginal and Torres Strait Islander perspectives, sustainability practices, and traditional knowledge embedded in contemporary products.

# Units 1 & 2 Psychology

**UNIT 1 – HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?**
Students explore the development of thoughts, emotions and behaviours by examining psychological development, brain structure, and brain plasticity.
They study classical and contemporary theories, including contributions from Aboriginal and Torres Strait Islander perspectives. Students explore how brain damage impacts functioning and how development may be shaped by various internal and external factors.

**UNIT 2 – HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?**
Students investigate how social cognition influences attitudes, self-perception and relationships. They examine how culture and context affect behaviour, with a specific focus on Aboriginal and Torres Strait Islander experiences.
Students also explore human perception, including how it can be distorted.
They conduct their own psychological research, collect data, and draw conclusions based on evidence.

## Unit 2 Religion and Society

**UNIT 2 – RELIGION AND ETHICS**
This unit explores the foundations of moral judgement and ethical decision-making. Students examine methods of ethical reasoning and compare how at least two religious traditions and their philosophical frameworks guide ethical practice.

They investigate current ethical issues and consider how moral judgments are formed, evaluated, and applied in society.

## Religious Education Service in Action (RESA)

Selected Year 10 students explore the foundations of Catholic faith and the relevance of the life, death and resurrection of Jesus in the modern world. They engage with core principles of youth ministry and participate in a range of social justice and ministry experiences. In Year 11, the RESA unit focuses on leadership and planning within a youth ministry setting.

All students must submit an application and commit to some activities outside of regular class time. Entry is limited.

## Unit 1 Texts and Traditions

**UNIT 1 – TEXTS IN TRADITIONS**
Students examine sacred texts and their literary forms within religious traditions. Storytelling, law, prophecy, sacred songs, and reflection are some of the forms studied.

They explore how meaning is derived from these texts through exegesis and investigate the role texts play in shaping tradition.

Students analyse texts from one or more traditions, applying interpretive methods to deepen their understanding of religious belief and practice.

# Units 1 & 2 Visual Communication Design

**UNIT 1 – FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS**
Students are introduced to the practices used by designers to address human-centred design problems. They learn how design can improve the lives of individuals and communities.

Using divergent and convergent thinking, students explore the VCD design process, conduct research with stakeholders, and formulate design criteria in the form of a brief.

**UNIT 2 – DESIGN CONTEXTS AND CONNECTIONS**
Building on Unit 1, students revisit the design process with a focus on environments and interactive experiences. They study the work of specialists in fields such as architecture, landscape design and user experience (UX) design. Students use various methods, media and materials to develop spaces and interfaces that respond to real user needs and design contexts.

# VCE and VET Subjects Units 3 & 4

# Units 3 & 4 Art
# Creative Practice

**UNIT 3 – INVESTIGATION, IDEAS, ARTWORKS AND THE CREATIVE PRACTICE**

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist.

Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

In Unit 3, the Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

**UNIT 4 – INTERPRETING, RESOLVING AND PRESENTING ARTWORKS AND THE CREATIVE PRACTICE**

In Unit 4 students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

# Units 3 & 4 Biology

**UNIT 3 – HOW DO CELLS MAINTAIN LIFE?**
Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells, and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating DNA and applying biotechnologies. Students also explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration, and consider how these processes can be optimised in agricultural contexts.

**UNIT 4 – HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?**
Students consider the continual changes and challenges to which life on Earth is subjected. They study the human immune system and how its components interact to provide immunity. Students explore how biological knowledge can address bioethical issues and disease-related challenges.

They examine evolutionary biology through evidence such as paleontology, morphology, molecular homology and comparative genomics. Students analyse how populations evolve due to changes in allele frequencies and consider the structural trends in the human fossil record, recognising that interpretations may evolve with new evidence.

# Units 3 & 4 Business Management

**UNIT 3 – MANAGING A BUSINESS**
Students explore the processes involved in managing a business efficiently and effectively to meet objectives. They investigate different types of businesses, corporate culture, management styles and skills, and how these relate to business operations.

Students also consider human resource and operations management, comparing theoretical frameworks with case studies from the past four years.

**UNIT 4 – TRANSFORMING A BUSINESS**
In this unit, students explore how businesses respond to pressures for change. They examine key performance indicators and strategies for change management. Leadership roles in change, and models to guide transformation, are also covered.

Students evaluate a contemporary business case study against theory and consider the role of innovation and adaptability in achieving long-term success.

# Units 3 & 4 Chemistry

**UNIT 3 – HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?**

Students explore chemical production methods for energy and materials. They analyse fuels, galvanic and fuel cells, and the operating principles of electrochemical systems. They examine energy efficiency, reaction rates, equilibrium, and environmental impact.

Practical work includes investigations in thermochemistry, redox reactions, and equilibrium. Students apply chemistry terminology and evaluate scientific claims based on evidence and data.

**UNIT 4 – HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?**

Students investigate the structure and function of carbon-based compounds in fuels, foods, medicines and polymers. They explore green chemistry principles and analytical techniques such as spectroscopy and chromatography. Practical activities include organic synthesis, functional group identification, solvent extraction, distillation and titration. Students apply scientific reasoning and use chemical language to explain observations and support their findings.

# Units 3 & 4 Drama

**UNIT 3 – DEVISED ENSEMBLE PERFORMANCE**

Students collaboratively devise, develop and present an ensemble performance. They explore the work of various drama practitioners, applying transformation of character, time and place, and symbolic elements.

They document their process and analyse a live professional performance, deepening their understanding of drama elements, conventions, and expressive skills.

**UNIT 4 – DEVISED SOLO PERFORMANCE**

Students develop and present a solo performance, building on previous skills in drama. They engage with a range of non-realistic performance styles and historical and contemporary contexts.

Students explore stimulus material, document their process, and analyse how dramatic elements and conventions contribute to meaning in solo work.

# Units 3 & 4 English

**UNIT 3**
Students critically engage with texts, exploring character motivations, authorial choices and construction of meaning. They analyse mentor texts and develop their writing across a range of contexts, refining their control over purpose, audience and form.

**UNIT 4**
Students continue analysing texts and deepen their understanding of how ideas and values are communicated. They examine language, visuals and arguments in texts about national or international issues, learning how these elements position audiences.

Students then create their own persuasive oral presentation based on a point of view, demonstrating their ability to structure argument and use language purposefully.

# Units 3 & 4
# Environmental Science

**UNIT 3 – HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?**

In this unit, students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

**UNIT 4 – HOW CAN CLIMATE CHANGE AND THE IMPACTS OF HUMAN ENERGY USE BE MANAGED?**

Students explore different factors that contribute to Earth's climate variability and their impact on life, society and the environment at local to global scales. They compare renewable and non-renewable energy sources to evaluate their sustainability, availability and environmental impact.

Students develop data analysis skills and learn to navigate uncertainty, interpret data, and assess the validity of evidence. They consider how scientific understanding informs decisions about managing climate change and energy use.

# Units 3 & 4 Extended Investigation

**UNIT 3 – DESIGNING AN EXTENDED INVESTIGATION**

In this unit students develop critical thinking skills, increasing their understanding of different modes of thinking, the elements of argument and the qualities of valid reasoning. Students apply these skills in a Critical Thinking Test and throughout the development of their own research project. Students formulate their own research question, select an appropriate method, and collect and analyse data. Throughout semester one, students develop and refine their research project, documenting this process in an Extended Investigation Journal. In this Unit, students complete a written rationale, a research report, and an oral presentation outlining their proposed research.

**UNIT 4 – PRESENTING AN EXTENDED INVESTIGATION**

In this unit, students further develop their critical thinking skills by interpreting, analysing and evaluating arguments. There is no examination for this subject. Instead, students continue to work on their independent research project, with the aim of producing a 4000-word written report and an oral presentation, which are submitted to VCAA for assessment. This subject is ideal for self-motivated students with an interest in research and a desire to pursue a university pathway. To gain entry to the subject, students will need to submit a short application form and receive an endorsement from one of their current teachers.

# Units 3 & 4 Food Studies

**UNIT 3 – FOOD IN DAILY LIFE**
In this unit students investigate the many roles and everyday influences of food.

Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

**UNIT 4 – FOOD ISSUES, CHALLENGES AND FUTURES**
In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

# Units 3 & 4 Geography

**UNIT 3 – CHANGING THE LAND**
This unit focuses on geographical change: change to land cover and change to land use. Students explore the changes that are rapidly occurring in our urban and rural areas. Students investigate the distribution and causes of two major processes that are changing land cover in many regions of the world including: deforestation and melting glaciers and ice sheets.

At a local scale, students investigate land use change at Phillip Island Nature Reserve. We visit this venue to undertake fieldwork and gather evidence of the impact of habitat restoration and look at how the park is managed to ensure the survival of Little Penguin.

**UNIT 4 – HUMAN POPULATION: TRENDS AND ISSUES**
This unit focuses on the geography of human populations. We 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.

Using case studies, we consider the wide range of factors that influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events.

# Units 3 & 4 Global

**UNIT 3 – GLOBAL ACTORS**
Students investigate the key global actors in twenty-first century global politics, including states, intergovernmental organisations, non-state actors and transnational cooperation. They use contemporary evidence to analyse the key global actors and their aims, roles and power. This helps them to develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state. Students will also analyse and evaluate the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

**UNIT 4 – GLOBAL CHALLENGES**
Students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by international law. Students will evaluate the effectiveness of responses to two ethical issues that are selected from the following: human rights, people movement, development (e.g. global poverty) and arms control. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to solving them. Two global crises are selected from the following: climate change, armed conflict, terrorism, and economic instability.

# Units 3 & 4 Health and Human Development

**UNIT 3 – AUSTRALIA'S HEALTH IN A GLOBALISED WORLD**

In this unit, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

Students focus on health promotion and improvements in population health over time. Through researching health improvements and evaluating successful programs, they explore various public health approaches and the interdependence of different models. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

**UNIT 4 – HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT**

In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.

Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

# Units 3 & 4 History

**UNITS 3 & 4 – REVOLUTIONS**
In both units, a specific Revolution is studied over the course of two Areas of Study. The first Area of Study focuses on the role of leaders, ideas, movements and events leading up to and including the overthrow of the old order and the success of the revolutionary group. In the second, the challenges to the new order as it created a new society, and the ways in which the leaders respond, are central.

The Unit 3 area of study is: Russia – from the time of the last Tsar to the rise of the Bolsheviks, up to the death of Lenin. School Assessed Coursework will involve a major research project and a historiographical exercise. Class work will include an in-depth analysis of a wide range of primary documents and the study and evaluation of the views of different historians.

The Unit 4 area of study is: China – from the time of the 'Dragon Lady' Empress and the Last Emperor, through to the rise of the Communist Party, the turmoils of the Great Proletarian Cultural Revolution to the death of Mao. School Assessed Coursework will involve a detailed document analysis and a major essay. Class work will continue building upon the skills from Unit 3 and essay development.

# Units 3 & 4 Literature

**UNIT 3**
Students focus on how the form of a text contributes to its meaning. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text. They then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Informed by the supplementary reading, students develop a second interpretation of the same text.

**UNIT 4**
Students focus on the imaginative techniques used for creating and recreating a literary work. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students develop an understanding of the various ways in which authors craft texts.

Students also focus on a detailed scrutiny of the language, style, concerns and construction of texts. They write expressively to develop a close analysis, using detailed references to the text.

# Units 3 & 4 Legal Studies

**UNIT 3 – RIGHTS AND JUSTICE**

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes.

Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases. Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

**UNIT 4 – THE PEOPLE, THE LAW AND REFORM**

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.

They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Students are immersed where possible in the justice system through visits to the Supreme Court of Appeal, the County Court and Magistrates' Court as well as hearing from a variety of legal personnel including Paul Dore, Juries Commissioner, judges, the former Attorney General of Victoria Rob Hulls and a range of other experiences directly relevant to the study design.

# Units 3 & 4
# General Mathematics

**UNITS 3 & 4**

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of General Mathematics Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

# Units 3 & 4
# Mathematical Methods

**UNITS 3 & 4**

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of Mathematical Methods Units 3 and 4.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

# Units 3 & 4 Specialist Mathematics

**UNITS 3 & 4**
Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'.

The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

# Units 3 & 4 Media

**UNIT 3 – MEDIA NARRATIVES AND PRE-PRODUCTION**

Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience.

They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

**UNIT 4 – MEDIA PRODUCTION**

Agency and Control in and of the MediaIn this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian Government in regulating the media.

# Units 3 & 4 Outdoor and Environmental Studies

**UNIT 3 – RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS**

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction.

**UNIT 4 – SUSTAINABLE OUTDOOR RELATIONSHIPS**

Students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

An extra cost of $700 is incurred to cover camps within this course of study.

# Units 3 & 4
# Physical Education

### UNIT 3 – MOVEMENT, SKILLS AND ENERGY FOR PHYSICAL ACTIVITY, SPORTS AND EXERCISE

This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the three energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### UNIT 4 – TRAINING TO IMPROVE PERFORMANCE

In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

# Units 3 & 4 Physics

**UNIT 3 – HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?**

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

**UNIT 4 – HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONISED THINKING IN PHYSICS?**

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy.

Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

In this unit, students explore some monumental changes in thinking in physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

# Units 3 & 4 Product Design and Technologies

**UNIT 3 – ETHICAL PRODUCT DESIGN AND DEVELOPMENT**

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s).

Product designers respond to current and future social, economic, environmental or other ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

**UNIT 4 – PRODUCTION AND EVALUATION OF ETHICAL DESIGNS**

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

# Units 3 & 4 Psychology

**UNIT 3 – HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?**

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

**UNIT 4 – HOW IS WELLBEING DEVELOPED AND MAINTAINED?**

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

# Units 3 & 4 Texts and Traditions

**UNIT 3 – TEXTS AND THE EARLY TRADITION**

In this unit, students study the purposes of religion generally and then consider the religious beliefs developed by the Catholic tradition in response to the big questions of life. Students study how particular beliefs within a religious tradition may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

**UNIT 4 – TEXTS AND THEIR TEACHINGS**

In this unit students apply exegetical methods begun in Unit 3 to greater depth. They study a significant idea, belief or theme contained in the Gospel of Luke, and consider the interpretation of the text in the light of the idea, belief or theme.

**YEAR 12 RELIGIOUS EDUCATION SEMINAR**

Students will engage with a wide range of topics which cover values, issues and understandings of life in the light of the Catholic world view. Social Justice initiatives, reflection, discussion and guest speakers all allow for a variety of methods of students to engage with the topics being explored. Students are encouraged to discover their own ideas and justify them in a thoughtful and respectful manner throughout the year.

# Units 3 & 4 Visual Communication Design

**UNIT 3 – VISUAL COMMUNICATION IN DESIGN PRACTICES**

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences.

Students explore the Discover, Define and Develop phases of the VCD design process to address a selected design problem. In the Discover and Define phases, research methods are used to gather insights about stakeholders and a design problem, before preparing a single brief for a real or fictional client that defines two distinct communication needs. Students then embark on the Develop phase of the VCD design process, once for each communication need. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions.

**UNIT 4 – DELIVERING DESIGN SOLUTIONS**

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

# VCE Vocational Major Subjects

# List of VCE Vocational Major Subjects

— Literacy
— Numeracy Or VCE Foundation Mathematics
— Personal Development Skills
— Work Related Skills
— Cert II In Small Business & Innovation
— Cert II In Fitness
— Agricultural And Horticultural Studies
— Visual Communication Design

## Units 1 & 2 Literacy (VCE VM)

Unit 1 & 2 VCE VM Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts studied are drawn from a range of media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings. Students develop skills as they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

**UNIT 1:**
— Literacy for Personal Use
— Understanding and Creating Digital Texts

**UNIT 2:**
— Understanding Issues and Voices
— Responding to Opinions

# Units 1 & 2 Numeracy (VCE VM)

Unit 1 & 2VCE VM Numeracy is about developing student's numeracy skills to make sense of their personal, public and vocational lives under the subject headings: number and quantity, measurement, shape, dimensions and directions, data and chance, systems and processes, and mathematical relationships and thinking. This knowledge is then applied to tasks which are part of the students' daily routines and practices in their immediate personal environment, such as the workplace and community.

Tasks are framed in terms of personal, financial, civic, health, recreational and vocational classifications, and skills developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.
These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

# Units 1 & 2 Foundation Mathematics (VCE)

VCE Foundation Mathematics is offered to VM students who require a higher level of mathematics. Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding, and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. In Unit 1, students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge and skills to make informed decisions in their lives.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work, and personal or other familiar situations.

# Units 1 & 2 Work Related Skills (VCE VM)

Unit 1 & 2WRS develops a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students come to an understanding of workplace environments and the future of work and education, and engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

**UNIT 1:**
- Careers and Learning for the Future
- Future careers
- Presentation of career and education goals

**UNIT 2:**
- Workplace Skills and Abilities
- Skills and capabilities for employment and further education
- Writing job applications and participating in mock interviews

# Cert II in Small Business & Innovation

Accessing the Certificate II in Small Business provides students with the knowledge and skills to enhance their employment prospects in a small business or related industries. Certificate II in Small Business (Operations/Innovation) provides learners with exposure to key skills and knowledge required in small business workplaces. Graduates of this course will be able to meet the current and future industry requirements to work effectively within small business contexts across a range of industry sectors with the skills, knowledge and attributes to:

- Support safe and sustainable small business operations
- Support the daily financial management of small business operations
- Demonstrate elementary professional skills and approaches to engage in small business contexts
- Apply effective communication, creative thinking and problem solving techniques to underpin co-operative relationships between stakeholders within a small business context
- Support the implementation and review of innovation and change within a small business context

Students course is for students completing the Employability Pathway.

# Units 1 & 2 Personal Development Skills (VCE VM)

Unit 1 & 2 PDS takes an active approach over two years to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and helps students seek to understand and optimise their potential as individuals and as members of their community.

**UNIT 1:**
- Healthy Individuals
- Personal identity and emotional intelligence
- Community health and wellbeing
- Promoting a healthy life

**UNIT 2:**
- Connecting with Community,
- What is community?
- Community cohesion
- Engaging and supporting community

# Units 1 & 2 Agricultural and Horticultural Studies

**UNIT 1 – CHANGE AND OPPORTUNITY**
In this unit, students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They consider current and past perceptions of Australian agricultural and horticultural industries. Students explore contemporary career pathways and professional roles, with a focus on innovation and creative problem-solving in the face of change and challenge. Students seek to understand socio-cultural influences on food and fibre practices, and best practice in agriculture and horticulture in terms of climate zones, soil quality, plant and animal selection, workplace health and safety, and the collection and analysis of quality-assurance data.

Students undertake practical tasks that reflect best-practice understandings, utilising the Catholic College Market Garden and the Catholic College Farm. Students will also learn through various field trips and incursions, which explore different farming systems and enterprises throughout the year, whilst making connections with our local farmers and industry professionals.

**UNIT 2 – GROWING PLANTS AND ANIMALS**
In this unit, students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or horticultural practices. Students investigate the structure, function, nutrition and growth of plants. They explore animal nutrition and digestion, growth and development, and make comparisons between production methods. Students research reproductive processes and technologies for both plants and animals within the contexts of food and fibre production.

They undertake practical tasks relating to the growth and management of plants and animals utilising the Catholic College Market Garden and the Catholic College Farm. Students will also learn through various field trips and incursions, which explore different farming systems and enterprises throughout the year, whilst making connections with our local farmers and industry professionals.

# Units 1 & 2 Visual Communication Design

**UNIT 1 – FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS**

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

**UNIT 2 – DESIGN CONTEXTS AND CONNECTIONS**

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

# Year 11 VCE VM Religious Education

Throughout the year, students will focus on and explore the Scriptural understanding of Catholic Social Teaching - and how this relates to the Ethics and values of Australian society. They will participate in a number of practical exercises which will allow them to put these values into practice. Core content for RE is embedded in Unit Outcomes for VCE VM Certificate.

# Certificate II in Fitness

A Certificate II in Sport and Recreation (SIS20122) is an entry-level qualification for individuals interested in working in the sports and recreation industry. It provides foundational skills for assisting with recreation activities, facility maintenance, and customer service. This qualification is a stepping stone for those who want to pursue further studies in the fitness or sports coaching fields.

**Assisting with Recreation Activities**
This includes supporting coaching sessions, group activities, and helping people participate in sports and fitness.

**Maintaining Equipment and Facilities**
You'll learn how to care for sports equipment and ensure facilities are safe and well-maintained.

**Providing Customer Service**
This involves interacting with clients, providing information about activities, and ensuring a positive experience.

**Workplace Safety and Emergency Response**
You'll learn how to follow safety protocols, respond to emergencies, and maintain a safe environment.

# Units 3 & 4 Literacy (VCE VM)

**UNIT 3 – INFORMATIONAL, ORGANISATIONAL AND PROCEDURAL TEXTS**

Accessing and understanding information, organisational and procedural texts. Students develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts. Creating and responding to organisational, informational or procedural textsThis area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

**UNIT 4 – LITERACY FOR ADVOCACY**

Understanding and engaging with literacy for advocacy: students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

Speaking to advise or to advocate: Students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills.

# Units 3 & 4 Numeracy (VCE VM)

Unit 3 & 4 VCE VM Numeracy focuses students further developing their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies under subject headings: Number and Quantity, Measurement, Shape, Dimensions and Directions, Data and Chance, Systems and Processes, and Mathematical Relationships and Thinking.

This knowledge is then applied to tasks which are part of the students' daily routines and practices and applied in their immediate personal environment, such as the workplace and community. Tasks are framed in terms of personal, financial, civic, health, recreational and vocational classifications, and skills developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

At the end of Units 3 and 4, students should be productive, informed and efficient users of both analogue and digital technologies with the ability to select and effectively use a wide range of appropriate mathematical tools (analogue and digital/technological) to solve and communicate mathematical problems embedded in practical contexts.

A student's toolkit should include: existing, traditional tools such as measuring equipment (e.g. tape measures, rulers, kitchen scales); software applications such as spreadsheets; and a range of new and emerging devices and applications from across different technologies (e.g. measurement, angle and level apps available on mobile phones or portable handheld devices). Students should be ready to adapt to emerging technologies into the future, for example, the use of drones and mobile technologies to measure and quote for jobs; or the use of internet applications (such as measuring and calculation apps) for costing and ordering of materials for an onsite job.

# Units 3 &4: Foundation Mathematics (VCE)

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

# Units 3 & 4 Personal Development Skills (VCE VM)

**UNIT 3 – LEADERSHIP & TEAMWORK AND UNIT 4 – COMMUNITY PROJECTS**

PDS takes an active approach over two years to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and helps students seek to understand and optimise their potential as individuals and as members of their community.

PDS provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways. PDS also explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments. Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

# Units 3 & 4 Work Related Skills (VCE VM)

Unit 3 & 4WRS develops a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students come to an understanding of workplace environments and the future of work and education, and engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

# VET Delivered to Secondary School Students (VDSS)

VDSS involves VET courses that are delivered to students and designed to expand opportunities, predominantly in trades. These can provide a nationally recognised VET qualification or Statement of Attainment to contribute towards the completion of either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Education Vocational Major (VCE VM)

The VDSS program allows Years 10, 11 and 12 students to develop industry specific skills, employability skills and an understanding of the world of work. A VET course can count towards a pre-apprenticeship qualification.

All students must meet the Graduate Criteria and complete a VCE VET Expression of Interest Form to be considered for a VDSS course. Courses are correct at the time of publication and places will depend on local RTO availability.

Some VET courses have a Scored Assessment (Scored VET's) meaning they have an exam, like VCE subjects, and students will obtain a study score that contributes to their ATAR.

# VET Uniform

**BUILDING AND CONSTRUCTION**
- Orange Hi Vis Shirt.
- Blue Work Shorts or Pants.
- Orange Hi Vis Windcheater.
- Steel Capped Boots.

**HOSPITALITY**
- Black Skull Cap.
- Black Neck Tie.
- Chef White Long Sleeve Shirt.
- Chef Pants.
- Black Closed Shoes.
- Black Bib Apron.

**AUTOMOTIVE/ENGINEERING/ ELECTROTECHNOLOGY**
- Blue Long or Short Sleeve Work Shirt. (Auto/Eng)
- Blue Work Pants or Shorts.
- Steel Capped Boots.
- Navy Blue Windcheater

For OH&S purposes Electrotechnology students must wear the long sleeved shirt and long pants. This shirt will be supplied by Tafe Gippsland.

# VCE VET — On Campus Subjects

We offer a number of VET courses that take place in our Marian Trade Skills Centre and Marian Kitchen on Thursdays and Fridays and are delivered by qualified trainers.

# VCE VET Sport, Aquatics and Recreation (Scored Assessment)

VCE VET Sport and Recreation provides students with the opportunity to develop the skills, knowledge and confidence required to work in the sport and recreation industry. Through a combination of theoretical and practical learning experiences, students develop leadership, organisational, communication and specialist activity skills relevant to a range of sport and recreation settings.

**TWO-YEAR PROGRAM (UNITS 1–4; YEARS 11 AND 12)**
Students who successfully complete the full two-year program will be awarded a Certificate III in Sport and Recreation. Students will also receive a VCE study score for the Units 3 and 4 sequence. This pathway provides students with a broad range of practical and industry-relevant skills, including coaching, fitness conditioning, injury prevention and management, workplace safety, customer service and emergency response.

**ONE-YEAR PROGRAM (UNITS 3–4; YEAR 12 ONLY)**
Students completing the one-year program will receive a VCE study score and a Statement of Attainment for the units of competency completed.
This pathway allows students to gain valuable coaching, leadership and recreation industry skills while contributing directly to their ATAR through the Units 3 and 4 study score.

This course provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and recreation. Leadership, organisational and specialist activity skills will be developed through theory and practical sessions.

The Certificate III in Sport and Recreation equips students with industry-relevant skills and knowledge that can enhance employment opportunities within the sport and recreation sector. Potential employment pathways include coaching, recreation leadership, facility operations, customer service and event support roles. Employment opportunities exist in settings such as fitness centres, sporting clubs and complexes, leisure and aquatic centres, outdoor recreation organisations and community recreation centres.

There is no duplication between VCE VET Sport and Recreation and any other VCE study. Students may undertake VCE Physical Education and/or VCE Outdoor and Environmental Studies alongside VCE VET Sport and Recreation, with all studies contributing equally towards the calculation of an ATAR.

Please note that VET Sport and Recreation is timetabled in the same manner as other VCE subjects. Students attend scheduled classes and do not spend the entire school day participating in the VET program.

## CERT II Building and Construction (2 Year Partial Competition)

VCE VET Building and Construction is a two year course that provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. The Certificate II in Building and Construction provides partial completion of the pre-apprenticeship program in the carpentry stream.

First Aid and the Construction Industry Card are included in this program. This course will contribute 10% towards your ATAR. This 10% is the average of your top four score.

## CERT II Engineering Studies ( 2 Year Full Completion)

Certificate II in Engineering provides students with the practical skills and theoretical knowledge to undertake an apprenticeship in the engineering trades. This course covers areas in basic machine processing, fabrication techniques, occupational health and safety principles, using power tools and using computers for engineering related work activities.

# VCE VET Information and Communications Technology (Scored Assessment)

VCE VET Information and Communications Technologies is a Certificate III program that offers a blend of foundation skill sets and knowledge in core ICT areas coupled with the opportunity for further insight into specialisation with units covering topics such as introductory level programming techniques, IP ethics and privacy of information, diagnostic testing, and client service.

The program is designed to deliver entry-level vocational outputs in areas such as basic cloud computing, basic cyber awareness, generalist IT support services, networking, programming, and systems. Please note that VET Information and Communication Technology is timetabled in the same manner as other subjects. Students do not spend all day on this VET course.

# CERT II Cookery (2 Year Full Completion)

SIT20421 Certi icate II Cookery is a 2 year program delivered through IVET (RTO 40548, drawn from a national training package and offers portable quali ications which are recognised throughout Australia. These quali ications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering, and food and beverage service.

# CERT II Automotive Vocational Preparation (2 Year Full Completion)

AUR20720 Cert II in Automotive course is a work ready pre-employment course designed to meet the needs of students wishing to pursue a career in the automotive industry through study pathway options, such as an apprenticeship or higher education. It is a state accredited curriculum which offers students the opportunity to develop their skills and knowledge across a range of automotive sectors including automotive mechanical and electrical, vehicle body panel beating, spray painting, trimming and making; and vehicle engine reconditioning.
This course will contribute 10% towards your ATAR. This 10% is calculated as the average of your top four study scores.

# VCE VET Small Business (2 Year Full Completion)

22629VIC Certificate II in Small Business Operations and Innovation provides learners with the knowledge and skills required to work effectively in small or micro-businesses across a range of industry sectors.
It includes units that address the skills and knowledge to: follow small business routine procedures, work safely, communicate effectively and professionally, support planning, policies, and procedures, contribute to basic marketing, business operations and innovation.
This course will contribute 10% towards your ATAR. This 10% is calculated as the average of your top four study scores. Please note that VET Small Business is timetabled in the same manner as other subjects. Students do not spend all day on this VET course.

Delivered through Ripponlea Institute (RTO21230)

# VCE VET Music Industry (Scored Assessment)

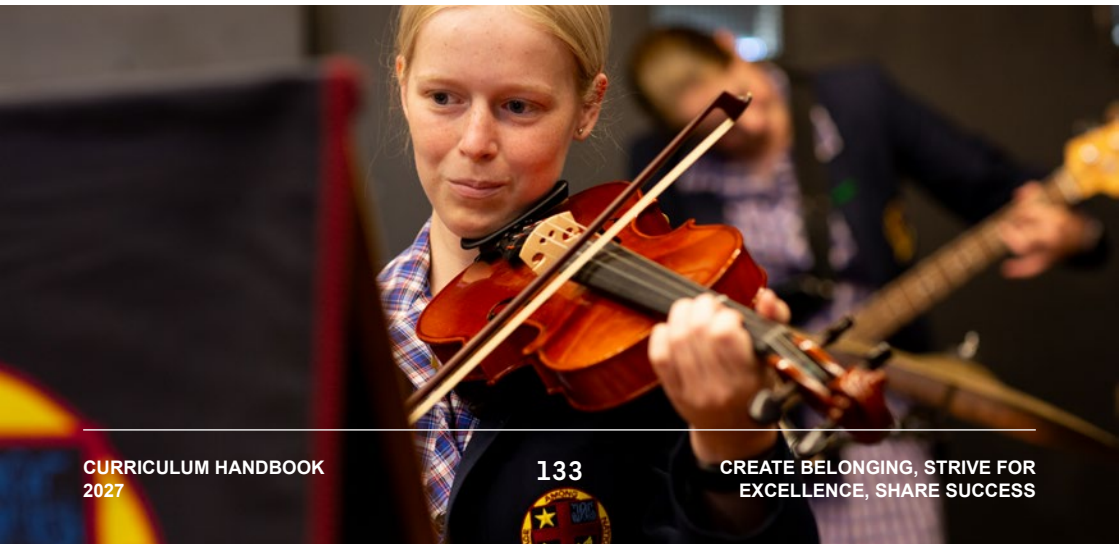
CUA30920 Certificate III in Music Year One provides students with the foundation knowledge and skills required for entry into the music industry.
Core units of competency in the program include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others. The elective units in the program allow students to develop a basic knowledge of live sound mixing and recording skills. This program is delivered through COSAMP (41549).

CUA30920 Certificate III in Music Performance Year Two provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of stagecraft to music making and performing music as part of a group or as a soloist. This program is delivered through COSAMP (41549).

CUA30920 Certificate III in Music (Sound Production) Year Two also provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Units 3 and 4 offer scored assessment and include units which provide students with the practical skills and knowledge to mix live sound, and record, mix and edit sound sources. This program is delivered through COSAMP.

Where a student satisfactorily meets all requirements of the course, a Certificate may be awarded. Where a student meets the requirements of Units, a Statement of Attainment may be awarded.
Please note that VET Music is timetabled in the same manner as other subjects. Students do not spend all day on this VET course.

COSAMP



# VCE VET — Off Campus Subjects

# VCE VET — Off Campus Subjects

Catholic College Sale does support some off-campus studies, however, these studies will require an additional payment. These Courses are substantially subsidised and if the student is unenrolled by the provider they will be billed the full cost of the course.

Courses may not run due to student numbers and off-campus provider restrictions. The majority are completed as one full day per week off-campus, on Thursday or Friday and students are required to commit to keeping up with work missed in class due to their absence.

## Certificate II in Agriculture (Bairnsdale) (2 Years Full Completion)

Gain the practical skills and knowledge required to carry out routine tasks under general supervision within the agricultural industry. During this course you will have the opportunity to build your professional networks through meeting other students and industry specialist guest speakers. Your learning will also be enhanced through excursions and industry visits. Students will be required to undertake self paced learning and practical activities outside of school time.

## Certificate II in Animal Care (2 Years Full Completion)

If you love animals and the idea of working in an animal care role, this course is the place to start. This nationally recognised qualification is the first step to start your career path into the animal care industry. You will gain the skills and knowledge required to care for animals in workplaces such as animal shelters, kennels, catteries, sanctuaries and veterinary clinics.
Entry requirements: Students must have access to two types of species of animals, for example a cat, dog or bird.

## Certificate II in Conservation And Ecosystem Management (2 Years Full Completion in Morwell)

Do you want to look after the environment? Then this hands-on course is for you. Learn practical skills in native seed collection and propagation, bushland restoration, native plant and wildlife identification, pest plant control, fencing and maintaining structures, using maps and much more. Pathways may include employment into roles such as assistant land management officer, assistant conservation worker, assistant parks and wildlife officer. Students will be required to organise their own transport to travel to Morwell.

## Certificate II in Community Services (2 Years Full Completion)

In our community, there is a significant need for support to enhance the well-being of various groups including: the elderly, individuals with disabilities, and children in their formative years of learning. These sectors are expanding, offering promising career prospects and the chance to positively impact lives. Students will have the opportunity to cultivate skills and expertise in roles spanning aged care, individual support, and early childhood, allowing them to explore a range of industries. This course will give credits into Community Services, Individual Support and Early Childhood.

## CERT III Early Education and Care (2 Years Partial Completion)

This course will assist you to gain essential skills in the childcare profession. Build your confidence in face-to-face, practical classes and develop in demand skills required to work in this rewarding profession. You'll learn how to communicate with children and develop relationships through positive interactions, support their health, safety an wellbeing, as well as you ethical and legal obligations.

## CERT II in Electrotechnology (Career Start) (2 Years Full Completion)

This course provides students a “foot” into the Electrotechnology industry. It provides credits into an apprenticeship and a snapshot of the Electrotechnology industry. Students will gain an overview of workplace practical skills involving basic hand and power tool use and the necessary knowledge to enter a career in the Electrotechnology industry with confidence. This course also entails basic interview skills, techniques, resume writing, all of which will provide an advantage to students seeking an apprenticeship in this area.

TAFE GIPPSLAND

## Certificate II in Plumbing (Morwell or Bairnsdale)

In this course you will learn basic plumbing skills and knowledge including:teamwork, measurements, industry terminology, how to read plans, how to use plumbing tools, how to draw simple technical drawings, use basic welding equipment and plumb pipes, fixtures and fittings. Branded unifrom shirt, safety glasses and gloves will be supplied. Please note this course may involve providing your own transport.

## Hair and Beauty Skills Set (Partial Completion)

This skills set includes 12 units from within the Hairdressing and Beauty Training Package to offer as a two year VET program focussing on practical skills, hands on learning and Industry experiences. Once you have successfully completed this skill-set, you will have a greater understanding of both industries and be able to pathways into hair or beauty qualification with multiple unit credits.

TAFE GIPPSLAND

## Certificate III in Health Services Assistance (2 Years Partial Completion)

This qualification serves as an excellent starting point for individuals aspiring to enter the healthcare field. Students will gain an understanding of the critical significance of collaborating with individuals from varied backgrounds within the health or community sectors. Emphasis will be placed on effective communication techniques necessary for interacting in these professional settings. Additionally, students will learn essential practices such as adhering to infection prevention protocols, managing behaviours of concern, and transporting individuals. This course consists of theoretical and hands-on learning tasks. Practical sessions will be conducted in a simulated environment to enhance student learning. This qualification does not require any placement component. This course will give students credit into the Certificate III in Individual Support, Certificate III in Aged Care and Certificate IV in Allied Health Assistance.

# Glossary

**ATAR (AUSTRALIAN TERTIARY ADMISSIONS RANK)**
The ATAR is a number that indicates a student's position in relation to other students at Year 12 level. The ATAR is calculated to rank and select school leavers for admission to tertiary courses. The overall ranking is on a scale of 0–99.95 that students receive based on their study scores.

**COURSEWORK ASSESSMENT**
These are tasks that Years 7 to 12 students complete as part of their courses. Theyare assessed, graded and reported to parents each semester. They are central to the progress of students in each subject.

**EXAMS**
Each unit taught in the senior school (including some VET programs and VCAL components) has an examination as part of its assessment. Year 10 and VCE Unit 1 and 2 exams are set and assessed by the teachers and cover material taught throughout the semester. Units 3 and 4 VCE exams are set and assessed by VCAA and contribute to the ATAR score.

**GAT (GENERAL ACHIEVEMENT TEST)**
The General Achievement Test is a test of general knowledge and skills in written communication; mathematics, science and technology; and humanities, the arts and social sciences. All students enrolled in one or more VCE Unit 3 and 4 sequences and VCE VM must sit the GAT. GAT results are used to check that VCE external assessments and School-based Assessments have been accurately and fairly assessed.

The GAT is used in these checks because its results are a good predictor of final assessment for VCE studies.

**OUTCOMES**
What students must know, or be able to do, by the time they have finished a unit. These are described in the Study Designs.

**SATISFACTORY COMPLETION**
Satisfactory completion of a VCE unit is judged by the teachers in the school. It is based upon achievement of all the outcomes prescribed for a unit. (Some people are used to thinking of this as a pass). If you do not satisfactorily complete a unit, you receive an 'N' for that unit.

**SCHOOL ASSESSED COURSEWORK (SAC)**
A school-assessed coursework task is done in school to assess how students are performing in VCE Units 3 and 4, set and marked by teachers according to Victorian Curriculum and Assessment Authority specifications. These marks contribute to the final study score in each subject.

**SCHOOL ASSESSED TASKS (SAT)**
A School Assessed Task is a specific task that is assessed and graded as a separate item. The grade contributes directly to student's performance in that subject. This applies to Arts and Technology subjects only.

**STATEMENT OF RESULTS**
A set of documents which formally state the results students achieved in the VCE, andwhether they have graduated.

**STATISTICAL MODERATION**
The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's coursework scores for each study to match the level and spread of the exam scores for that study.

**STUDENT ACCESS CODE/PASSWORD**
The access code and password enables each student to access web preferences. This code/ password (unique to each student) will be provided at the Pathways Expo in Term 3. If lost, please contact the Student Office.

**STUDY DESIGN**
The study design is the description of the content of a study, and how students' work is to be assessed. A study design for each VCE study is published by the Victorian Curriculum and Assessment Authority. Schools and other VCE providers must adhere to the study designs.

**STUDY SCORE (RELATIVE POSITION)**
A score from zero to 50 which shows how students perform in a study, relative to all other students doing that same study. It is based on their in school assessment and examinations. The average study score is 30.

**SCALED STUDY SCORE**
Student's study scores are changed by scaling to use in the calculation of the ATAR.This is done by VTAC and is not part of the VCE.

**UNIT**
A Unit is a semester-length component of a study. There are usually 4 units in a study. In VCE, Unit 1 may be studied without Unit 2 and Unit 2 may be studied without Unit 1. Units 3 and 4 must be taken as a sequence.

**VCAA**
Victorian Curriculum and Assessment Authority: the body which administers all primaryand secondary education in the state of Victoria.

**VTAC**
The Victorian Tertiary Admissions Centre. The body which administers the selection system for Victoria's tertiary institutions.

**WEB PREFERENCES**
An online subject selection portal tailored to Catholic College Sale's subject selection processes. Further information regarding this is available on page 8.

# Catholic College Sale

51-53 Desailly St, Sale, VIC 3850
PO Box 594, Sale, VIC 3853
Ph: 03 5143 9700

contactus@ccsale.catholic.edu.au
www.ccsale.catholic.edu.au
Student Absences: 03 5143 9721