

Nagle College  
Bairnsdale

# 2026 Curriculum Handbook



## Mr Doug Doherty

### Principal



My name is Doug Doherty, and I am very honoured to be the Principal at Nagle College. As a parent and educator, I have the highest expectations for all learners regarding their commitment to their academic learning. These expectations also require that all students successfully develop their own positive character by showing respect for oneself and others, as well as continuing to make positive impacts to the culture of our College, and the other communities they engage with.

Nagle College is an active and proud Catholic learning community that continues to provide a rich holistic education to the young people from East Gippsland. We aim to help our students become successful life-long learners who will make positive contributions to a local, national and global 21st Century society

This means that our goal for every student is that they can develop higher order thinking skills that will assist them to confidently approach all challenges and new circumstances that they may face while at school and in their future lives.

This also means that we recognise and celebrate all areas of learning success, whether academic or applied learning or extra-curricular. As a Catholic community we recognise and celebrate the value and dignity of each unique person and the contributions they can make. This is emphasised in the College motto – “Let Your Light Shine.”

Our College is a faith-based learning community that ensures all students can be Safe, Happy and Successful. Students are reminded of this through the continuous implementation of our College's school wide expectations: Respect, Responsibility and Excellence. As a Catholic community we are people of hope, which is based on developing successful and respectful relationships between staff, students and families, following the example of Jesus Christ. We look forward to continuing to develop these relationships with both current and new families.

I welcome you to organise a visit of our College and have a chat with myself or a representative staff member to gain further insight into our wonderful College family.

I would also encourage you to continue to scroll through our website and check out our social media platforms to see what Nagle College has to offer and a taste of things to come.

At Nagle we recognise that every young person has a special gift – let's work together to find this and develop it: The greatest wellbeing for any person is being successful and having purpose in what they are doing. A key vision of Nagle College is that every student has value, different strengths and weaknesses. It is important that we recognise both strengths and weaknesses, to help assist students to know how they can be successful in the future. We are reminded by St. Paul in his Letter to the Romans, that God has given each of us a special gift that we must identify and use for the good of all. This is a key goal of Nagle Catholic College.

The College is currently planning some very exciting educational pathways that will help every student examine their strengths and weaknesses and focus on developing their strengths to share their special gift. These educational opportunities for 2026 include Enterprise@Nagle (which includes Entrepreneurial Education for all Year 9 students, Entrepreneurial opportunities for VCEVM students, including an online and physical shop to sell their business products; Year 9-10 Vocational Pathway and Big Picture Learning.



## ***VISION STATEMENT***

"I have come that they may have life, and have it to the full" John 10:10

Inspired by the life of Christ, our Presentation Heritage and the Salesian Charism, Nagle College is a Catholic community that welcomes, builds strong relationships, evangelises and prepares young people for life.

## ***MISSION STATEMENT***

So that all members of the Nagle College community can live out the College Motto "Let Your Light Shine", we will:

- Develop a safe, nurturing and hope-filled community based on Christ's message of love, justice and service.
- Provide innovative, inclusive and engaging educational pathways that enable students to develop their potential to become lifelong learners in the 21st century.
- Build a culture that promotes and accepts personal excellence.
- Be people of dignity, respect, compassion, resilience and unconditional love.
- Be conscientious stewards of the environment.
- Continue to build sustainable relationships with faith communities, other educational institutions, and community organisations and businesses.
- Create leadership opportunities and provide formation for all members of the College community.
- Celebrate the traditions and rituals of our Catholic Story.

## **A FAITH-FILLED COMMUNITY STRIVING FOR EXCELLENCE**



# CONTENTS

Curriculum at Nagle College	Page 5
Curriculum Progression	Page 6
Year 7 and 8	Page 10
Curriculum Overview	Page 11
Catering for Mixed Abilities	Page 11
Sport	Page 11
Outdoor Education	Page 12
English	Page 12
Religious Education	Page 12
The Arts	Page 13
Health and PE	Page 13
Humanities	Page 13
Languages	Page 14
Mathematics	Page 15
Science	Page 15
Technologies	Page 16
Year 9	Page 17
Curriculum Program	Page 18
Structure	Page 18
Subject Selection Submission - Web Preferences	Page 19
Religious Education	Page 19
The Arts	Page 19
English	Page 21
Health and PE	Page 21
Humanities	Page 22
Languages	Page 23
Mathematics	Page 24
Science	Page 24
Design Technologies	Page 25
Year 10	Page 30
Year 10 Courses and Unit Selection Overview	Page 31
Accelerated Program	Page 31
Program Logistics	Page 32
The Arts	Page 32
English	Page 33
Health and PE	Page 34
Humanities	Page 35
Languages	Page 36
Mathematics	Page 37
Religious Education	Page 38
Science	Page 39
Technologies	Page 40
VCE	Page 45
VCE Overview	Page 46
Prerequisites	Page 47
VCE Assessments	Page 47
The Arts	Page 48
English	Page 49
Health and PE	Page 49
Humanities	Page 50
Languages	Page 51
Mathematics	Page 52
Religious Education	Page 53
Science	Page 54
Technologies	Page 55
Vocational Major	Page 56
VETDSS	Page 59
School Based Apprenticeships and Training	Page 69

# CURRICULUM AT NAGLE COLLEGE

Nagle College has three distinct cohorts: Junior (Years 7 and 8), Middle (Years 9 and 10), Senior (Years 11 and 12) This distinction is made upon strong educational grounds and provides students with teaching and learning experiences and opportunities that are consistent with their level of development. The structure challenges each student to pursue and achieve excellence in a range of exciting curricular and co-curricular areas.

Religious Education is the most important element of the curriculum. This reflects the distinctively Catholic nature of the school and its mission. Therefore, it is compulsory at all year levels and underpins the way all subjects are delivered.

## **The Junior School – Years 7 and 8**

A broad and comprehensive curriculum is emphasised in Years 7 and 8.

The Junior School structure is designed to enable students to make an effective and enjoyable transition into secondary school. Year 7 and 8 undertake English, Humanities, Religious Education, Mathematics, Science, Visual and Performing Arts, Technology, Language along with Health and Physical Education combine with a focus on key literacy and numeracy skills which underpin all learning.

## **The Middle School – Years 9 and 10**

The aim of the Middle School program is to engage students in a range of educational experiences that will ensure they remain focused upon their schooling.

Practical, outdoor and classroom-based activities will provide students with appropriate challenges and effectively link up different parts of the curriculum. Students in the Middle School continue to build numeracy and literacy skills whilst being involved in a range of experiential learning experiences.

Middle school is characterised by an increase in program and subject offerings. The Year 9 program will help students focus on interests that will inform choices for Year 10 and beyond.

## **Senior School – Years 11 and 12**

The senior years are marked by a broad range of subject choices that equip students with many of the skills and much of the knowledge required to confront the challenges of an ever-changing world.

Year 11 and 12 students have access to a wide variety of subjects and pathways with maximum flexibility to meet their learning needs and to attain the certification most relevant to their future education and employment goals.

Senior students can undertake:

- Victorian Certificate of Education (VCE)
- VCE Vocational Major (VM)
- Vocational Education and Training (VET) certificates
- Structured Workplace Learning (SWL)
- School-based Apprenticeships and Traineeships (SBAT)

## **RELIGIOUS EDUCATION AND CATHOLIC IDENTITY**

Religious Education (RE) in Australian Catholic schools develops students' knowledge and understanding of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary Australian and global society. It expands students' spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth and making meaning. It challenges and inspires their service to others and engagement in the Church and the world."

RE aims to nurture and enrich the religious and spiritual development of students through prayer, liturgy and social justice activities. Religious education is not a matter of imposing a set of beliefs on young people but rather, a process of educating from within.

Students are provided with opportunities to consider profound questions within their world, reflecting on "who I am" and "how I am" in relation to God, the world and others.

Learning and teaching is organised in a way that seeks to empower learners to respond with openness to opportunities for transformation, to "see, judge and act", and to contribute to the common good.

They may respond freely to the invitation to faith and prayer, discern and apply their insights to new directions of hope.

The RE Curriculum is developed by the Diocese of Sale, 'To Live in Christ Jesus' and is mandated for all students from Years 7 to 12.

Using a wide range of learning and teaching strategies, and being aware of and informed by personal experiences, RE teachers encourage students to reflect on self, the world, the environment and God's Revelation in and through Scripture, Tradition, Christian Prayer and Liturgy, and Religion and Society.

# CURRICULUM PROGRESSION

The following table shows the progression of learning in each curriculum area from Year 7 to Year 12.

	<b>COMPULSORY</b>
	<b>COMPULSORY ELECTIVE (Semester)</b>
	<b>COMPULSORY ELECTIVE (Year)</b>
	<b>ELECTIVE</b>

LEARNING AREAS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	Year 12
ENGLISH	English	English	English	English	English	English
					English Language	English Language
				Literature	Literature	Literature
	LEAP (Literacy support)	LEAP (Literacy support)		Literacy	VM Literacy*	VM Literacy*
MATHEMATICS	Mathematics	Mathematics	Mathematics	Mathematics	General Mathematics	General Mathematics
				Numeracy	VM Numeracy*	VM Numeracy*
				Advanced Mathematics	Mathematical Methods	Mathematical Methods
					Specialist Mathematics	Specialist Mathematics
RELIGIOUS EDUCATION	Religious Education	Religious Education	Religious Education	Religious Education	Liturgical Music (internal)	Liturgical Music (internal)
					Shine (internal)	Shine (internal)
					Religion and Society	Religion and Society
					Youth Ministry (internal)	Youth Ministry (internal)

SCIENCE	Science	Science	Life, Earth & Space Advanced Life Earth & Space	Biology Marine & Environmental Science Psychology Forensic Science	Biology	Biology
					Environmental Science	Environmental Science
					Psychology	Psychology
			Advanced Physics and Chemistry General Physics and chemistry	Physics	Physics	Physics
				Chemistry	Chemistry	Chemistry
Interdisciplinary			Eco Warriors	Agricultural Science		

LEARNING AREAS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
HUMANITIES	Humanities	Humanities	History	Australia at War WWII	Modern History	Revolutions
				Post War America and Australia		Ancient History
				Renaissance and Revolutions		
			Geography and Business and Economics	Environmental Change and Management	Geography	Geography
				Global Health and wellbeing		
				Law and Society	Legal Studies	Legal Studies
				Accounting and Business	Business Management	Business Management
		Accounting	Accounting			
ARTS	Visual Arts	Visual Arts	Art Stories	Art 1	Art Making and Exhibiting	Art Making and Exhibiting
				Art 2		

ARTS	Visual Arts	Visual Arts	Snap Click Ben Design Bend it like Banksy	Photography and media	Visual Communication Design  Media
				Visual Communication and interactive Design	
	Drama	Drama	Exploring Drama	Acting Masterclass	
				Year 10 Production	Theatre Studies
	Music	Music		Music 1 Dance	Music Performance  Dance
				Music 2	
			Strum Hit & Sing		
	LANGUAGES	Italian	Italian	Italian	Italian
Japanese		Japanese	Japanese	Japanese	Japanese (Second Language)

LEARNING AREAS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
TECHNOLOGIES	Food and Textiles	Food and Textiles	Food Studies 1	Food and Wellbeing	Food Studies	Food Studies
			Food Studies 2	Eat Well live well	VET Hospitality	VET Hospitality
			Textiles	Fabric to Fashion  Ethical Fashion	VET Apparel, Fashion & Textiles	VET Apparel, Fashion & Textiles
	Materials and Design	Materials and Design	Design and Technologies 1	Functional Furniture	Product Design Technology	Product Design Technology
Design and Technologies 2						



			Construction Skill Set	Upcycling me	VET Building and Construction	VET Building and Construction
					VET Furniture making	VET Furniture making
	Digital Technologies	Digital Technologies	Futures Technology	Systems and machines	Systems Engineering	Systems Engineering
				Robotics	VET Engineering	VET Engineering
			Sustainable Societies		Applied Computing and Data Analytics	Applied Computing and Data Analytics
				Digital Technology 1		
HUMAN DEVELOPMENT	Health and Physical Education	Health and Physical Education	Health (Compulsory)	Physical Education	Physical Education	Physical Education
			Sporting Excellence & Performance	Health and Wellbeing	VCEVET Sport, Aquatics and Recreation	VCEVET Sport, Aquatics and Recreation
			Personal Fitness		Health and Human Development	Health and Human Development
			Outdoor Education	Outdoor Education	Outdoor and Environmental Studies	Outdoor and Environmental Studies
			Sport			
VOCATIONAL MAJOR (VM)	<ul style="list-style-type: none"> <li>• Can be interchanged with VCE subjects – Conditions Apply</li> <li>•</li> </ul>				Personal Development Skills*	Personal Development Skills*
					Work Related Skills*	Work Related Skills*

# YEAR 7 AND 8

RESPECT

RESPONSIBILITY

EXCELLENCE

# YEAR 7 AND 8 CURRICULUM OVERVIEW

Nagle College follows the Victorian Curriculum. This is administered by the Victorian Curriculum and Assessment Authority (VCAA) for all Victorian Schools. Teachers have developed units of work which ensure that all aspects of the curriculum are addressed.

Year 7 and 8 students study all learning areas, with some choices or options of work within a subject. The College determines the time set aside for each subject. This style of curriculum is often referred to as 'comprehensive'. Individual subject selection commences in Year 9.

## CATERING FOR MIXED ABILITIES

At Nagle, we embrace a whole-school approach to differentiation, recognising that our students come from diverse backgrounds and bring with them a wide range of strengths, needs, and life experiences. In Years 7 and 8, teaching and learning are purposefully designed to support students in their transition to secondary school and to promote success in their learning journey. This commitment is further strengthened through our Grouping for Success classes, where teachers work collaboratively to plan and implement differentiated learning experiences. These classes provide targeted instruction and structured support to cater to students' individual needs. Through scaffolded tasks and inclusive practices, we cultivate classroom environments that foster a strong sense of belonging, while promoting engagement and academic growth for all students.

## SPORT

Students participate in a wide range of sports and physical activity. The sports program provides students with the skills, fitness, and knowledge to allow them to participate, safely, in game situations. Athletics, and cross-country running are compulsory units each year. Students also participate in indoor/outdoor, individual/team and recreational/competitive sports.

Inter-House Swimming, Athletics and Cross-Country Carnivals take place in Terms 1 and 2. The Triathlon Carnival provides further opportunity for students to compete in House teams.

Nagle College participates in School Sport Victoria (SSV) competitions in swimming, athletics, cross-country, basketball, golf, football, table tennis, soccer, tennis, and cricket. Nagle College teams also compete in local cricket, equestrian, shooting, touch football and hockey competitions.

Students interested in representing Nagle in local community-based sporting competitions, such as cricket, netball, basketball, hockey, indoor soccer, volleyball and more, are supported in doing so.

Nagle College's excellent facilities, grounds and equipment support the sport program. These include a sports hall (with two basketball courts), outdoor basketball/netball courts, physical education classroom, two ovals catering for cricket, football, hockey and soccer, cricket nets, and change rooms.



## OUTDOOR EDUCATION

Years 7 and 8 attend camps based within East Gippsland and allow students to participate in a variety of outdoor activities, appreciate the environment and interact with other students.

Each year level has a camp which rotates through a range of activities and sessions. The program includes bike riding, bush craft, hiking and survival in the outdoors.

Students travel by bus to the campsites and sleep in tents or cabins. Meals are catered for, and the College provides bikes and canoes.

## LEARNING ENHANCEMENT AND APPLICATION PROGRAM (LEAP)

The LEAP program supports learners who have gaps in their learning and require time to fulfill their potential in certain areas. LEAP offers an alternative learning environment concentrating on literacy and transition to secondary schooling. This subject is by invitation only offered to the junior school.

## ENGLISH

Active and effective participation in Australian society depends on the ability to speak, listen, read and write with confidence, purpose and enjoyment in a wide range of contexts. The study of English is based around the three central strands of language – reading, writing, and, listening and speaking.

In English, our focus is on consolidating and expanding students' knowledge and understanding of a range of texts. This includes:

- how to use formal language to create a range of texts for real life purposes
- how to use texts to explore in depth both familiar and more challenging themes
- how to respond to texts both personally and in a more analytical and critical way

## RELIGIOUS EDUCATION

Junior School Religious Education (RE) follows the mandated curriculum set by the Diocese of Sale Catholic Education Ltd – To Live in Christ Jesus. RE teachers prepare and plan lessons based on one strand at a time and are delivered to students through the lens of Tradition, Scripture, Christian Prayer, Religion and Society. The Lenses are the illuminating perspectives through which we view the Strands.

There are four strands to the RE Curriculum:

1. Triune God: Students name some ways in which God reaches out to humanity in a loving relationship. They explain why God sent his Son, Jesus, and describe ways God sends the Holy Spirit into the world. They explain ways people are invited to share in the life and love of the Triune God.
2. The Life and Mission of Jesus: Students develop the knowledge, skills and understandings to enable them to learn about the historical, social, political and religious contexts in which Jesus lived. They learn about Jesus' teachings, actions and mission and what they reveal about God. Students learn practical ways the Kingdom/ Reign of God can be lived out today.
3. Sacramental Church: Students develop the knowledge, skills and understandings to enable them to learn about the life and mission of the sacramental Church. They learn that sacraments express and enrich the shared life of the Christian community, celebrating initiation, healing and service and that each sacrament has its own history, symbols and rituals.
4. Christian Life and Catholic Social Teaching: Students develop the knowledge, skills and understandings to enable them to learn that the teachings, actions and mission of Jesus Christ inspire people to lead Christian lives. They learn that Christian life is nourished within a faith community, inviting people into dialogue and service. Students learn how justice calls people to be in relationship with God, others and creation.



## THE ARTS

### Visual Arts

Students use the principles of composition and the elements of design to create artworks. They produce works in the areas of painting, printmaking, 3D art, Visual Communication Design, drawing and computer-image software. Students discuss and contemplate the time, society and culture art and design are created and are encouraged to research and analyse the works of other artists. Each student will reflect on the progress of their own artwork learning.

### Music

Students explore the definitions of music through listening, creating and performing. Students study instruments of the orchestra and categorise them according to how their sound is made. They learn to play a wind or brass instrument of their choice in a concert band format. Aboriginal music is explored, and students create and perform a soundscape to a Dreamtime story.

### Drama

In this course students explore various ways of moving their body in order to effectively communicate character and situation. Students explore the use of Mime and examine the historical events which led to the creation of Melodrama. Students develop performances based on physical characterisation, film text and improvisation work.

## HEALTH and PE

Semester 1– Students participate in athletics and a variety of team and individual sports. Students improve skill levels and understanding associated with each physical activity. They develop an awareness of the value of warm- up and safe participation in selected sports. Students also participate in fitness testing and investigate several health issues.

Semester 2– Students participate in a variety of winter and summer physical sports activities. The course allows students to develop an awareness of the rules, skills and strategies involved in the different sports covered. Students also study the importance of a healthy lifestyle.

## HUMANITIES

In Humanities, students develop literacy skills, and their own perspectives, through exploring the world that they live in, and how that world came to be. Humanities consists of four discrete subjects: Geography, Civics and Citizenship, History and Economics and Business.



## LANGUAGES

Students may select either Italian or Japanese as a Language; this forms a compulsory part of their program in Years 7-9.

### Italian

Semester 1: Students experience oral, aural and written forms of the Italian language. Semester one units focus on introductions, greetings, numbers and school. Culturally, the semester covers the Italian nation, focusing on regional diversity, the Italian school system and comparisons between the Australian and Italian lifestyle. The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, vocab and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning.

Semester 2: Students experience Italian through a wide range of listening, speaking, reading and writing tasks. The course expands on semester 1 vocabulary and grammar, investigating language connected with the family and describing individuals and animals. Culturally, the semester covers Italian family life and Italian animals and habitats. The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, vocab and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning.

### Japanese

Semester 1- Students will read, write, speak and listen to Japanese in a variety of contexts and activities. Each of these skills are assessed per unit of learning. Students will be introduced to hiragana – the basic Japanese alphabet. The following topics will be covered:

- Introduction of self and others: classroom instructions
- Numbers: counting to 99, saying your own and others age and phone numbers using kanji
- Nationality: saying your own and others nationality and abode.

The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning. Further, the students will develop their understanding of Japanese as a culture and a language by comparing and contrasting its similarities with Australian customs and our English language.

Semester 2 – Students continue their reading, writing, speaking and listening of Japanese. Each of these skills are assessed per unit of learning. The student's knowledge of hiragana is consolidated. The following topics will be covered:

- Family: describing your own and others family member
- Pets: describing what pets you have
- Food: asking and saying what food you like and do not like

The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, test and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning. Further, the students will develop their understanding of Japanese as a culture and a language by comparing and contrasting its similarities with Australian customs and our English language.



## **MATHEMATICS**

Mathematics represents an important step into thinking and working mathematically, as students deepen their knowledge of the three curriculum strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are assessed through class activities, topic summary tests and application tasks, and follow the powerful Maths Mate program of weekly homework tasks.

Students are encouraged to continue to develop their ability to communicate mathematically, as they head towards the more sophisticated skills of Middle School Mathematics, where sequencing of logical steps is essential for understanding. Students are actively encouraged to build and maintain a complete set of class notes which becomes a reliable 'body of knowledge' of their year's coursework.

In Semester 1, students work with Whole Numbers, including powers, index notation, prime numbers, square roots of perfect squares, number properties, calculation and order, and an introduction to negative numbers. The topic of Measurement involves formulae for calculating areas of triangles, rectangles and related shapes, and volumes of cubes and rectangular prisms. Students form two-dimensional representations of prisms, buildings and other structures. In Statistics, data from primary and secondary sources are used to investigate issues of interest, and data displays to compare data sets, and to calculate simple measures of centre and spread to analyse and interpret the data.

In Semester 2, and in the new topic of Algebra, students use variables to express relationships in real life data, and pronumerals to construct and substitute into simple algebraic expressions. They solve simple linear equations and plot points on the Cartesian plane. In Geometry, students investigate transformations, geometric patterns, line and point symmetry, parallel line and transversal angle properties, angles sums and types of triangles and quadrilaterals. Students work with Fractions and Decimals, representing these on number lines, applying the four operations, calculating ratios and converting between fractions, decimals and percentages. In Probability, students construct simple experiments involving chance and assign probabilities to outcomes.

## **SCIENCE**

Semester 1 begins with an Introduction to Science unit. Students discover what science is, how scientists work and how to work safely in the laboratory. They are introduced to Chemistry through states of matter and the particle theory; they identify different types of mixtures and investigate techniques to separate these mixtures.

Semester 2 sees students investigate the way taxonomists construct and use classification keys and perform these tasks themselves. Students are introduced to Ecology and look at the way plants and animals interact in ecosystems. In the Physical Sciences unit students look at the different types of forces and apply this knowledge to everyday situations. Students study the Earth in space and investigate how predictable phenomena, including eclipses and seasons, are caused by the relative positions of the Sun, Earth and Moon.

## **TECHNOLOGIES**

Junior School Technologies is divided into Food and Textiles, Materials and Design and Digital Foundations. Students are encouraged to explore and expand their knowledge and skills in each area through practical classes.

### **Food and Textiles**

In the Food strand, students study kitchen safety and hygiene, the use of basic equipment, weighing and measuring ingredients and reading, interpreting and preparing food from recipes. Students complete a variety of introductory design and production activities. Textiles places emphasis on identification and use of equipment, safety and the use of the sewing machine. Students then design, produce and evaluate a practical task.

## **Materials and Design**

This course aims to introduce and develop a student's ability to work in an active environment through the use of tools, materials and equipment. Each student is presented with a range of design problems and then shown how to develop solutions, produce products and then evaluate the complete process.

## **Digital Foundations**

This course builds essential digital competencies that students need to succeed in secondary school and beyond. Students will develop confidence in operating computers, navigating school systems including SIMON (our LMS), and conducting themselves responsibly online.

*Core Focus Areas:*

- **Managing and Operating:** Students learn to select and use appropriate digital tools, manage content effectively, and protect their data using secure practices
- **Digital Safety and Wellbeing:** Emphasis on cyber safety, developing healthy digital habits, and understanding digital footprints and privacy
- **School System Proficiency:** Mastering SIMON LMS, file management, email etiquette, and collaborative platforms used across the curriculum
- **Basic Digital Communication:** Learning appropriate online communication, collaboration tools, and digital citizenship principles

Students will practice these skills through hands-on activities that prepare them for technology-enhanced learning across all subjects. The course emphasizes self-management, ethical technology use, and building foundational skills that support learning throughout their secondary education.

## **PATHWAYS PROGRAM**

The Pathways program is designed to help students develop a deeper understanding of their options for the future. This involves a consideration by each student of their own developmental traits, such as a sense of self-identity, concern about social issues, and an understanding of responsible decision making. Further, students consider how individual personality, abilities and interests relate to career goals.

Throughout the program students consider options such as university, further training and/or entry into the job market. They will become more aware of transferable skills that can apply to a variety of occupations.

The Pathways program is offered once per cycle and students are divided into House groups. A House teacher is appointed as the pathways teacher. The teacher will take the group through many Career-based activities and will work with students individually as they make decisions about Years 9 -12 and beyond.



# YEAR 9

RESPECT

RESPONSIBILITY

EXCELLENCE

## YEAR 9 CURRICULUM PROGRAM

The Year 9 Program has been developed to equip students with the knowledge, skills and character required to fully engage with the social and technological environment of the future, to understand its issues and to experience meaningful learning in an increasingly complex and challenging world.

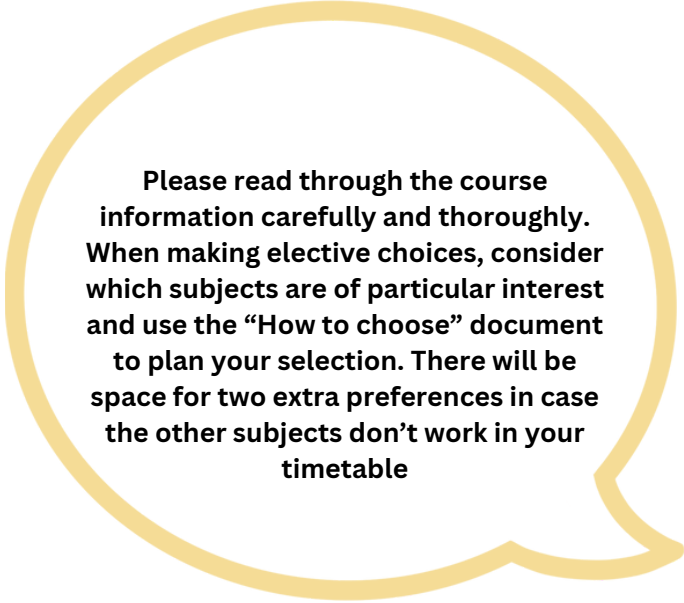
We encourage students to challenge themselves through increasing their exposure to new learning experiences that align with their interests and future aspirations. At Year 9, students begin to exercise some control over the structure of their pathway choices. Students are challenged with high expectations for achievement in a variety of subjects and develop personal responsibility for their own learning.

We aim to prepare young people for an informed pathway to senior school, to develop their sense of belonging and to strengthen connections by exploring the unique potential of each young person. We hope that the combination of subjects will help our students to develop good judgement and allow them to realise their academic and personal potential.

We encourage our Year 9s to consider career aspirations in their Pathways class to inform them of suitable subjects leading to Senior School and beyond.

### STRUCTURE

The Year 9 program will include semester-based subjects in the following areas: **Core Subjects:** English, Mathematics, Science, Religious Education, Humanities, Sport and Pathways.\* Students will choose 2 units Science offerings. **Electives:** The Year 9 Electives come from the remaining four curriculum areas: Language, Arts, Technology, Health and Physical Education. Students are required to undertake 5 electives. They must choose a **minimum ONE Art or Music and ONE Technology subject** in addition to the compulsory Health unit.



**Please read through the course information carefully and thoroughly. When making elective choices, consider which subjects are of particular interest and use the “How to choose” document to plan your selection. There will be space for two extra preferences in case the other subjects don’t work in your timetable**

## SUBJECT SELECTION SUBMISSION – WEB PREFERENCES

Students are expected to consult with their parents/guardians and their pathway teacher when they are choosing their subjects. There is a link to the relevant teacher listed for each subject in the handbook. It is anticipated that through choosing their subjects, Year 9 students will take more responsibility for their learning and become highly engaged in their challenging learning programs.

When electives are not available the next preference will be selected, however our timetable is based on student choice so the ability to make changes will be limited by class size and timetable constraints.

We encourage all families to attend the **Subject and Pathways Expo on June 17** to discuss individual options for your child.

## RELIGIOUS EDUCATION

Religious Education follows the curriculum set by the Diocese of Sale Catholic Education Ltd - To Live in Christ Jesus. Religious Education Teachers prepare, and plan lessons based on one strand at a time and are delivered to students through the lens of Tradition, Scripture, Christian Prayer, Religion and Society. The Lenses are the illuminating perspectives through which we view the Strands.

Year 9 students work on two strands throughout the year:

### 1. Triune God:

- Students explain how people experience the Father's life through his Son, Jesus Christ, the Holy Spirit, the Church, and creation.
- They describe some of the ways in which Christians give witness to the Triune God by creating loving communities where the dignity of the human person is respected.

### 2. The Life and Mission of Jesus:

- Students to learn about the portrayal of Jesus through the Gospels.
- They learn about the central Christian belief in the resurrection of Jesus as the foundation for Christian hope.
- Through a study of Church teachings on death and eternal life, students learn how, for Christians, death has been transformed by Jesus.



## THE ARTS

### Art Stories

*(Unit Code: 9A11)*

This unit develops students' drawing skills and knowledge of illustration styles. These base skills are used and extend onto techniques such as water colour, collage, mixed-media, and possible digital applications. Students produce artworks for a variety of purposes, developing layouts and expressive characteristics when giving a message or telling a story in art. There is a focus on developing an understanding of artists and how their artwork reflects their life.

For more information, please contact [Ms Sally Bailey](#) or [Ms Jennifer Rawlings](#)

## **Bend it like Banksy**

*(Unit Code: 9A12)*

In this unit students will be able to express their own ideas in both painting and sculptural techniques. Projects will be inspired by contemporary modern artists, produced, and photographs of the final artworks displayed in digital environments using Adobe Photoshop. Students will also explore a range of 3D sculptural media and 2D techniques to develop expressive designs to go onto products such as Album covers, screen savers and skins to be cut out in vinyl. For more information, please contact [Ms Sally Bailey](#), [Ms Jennifer Rawlings](#) or [Mr John Corby](#).

## **Snap, click and design**

*(Unit Code: 9A13)*

In this unit students will be developing a range of digital and freehand designing skills. Students will be taking photographs and using them in a range of creative and commercial design settings. While using photographers and poster designs as inspiration, students will develop their own artistic design to convey viewpoints and messages. Some examples could be in the form of photography illusions, skateboard decks or playing cards. Freehand drawing, photography, Adobe Photoshop and Illustrator effects will be explored and refined. Students investigate the media requirements of web page design while developing their own fictional page.

For more information, please contact [Ms Sally Bailey](#) or [Mr. John Corby](#)



## **Exploring Drama**

*(Unit Code: 9AD1)*

The course offers an exciting opportunity to develop your performance skills while learning about the rich history and styles of theatre. You'll experiment with different acting techniques, explore storytelling in new and creative ways, and even work on your own dramatic pieces. Whether you enjoy performing, working behind the scenes, or collaborating with others, this course is designed to help you grow as a confident and expressive communicator.

For more information, please contact [Ms Dionne Rettino](#)

## **Strum, Hit, Sing**

*(Unit Code: 9AM4)*

This is ideal for those taking music lessons on any instrument or voice as they will practise during class time. It also includes those interested in learning basic skills on an instrument of choice, including guitar, drum kit, voice and keyboard/piano. There is the opportunity to form their own group. The course will include listening and watching current groups/singers for inspiration and preparing for performance. Students learn music language, practice tips, and reflect on their progress.

For more information, please contact [Ms Dionne Rettino](#)

## **ENGLISH**

Active and effective participation in Australian society depends on the ability to speak, listen, read, and write with confidence, purpose and enjoyment in a wide range of contexts. The study of English is based around the three central strands of language – reading, writing, and listening and speaking.

Our focus is on consolidating and expanding students' knowledge and understanding of a range of texts. This includes:

- how to use formal language to create a range of texts for real life purposes.
- how to use texts to explore in depth both familiar and more challenging themes.
- how to respond to texts both personally and in a more analytical and critical way.
- how film and writing techniques are manipulated to suit different genres and purposes.

All English teachers make use of the High Reliability Literacy Teaching Procedures in their classes and the Education Perfect online learning program for individually targeted grammar homework. Students seeking extension are provided opportunities in public speaking.

For more information, please contact [Ms Molly Lawson](#)

## **HEALTH AND PHYSICAL EDUCATION**

The Health program covers social and cultural factors that influence the development of personal identity and values. Students are introduced to the rights and responsibilities associated with the relationships they encounter as they become more independent. A variety of health services and products provided by government and non-government bodies, to cater to the health needs of young people is discussed. Personal behaviours and community actions that affect health status, both positively and negatively, are studied. Students must complete the Health Unit and they can elect to choose one more unit.

### **Health**

*(Unit Code: gHEA)*

This unit is compulsory for all Year 9 students. Students develop an understanding of a wide range of physical, mental and emotional health issues relevant to young people. As they explore each health issue, students identify and discuss a range of health services that can be accessed to support the health needs of young people.

For more information please contact: [Mr Nigel Carr](#)

### **Personal Fitness**

*(Unit Code: gP11)*

The Year 9 Personal Fitness Unit provides the opportunity to design, implement and evaluate personalised plans for improving or maintaining their own and others' physical health and fitness levels. With direct reference to Australia's Physical Activity and Sedentary Behaviour Guidelines students participate regularly in aerobic based exercise as well as muscle and bone strengthening activities.

For more information please contact: [Mr Nigel Carr](#)

### **Sporting Excellence/ Performance**

*(Unit Code: gP12)*

The Year 9 Sporting Excellence Performance Unit provides students the opportunity to understand what it takes to be a successful athlete. Students focus on specific areas including fitness, nutrition, psychology and injury prevention and recovery. Students also undertake a skills analysis task to evaluate their own and others' movement skills and provide and apply feedback in order to improve performance. Students will also increase their understanding of applying various tactics and strategies to a variety of sporting activities working in groups or teams.

For more information please contact: [Mr Nigel Carr](#)

## Outdoor Education

(Unit Code: 9P13)

This course offers unique opportunities to learn about yourself, the environment and others through practical experiences in nature. You'll develop valuable skills, explore the natural world and discover the joy of adventure while contributing to a sustainable future.

Here's a closer look at what you can expect:

- Introduction to Outdoor Education + Ecological literacy key themes
- Group Dynamics Skills and Leadership
- Environmental management and conservation
- Health and the Outdoors
- Outdoor Adventure Activities
- Outdoor living knowledge and skills
- Indigenous relationships with the land + The Bung Yarnda (Lake Tyers) Mission
- Safety and wellbeing outdoors
- Sustainable use of the outdoors
- Outdoor living knowledge and skills
- Environmental awareness



Student must participate in the following compulsory camps/excursions:

- Swimming ability assessment at the BARC (in class time)
- Surfing at Cape Conran (day trip)
- Mountain biking near Nowa Nowa (day trip)
- Canoeing Expedition at Lake Tyers (overnight)

Please note:

- There is a non-refundable subject fee of approx. \$200, which is added to school fees.
- *This course also requires an 'Expression of Interest' form to be completed and sent to the Teacher in charge.*
- Students choosing this subject must demonstrate minimum swimming requirements that include:
  - o competently and confidently swim 50m
  - o survival sculling, floating or treading water for a total of five minutes
  - o showing how a flotation aid may be used as a support for one minute
  - o waving one arm as if signalling for help
  - o reassure a distressed swimmer

For more information please contact: [Mr Jake Morgan](#) or [Ms Jaclyn Stokes](#)

## HUMANITIES

Students study two compulsory semester-long units in Year 9 Humanities.

### History

(Unit Code: 9H11)

Over the course of their history studies, students develop their ability to analyse and evaluate source material, consider cause and effect, identify and evaluate patterns of continuity and change, and evaluate historical significance. The unit also focuses on developing students' written expression and research skills. Students study three topics in unit 1: Asia (1750- present), Australia (1750- 1914) and Australia at War: World War I (1914-1918).

For more information, please contact [Ms Jenna O'Rourke](#)

## **Geography and Business and Economics**

*(Unit Code: gH12)*

### **Geography**

Topic 1: Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

Topic 2: Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

Whilst studying Geography, students will develop their ability to collect, select and analyse geographical data and information. They will identify, analyse and explain significant interconnections and spatial distributions within places and between places over time and at different scales.

### **Business and Economics**

Topic 3: In Business and Economics students will learn key financial literacy skills linked to real world applications, like buying a first car and the use of Afterpay. Students gain an understanding of how the contemporary work environment is changing in Australia and will investigate key business concepts.

For more information, please contact [Ms Jenna O'Rourke](#)

## **LANGUAGES**

Languages Immersion day- we experience the target language culture as a daytrip to Melbourne. We visit the Arts Centre to view Japanese and Italian influences in arts and design throughout history. We also experience the language through food- visiting famous Melbourne restaurants so we can try uniquely Japanese and Italian flavours. Further, we look at our language through the eyes of Japanese and Italian immigrants to Australia, and find places where people from these cultures have added to Melbourne's own architecture, history and traditions. COST is \$15/ student

### **Italian 1 & 2**

*(Unit Code: gIA1, gIA2, gIA3 & gIA4)*

Students continue to explore oral, aural and written forms of the Italian language. In semester one, we investigate the body and health and fitness and Italian family and home life. In semester two our focus moves to shopping and clothing and celebrations. Culturally, the unit covers the way Italians live, focusing on regional diversity, the nature of the Italian family today and the way young Italians live. Students will be able to discuss their daily lives and events that have happened in the past, providing them with the skills to engage in personal conversation. The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, vocab and unit tests.

The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning.

For more information, please contact [Ms Celeste Campagna](#) or [Ms Anamaria Micati](#)

### **Japanese 1 & 2**

*(Unit Code: gJA1, gJA2, gJA3 & gJA4)*

Students will read, write, speak, and listen to Japanese in a variety of contexts and activities. Each of these skills are assessed every topic. Katakana- the Japanese alphabet for foreign loan words – will be consolidated. In semester one, students will learn: asking and saying the time (invitations and requests); describing what is in a house/ room by location and adjectives. In semester two, students focus on: talking about school grades, subjects and being able to say when an activity starts and finishes; talking about seasonal activities and the weather in terms of present, past and future activities; Japanese currency and shopping. The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, test, and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning. Further, the students will develop their understanding of Japanese as a culture and a language by comparing and contrasting its similarities with Australian customs and our English language.

For more information, please contact [Ms Katherine Brown](#)

## **MATHEMATICS**

In Mathematics, students begin to consider their pathway in this subject for the remainder of their secondary schooling.

Skills and knowledge are developed and extended in the three strands of the Australian Curriculum:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Within these strands, seven topics are usually studied throughout the year.

Students experience a variety of class activities and are assessed with topic tests and application tasks.

All students are actively encouraged to build and maintain a complete set of class notes which helps them develop the skills required to actively take ownership of their mathematical studies.

As they are encouraged to become more independent in their learning, students build on their previous learning and develop their expertise by observing patterns, developing rules, thinking critically, and applying formulae and reasoning in their tasks.

Throughout the year the emphasis is on students consolidating their ability to communicate mathematically, as they consider their choice from the available Year 10 Mathematics courses.

## **SCIENCE**

### **Advanced Physics & Chemistry**

*(Unit Code: 9S11)*

Year 9 students complete this unit in preparation for year 10 Physics and Chemistry. These units may lead to VCE Physics and Chemistry.

During this semester students cover the topics of atomic theory, acid and base chemical reactions, magnets, the transfer of heat energy and non-contact forces.

For more information, please contact [Mr Bruce Miller](#)

### **General Physics & Chemistry**

*(Unit Code: 9S12)*

This unit is a basic chemistry and physics unit where we explore the science found in the everyday workplace.

During this semester students will cover the topics: simple atomic theory, acid and base indicators reactions, magnets, heat transfer by convection, conduction and radiation and non-contact forces

For more information, please contact [Mr Bruce Miller](#)

### **Advanced Earth, Life & Space**

*(Unit Code: 9S13)*

Year 9 Students complete this unit in preparation for year 10 Biology and Environmental Science.

This unit studies human experience and interaction with global systems, responding to the environment and responding to disease. Students consider how these interactions play a role in everyday life on Earth. Students then explore how space exploration aims to expand our knowledge of the origins and structure of the universe to resolve the challenges of humans travelling and living away from the Earth's surface.

For more information, please contact [Ms Jacinta Symons](#)

### **Earth Life & Space**

*(Unit Code: 9S14)*

During this unit, students will cover topics: global systems, responding to the environment, responding to disease. Students consider how these interactions play a role in everyday life on Earth. Students then consider how space exploration aims to expand our knowledge of the universe and the challenges of humans travelling and living away from Earth's surface.

For more information, please contact [Ms Jacinta Symons](#) or [Ms Elizabeth Trapnell](#)



## **Elective: Eco Warriors**

*(Unit Code: 9I04)*

This unit is to be chosen as an Elective (does not replace science subjects).

This unit is an interdisciplinary subject where students are given the opportunity to be active stewards of our land.

The Mitchell River is one of East Gippsland's major rivers that faces increasing pressures. Deforestation, siltation, pest plants and animals, nutrient levels, recreational use and water catchment are some of the issues studied. Students work closely with Government Community partners responsible for river management. Practical workshops, data collection and surveying in the field and at school engage students with their assessment of the river and lakes system. Cultural heritage workshops focusing on the importance of the Mitchell River and surrounds for Traditional Owners, and practical sessions of indigenous seed propagation and tree planting, involve students in their growth as stewards of their environment.

For more information, please contact [Ms Jacinta Symons](#).

## **DESIGN TECHNOLOGIES**

### **Food Studies 1**

*(Unit Code: 9TF4)*

In this unit, students will investigate the development of Australian cuisine from first nations Indigenous Bushtucker practices. They will develop knowledge and nutrition literacy skills surrounding the Australian Guide to Healthy Eating and the Australia Dietary Guidelines. Students will also gain an understanding of foundational nutritional knowledge alongside marketing, Sustainability and the role of organic food in healthy eating and environmental responsibility will also be explored. Students will participate in practical and theoretical classes focusing on food choice and selection. Students will require a container and cutlery for all practical classes.

For more information, please contact [Ms Angela Costello](#) or [Ms Rachel Prince](#)

### **Food Studies 2**

*(Unit Code: 9TF5)*

In this unit, students will investigate Australian Indigenous Bushtucker practices and European settlement leading to the development of contemporary Australian cuisine. Students will explore cuisines from around the world, investigate sustainable food solutions, gain an understanding of animal welfare and participate in food preservation activities. Students will participate in practical and theoretical classes focusing on food choice and selection.

For more information, please contact [Ms Angela Costello](#) or [Ms Rachel Prince](#)

### **Textiles**

*(Unit Code: 9TT4)*

Students develop an interest in garment construction as they build skills using a commercial pattern. They explore the characteristics and uses of natural fibres suited to their projects and create both a garment from new fabric and a small textile item using recycled fabric with simple embellishments. A \$30 fabric budget is provided; any additional costs are the student's responsibility.

For more information, please contact [Ms Hilary Arnold](#)



## **Design and Technologies 1**

(Unit Code: gTW1)

This unit aims to further develop a student's understanding of the product design process. Students will design and construct a range of products using various materials, which build confidence, teamwork, and the ability to work in an active environment. Students research, investigate, design, produce and evaluate their completed product. During this course, students will be expanding on their computer-aided design with an introduction to current industry practices.

For more information, please contact: [Mr Phil O'Kelly](#)

## **Design and Technologies 2**

(Unit Code: gTW2)

Through the Design and Technologies course, students plan and manage projects from conception to realisation. Students increase their knowledge of technical procedures and are encouraged to master the proper use of tools, with a keen focus on adhering to Occupational Health & Safety practices. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, and manage, produce, and evaluate designed solutions. Students develop a sense of pride, satisfaction, and enjoyment from their ability to create innovative designed solutions. Students are encouraged to further their skills using CAD (Computer Aided Drawing) and take advantage of the use of emerging technologies such as laser cutters.

For more information, please contact: [Mr Phil O'Kelly](#)

## **Construction Skill Set**

(Unit Code: gVBC )

This taster program is designed to introduce students to the Building and Construction industry and is ideal for students wanting to complete the Certificate II in Building and Construction (pre apprenticeship). Students will develop skills and knowledge in using hand tools, carry out measuring and calculations. Practical tasks will require students to work effectively and to learn and practice workplace safety.

For more information, please contact: [Mr Patrick Ward](#)

## **DIGITAL TECHNOLOGIES**

### **Futures Technology**

(Unit Code: gDT1)

Looks across a range of subjects and brings applied design and construction into focus. With an emphasis on Computational, Design and Systems Thinking, this course explores the boundary between current and future technology.

- Learn coding and build in virtual environments in computer game engines.
- Explore with Virtual Reality headsets and other innovative technologies.
- Conduct research and analyse results to produce an infographic.
- Investigate network security issues.

For more information, please contact [Mr Dean Hamer](#)

### **Sustainable Societies**

(Unit Code: gDT2)

Ecological limits are shaping the way engineers and designers make decisions, subsequently these decisions shape our society.

In this course we look at how design solutions are created to address social, ethical and sustainability considerations. Students will explore and apply their understanding of Sustainability across areas of society with primary themes:

- Renewables.
- Transport.
- Civil Construction.
- Natural Disasters.

For more information, please contact [Mr Dean Hamer](#)

## YEAR 9 SUBJECT SELECTION 2026 (HOW TO CHOOSE)

(Shaded subjects are compulsory)		
Subject	Semester 1	Semester 2
English	English	English
Mathematics	Mathematics	Mathematics
Science Must choose 1 per semester	Advanced Physics and Chemistry OR	Advanced Earth, Life & Space OR
	Physics and Chemistry	Earth, Life & Space
Humanities	History	Geography & Business Studies
Religious Education	Religious Education	Religious Education
Sport	Sport	Sport
Oratory	Oratory	Oratory
Pathways	Pathways	Pathways
Elective		
Elective		
Elective	Health	
Reserve		

· If you have chosen a language in semester 1, you must choose the same language for semester 2 (you must study the language across the whole year)

· You must choose a minimum ONE Health, ONE Art or Music and ONE Technology

· Electives (3 per semester)

Language	Japanese
	Italian
Design Technologies	Food Studies 1
	Food Studies 2
	Design Technologies 1

<b>Design Technologies</b>	<b>Design Technologies 2</b>
	<b>Textiles</b>
	<b>Construction Skill Set</b>
<b>Digital Technology</b>	<b>STEM – Future Technologies</b>
	<b>STEM – Sustainable Societies</b>
<b>Performing Arts</b>	<b>Exploring Drama</b>
	<b>Music – Strum, Hit, Sing</b>
<b>Visual Arts</b>	<b>Visual Art 1: Art Stories</b>
	<b>Visual Art 2: Bend it like Banksy</b>
	<b>Visual Communication &amp; Design: Snap, Click &amp; Design</b>
<b>Health and PE</b>	<b>PE1 Personal Fitness</b>
	<b>PE2 Sporting Excellence/ Performance</b>
	<b>Outdoor Education</b>
	<b>Health</b>
<b>Interdisciplinary</b>	<b>Eco Warriors</b>

<b>Science</b> Must choose 1 per semester	<b>Advanced Physics and Chemistry OR</b>	<b>Biology and Environmental Science          OR          Advanced Earth, Life &amp; Space</b>
	<b>Physics and Chemistry</b>	<b>Earth, Life &amp; Space</b>

## HOW TO CHOOSE YEAR 9 SUBJECTS

### Electives

**Pick five electives**

**If you have chosen a language in semester 1, you must choose the same language for semester 2 (you must study the language across the whole year)**

**Must do minimum ONE Health, ONE Art or Music and ONE Technology subject during the year**

**YEAR 10**

**RESPECT**

**RESPONSIBILITY**

**EXCELLENCE**

# YEAR 10 COURSES AND UNIT SELECTION OVERVIEW

The Year 10 course structure aims to provide students with course selection variety, ownership and responsibility in the selection process, motivation through interesting, accessible and challenging units and the flexibility to diversify or specialise in a specific pathway(s). Choosing a well-balanced course load establishes a good foundation for further education and training.

## Subject Selection

Students will select 14 semester-based subjects (7 per semester) on the sheet provided. Units must attract sufficient interest and numbers to be offered.

Considerations

- Religious Education is compulsory for two semesters.
- Languages are taken as a two-unit sequence.
- Mathematics and English (standard) units are designed to be taken as two-unit sequences.
- Subject's links to VCE need to be considered when selecting a course.
- Not all units of a particular subject need to be taken to select the subject in VCE. Advice from subject teachers, and the Learning Pathways Coordinator should be sought.

## ACCELERATED PROGRAMS

Starting from Year 10, students may select one subject from a subsequent year as part of an accelerated program. As part of the accelerated program:

- Year 10 students may study one VCE Unit 1 & 2 subject or one Year 1 VET subject.
- Year 11 students may study one VCE Unit 3 & 4 subject or one Year 2 VET subject This acceleration/enrichment program is designed to provide:
  - Extra challenge, acceleration and enrichment to students who are ready and capable.
  - Opportunities for students to experience the conditions and working environment of the senior school earlier.
  - Increased opportunity for students to study a wider range of subjects during the student's senior years.
  - Increased opportunity of achieving a higher ATAR score by studying the extra subject or using the extra experience to do better in their normal program.
  - Opportunities for students to participate in an enhancement course and study a university subject whilst in Year 12.
- Students in accelerated programs are expected to participate in a full program in Years 10 to 12.

When to apply

Year 10 students wishing to study VCE/VET would apply during subject selection in Year 9.

Year 11 students wishing to continue accelerated VCE/VET would apply during Year 10 subject selection.

## Selection process

A student's performance determines whether their application is successful. The final application of a student is verified by Curriculum team to ensure a balanced course and the application is viewed in relation to the student's overall progress and desired outcomes.

## Program Logistics

All VCE subjects are taken as two-unit sequences. The VCE subject replaces the equivalent Year 10 units (i.e. VCE Biology would replace two Year 10 Science selections).

Year 11 students wishing to study a VCE Unit 3 & 4 subject, or Year 2 VET subject would do so after appropriate preparation in Year 10. While there is more scope for student choice, such students must apply and be approved by the appropriate Subject Learning Leader and or Curriculum\Careers. Students may only take one VCE Unit 3 & 4 subject.

A link to the online acceleration application form can be found in SIMON (Links – Subject Selection).

## YEAR 10 STUDY UNITS

### THE ARTS

#### Photography Media

*(Unit Code: 10PH1)*

Students will be working in the areas of digital photography and film making. Individual skills for each form will be developed and then combined into individual major tasks in the Media study area. Self-paced learning enables students to complete advanced film making and photographic skills and use of a range of digital programs. Students also research and analyse photographic and film making artists discussing genre, lighting and sound effects, compositional aesthetics and related social and cultural relationships.

For more information, please contact [Mr John Corby](#) and [Ms Sally Bailey](#).

#### Visual Communication and Interactive Digital Design

*(Unit Code: 10VC1)*

Students develop drawing and design skills and techniques in interactive design and visual communication. They design and create prototype models for activities that require user experience communication and app design. Students develop 2D designs that are developed, refined and produced using Adobe software such as Photoshop, illustrator, 3D dimensions, and website development program Google Sites. The history of design styles is researched, and practical and written evidence of this work is recorded in a visual diary. This subject leads into Units 1-4 Visual Communication Design in VCE.

For more information, please contact [Ms Sally Bailey](#).

#### Arts 1 and Arts 2

*(Unit Code: 10SA1 and 10SA2)*

This unit extends the student's media and technical skills. Students undertake research to adopt an inquiry-based approach as they experiment with the making of artworks. The unit includes sculpture, printmaking, painting, digital photography and mixed media artworks. Students study selected artists and their artworks.

For more information, please contact [Ms Sally Bailey](#) or [Ms Jennifer Rawlings](#)

#### Music 1

*(Unit Code: 10MU1)*

Music students develop their instrumental skills through listening to inspirational performances and identifying the skills they need to develop through critical analysis. They practise music notation, theory and aural skills. Students prepare an improvisation over the 12bar blues and a solo or group performance.

For more information, please contact [Ms Maureen Plunkett](#)

#### Music 2

*(Unit Code: 10MU2)*

Performance and Instrumental/Vocal skills continue to develop through this unit with a focus on exploring musical styles and related skills. Students learn how to optimise their practice time and to effectively evaluate their strengths and weaknesses. They now have basic music reading and theory skills, some analysis vocabulary and they continue to broaden these.

For more information, please contact [Ms Maureen Plunkett](#)

#### Year 10 Dance

The year 10 dance course is designed to develop students' understanding of a range of dance styles, Safe Dance Practice, key dance terminology and their awareness of the dancer's body in space. Students will view and analyse a group dance work by Bangarra Dance Theatre Company using their knowledge of the elements of dance and vocabulary. By the end of the unit, students will have choreographed and performed a solo/ duo and/or group dance work. They will refine their technique in a range of dance styles including jazz, contemporary and cultural dance through focused practice and guidance. Students would provide their own dance attire. Assessment for this course will consist of both dance theory and performance including an end of Semester Dance Showcase. This subject provides a pathway to VCE Dance.

For more information, please contact [Ms Lauren Cox](#)



## **Year 10 Production**

*(Unit Code: 10DR1)*

Students work as a production team to interpret a published script. This course explores and explains all the essential roles in a theatrical production – such as, acting, directing, costume design, set design and construction, lighting and sound design. Students will be engaged in the process to performance – planning, rehearsing and the presentation of a final performance to an audience. Students will also analyse a theatrical performance of a professional theatre company.

For more information, please contact [Ms Judy Taylor](#)

## **Acting Masterclass**

*(Unit Code: 10DR2)*

This unit focuses on the Expressive and Performance Skills. Students work on the development of characterisation techniques based on naturalistic and non-naturalistic principles from noted drama theorists, such as Konstantin Stanislavski and Bertolt Brecht. Students will research and perform a naturalistic solo performance based on a published script that demonstrates an understanding of conventions, elements and stagecraft used to bring a character to life. Also, with a small group, they will work as a theatrical ensemble to develop an original non-naturalistic performance that explores a current social issue.

For more information, please contact [Ms Judy Taylor](#)

## **ENGLISH**

Students selecting Year 10 Literature must also select both Year 10 English units.

### **English**

*(Unit Code: 10EN1 & 10EN2)*

This English option is the standard English program. Students who study English can select from any of the pathways in senior years. In year 10 students continue to develop their analytical and persuasive writing skills and experience multimodal texts. Reading, writing, speaking, and listening remain the focus in English. Assessment includes, paragraph and essay writing, crafting text response, oral presentation and extended responses. Spelling and grammar exercises are undertaken on a regular basis and wide reading is expected in the classroom and at home.

For more information, please contact [Ms Skye Smith](#) or [Ms Molly Lawson](#)

### **English Literature**

*(Unit Code: 10LT1)*

The Literature Elective introduces students to the study of Literature. It is designed to expose students to the close analytical study of poetry and texts. The study of Literature moves beyond the study of characters and themes, to look at the way in which texts reflect the human experience and comment on society. It enables students to reflect and comment on texts and to analyse different interpretations of ideas and experiences. This unit is aimed at those students who enjoy reading and writing and who wish to extend their knowledge on the different aspects of the study of English.

For more information, please contact [Ms Skye Smith](#) or [Ms Elizabeth Warden](#)

### **Literacy**

*(Unit Code: 10LI1 and 10LI2)*

This subject is a pathway to VCE VM Literacy. The Literacy course is designed for students who need additional time and assistance to strengthen and refine their literacy skills to support their studies. This area of study focuses on developing learning strategies and literacy skills. Communication skills are developed through students' comprehension and their ability to compose and respond to oral and written texts.

For more information, please contact [Ms Skye Smith](#)

## HEALTH AND PE

### Health and Wellbeing

(Unit Code: 10HW1)

This unit of study introduces students to Australia's health status, the patterns and trends in the population, special groups, and health issues. The course investigates factors affecting food consumption and strategies to address nutrition. The course also addresses a wide range of health and wellbeing issues related to Australian adolescents.

For more information, please contact [Ms Naomi Wright](#) or [Ms Megan Quirke](#)

### Outdoor Education

(Unit Code: 10OE1)

Students develop an understanding of our impact on the environment through recreation activities. They study the different environments of East Gippsland and the importance of minimal impact. Students can develop skills in river reading, weather forecasting, menu planning, outdoor cooking, remote area first aid, risk assessment, trip planning and minimal impact camping, as well as having a once in a life-time experience that brings all the theory work into practice.

Student must participate in the following compulsory camps/excursions:

- White water canoeing on the Tambo River (day trip)
- Snowy River white water rafting expedition (5 day expedition)

Special requirements:

- There is a non-refundable subject fee of approx. \$350, which is added to school fees.
- *This course also requires an 'Expression of Interest' form to be completed and sent to the Teacher in charge.*
- It is expected that students will have access to a high-quality sleeping bag (-10 degree rating), thermal underwear (Wool or Polypropylene), woollen socks and a head torch.

For more information, please contact [Mr Mark Fairweather](#)

### Physical Education

(Unit Code: 10PE1)

Physical Education promotes an understanding of the structure and function of the body in practical situations. It explores fitness and skill requirements of different sports and the importance of training. Students investigate a range of different methods used to enhance performance in various sports.

For more information, please contact [Mr Nigel Carr](#)



## HUMANITIES

### **Accounting and Business**

*(Unit Code: 10CO1)*

This unit assists students to develop and practise skills and attributes in the context of economics and business, including facing challenges, showing initiative, accepting responsibility, developing economic and business vocabulary, working sustainably, setting goals, and negotiating solutions. They develop associated behaviours such as working with others, planning and organising, reflecting and reviewing performance, analysing economic and business issues, taking advantage of opportunities and making decisions. Students learn about the importance and role enterprising behaviours and capabilities, and entrepreneurship, play in resource allocation, the production process and in the construction, development and prosperity of an economy.

For more information, please contact [Ms Jackie McPherson](#)

### **The Law and Society**

*(Unit Code: 10CO2)*

In this course, students undertake a study of the origins and nature of our Australian community, how we are governed and the operation of the legal system. Topics include the Australian federal political system, the Commonwealth Constitution, voting, human rights, the legal system and Australia as a multicultural society. Students draw on a range of resources including the mass media to articulate and defend their own opinions about political, social and environmental issues in national and global contexts.

For more information, please contact [Ms Jenna O'Rourke](#)

### **Environmental Change and Management**

*(Unit Code: 10ES1)*

In this course, students will have the opportunity to explore some of the biggest issues facing society. From pollution to climate change, students will tackle these human-induced issues from a range of different perspectives, ensuring they are making well-rounded and informed decisions.

For more information, please contact [Ms Jenna O'Rourke](#)

### **Australia at War World War II**

*(Unit Code: 10HI2)*

Students study the causes of World War II, the impact of the Versailles Treaty, the Great Depression, and the rise of new political ideologies of communism and fascism. They then investigate Australia's experiences in World War II, in Europe, Singapore, New Guinea and on the home front. The outcome of the war and its political consequences are discussed.

For more information, please contact [Ms Jenna O'Rourke](#)

### **Renaissance and Revolutions**

*(Unit Code: 10HI4)*

Students explore how the early modern period shaped the world we know today. Students will learn about the significance and achievements of Renaissance Masters like Leonardo Da Vinci, Michelangelo and Raphael. The tumultuous Tudor dynastical dramas will be investigated. Students will learn how the people of France ridded themselves of an unpopular monarch and established one of the world's leading democracies.

For more information, please contact [Ms Jenna O'Rourke](#)

### **Post War America and Australia: Rights, Freedoms and Popular Culture**

*(Unit Code: 10HI1)*

Students will investigate Australia's history with specific focus on the Indigenous Civil Rights Movements. Parallels are drawn between the American Civil Rights events and the lesser-known Australian actions. This subject is a great choice for students who are passionate about Indigenous affairs and ensuring we know our own history. In this course, students study the popular culture of Australia and other western countries from the end of World War II to the present time. The unit of study covers various aspects of popular culture such as music, fashion, film and television and how they have changed over time. It looks at what has influenced Australian popular culture and also Australia's contribution to international popular culture. The course focuses on youth culture, comparing the youth from previous generations with those of modern times.

For more information, please contact [Ms Jenna O'Rourke](#)

## Global Health and Wellbeing

(Unit Code: 10GE1)

This course is perfect for those students who are passionate about social justice issues, specifically how poverty affects wellbeing. Students will investigate case studies from around the world, including Australia and India, examining how geographic location can directly influence wellbeing.

For more information, please contact [Ms Jenna O'Rourke](#)

## LANGUAGES

### Italian

(Unit Code: 10LO1 & 10LO2)

Semester 1: Students continue to explore oral, aural and written forms of the Italian language. We investigate travel and holidays and Italian migration in Australia. Culturally, the semester covers Italian and Australian travel habits and destinations and the history of Italian migration to Australia. Students will be able to discuss events of the past and consider the impact of immigration on the lives of the Italian people. The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, test and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning.

Semester 2: Students experience Italian through a wide range of listening, speaking, reading and writing tasks. The course expands on semester 1 topics by investigating technology and the environment and students' future plans. Students begin to express opinion and expand their vocabulary beyond daily life. The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, test and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning.

For more information, please contact [Ms Annamaria Micati](#)

### Japanese

(Unit Code: 10JA1 & 10JA2)

Semester 1: Students will read, write, speak and listen to Japanese in a variety of contexts and activities. Each of these skills are assessed, every topic. Students will learn the following topics: describing someone by their appearance and personality; Let's Eat –using the correct phrases for a restaurant and understanding use of specific counters for certain objects/ nouns. Further, the students will develop their understanding of Japanese as a culture and a language by comparing and contrasting its similarities with Australian customs and our English language.

The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, test and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning.

Semester 2: Students continue their reading, writing, speaking and listening of Japanese. Each of these skills are assessed per unit of learning. Students will learn the following topics: Japanese etiquette for homestay and living in a Japanese home – including asking for and giving permission to do something; Directions – map reading and giving directions on Japanese. Further, the students will develop their understanding of Japanese as a culture and a language by comparing and contrasting its similarities with Australian customs and our English language.

The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, test and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning.

For more information, please contact [Ms Katherine Brown](#)



## MATHEMATICS

There are three options available for Year 10 Mathematics. All courses cover the three strands of the Australian Curriculum:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

### Numeracy

*(Unit Code: 10NU1 and 10NU2)*

This course focuses on basic numeracy skills and the mathematics encountered by students in everyday living. An emphasis is placed on a thematic approach to mathematics. Topics covered include number and place value, measurement, fractions and percentages, statistics and probability, negative numbers, time and financial mathematics. Students are given the opportunity to develop their skills in mathematics and apply these skills in hands-on activities.

This subject is intended for students who have previously experienced significant difficulties with mathematics and would be seeking to undertake VCE VM Numeracy in Year 11

For more information, please contact [Ms Serena Jefferis](#)

### Mathematics

*(Unit Code: 10MA1 & 10MA2)*

Skills and knowledge are developed and extended in the three strands of the Australian Curriculum:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students experience a variety of class activities and are assessed with topic tests, application tasks and semester examinations.

All students are actively encouraged to build and maintain a complete set of class notes which helps them develop the skills required to actively take ownership of their mathematical studies.

As they are encouraged to become more independent in their learning, students build on their previous learning and develop their expertise by observing patterns, developing rules, thinking critically, and applying formulae and reasoning in their tasks. Throughout the year the emphasis is on students consolidating their ability to communicate mathematically, with and without technology.

This subject allows students to move into VCE VM Numeracy or VCE General Mathematics in Year 11. It will not allow students to move into VCE Mathematical Methods and Specialist Mathematics. For more information, please contact [Mr Chris Kool](#)



## Advanced Mathematics

(Unit Code: 10AM1 & 10AM2)

This course is designed for students who have experienced success in mathematics previously and wish to extend their knowledge and understanding in the three strands of the Australian Curriculum:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students experience a variety of class activities and are assessed with topic tests, application tasks and semester examinations.

As they are encouraged to become more independent in their learning, students build on their previous learning and develop their expertise by observing patterns, developing rules, thinking critically and applying formulae and reasoning in their tasks. Throughout the year the emphasis is on students consolidating their ability to communicate mathematically, with and without technology. During the course there will be an increasing complexity and sophistication of problem types and mathematical processes used in the application to contexts related to these areas of study.

Other key skills developed in this course are proficiency with technology and maintaining a thorough and organised notes book.

This course will allow students to move into VCE VM Numeracy or any VCE Maths. All students will be required to have the TI-Nspire CAS calculator for this course. For more information, please contact [Ms Maria Caroli](#) and [Ms Sarah Anderson](#)

## RELIGIOUS EDUCATION

### Religious Education

(Unit Code: 10RE1 and 10RE2)

Religious Education follows the curriculum set by the Diocese of Sale Catholic Education Ltd - To Live in Christ Jesus. Religious Education Teachers prepare and plan lessons based on one strand at a time and are delivered to students through the lens of Tradition, Scripture, Christian Prayer, Religion and Society. The Lenses are the illuminating perspectives through which we view the Strands. Year 10 students work on two strands throughout the year:

1. Sacramental Church teaches – students learn:

- how the Catholic Church worships and celebrates as a sacramental community.
- about the ongoing renewal of the Catholic Church and the call to service that is implicit in the Sacrament of the Eucharist.
- that the Church is called into dialogue with other Christian traditions and religions of the world.

2. Christian Life and Catholic Social Teaching – students learn:

- that Christian life challenges Catholics to share in the mission of Christ as disciples.
- the Christian understanding of the dignity of the human person requires the pursuit of the common good in a spirit of solidarity.
- how Christian life calls people to an understanding of the Church's moral and ethical teachings.
- how inspirational figures in Catholic Tradition encourage a Christian thirst for justice For more information, please contact [Ms Rose Lee](#)



## SCIENCE

### Chemistry

*(Unit Code: 10SC1)*

Chemicals are an integral part of modern life. This unit studies chemicals and their reactions and a range of materials that have been developed to improve society, for example acids and hydrocarbons. Safe practice and laboratory skills are emphasised. Part of this course involves an excursion to Quantum Vic. at an approximate cost of \$30

For more information, please contact [Mr Bruce Miller](#)

### Physics

*(Unit Code: 10SC3)*

In this unit the topics studied are linear motion, Newton's laws, forces, friction, simple electric circuits, Ohm's Law and electrical safety.

For more information, please contact [Mr Bruce Miller](#) and [Lizzie Strickland](#)

### Biology

*(Unit Code: 10SC4)*

Biology is the study of life. This unit looks at life on earth and gives students an understanding of some of the major areas of biology such as cells and cell processes, plants, fitness and disease, genetics and evolution.

For more information, please contact [Ms Selina Lancaster](#)

### Forensic Science

*(Unit Code: 10SC6)*

This unit deals with the scientific processes and techniques that are currently employed in the field of crime detection. Some of the areas of study covered in this unit include: deduction, reasoning, prediction and inference; fingerprinting; chromatography; DNA analysis; ballistics; hair and fibres; identikits; blood; soil analysis; and forgery/fraud. Part of this course involves an excursion to Quantum Vic. at an approximate cost of \$30

For more information, please contact [Mr Bruce Miller](#) and [Lizzie Strickland](#)

### Psychology

*(Unit Code: 10SC7)*

Psychology is a systematic study of the human mind and behaviour. The first area studied is an introduction to psychological research methods and scientific thinking. Other topics include aspects of Sport, Clinical and Forensic Psychology. Throughout the course students design and conduct investigations that lead to the collection, interpretation and presentation of valid data.

For more information, please contact [Ms Amanda Banks](#)

### Marine & Environmental Science

*(Unit Code: 10SC8)*

Marine & Environmental Science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change. Field work including surveying and data collection along the Mitchell River, Gippsland Lakes, 90-mile beach and within the Nagle Rainforest Precinct, engages students in their studies of this Science.

For more information, please contact [Ms Jacinta Symons](#) and [Ms Elizabeth Trapnell](#)

## TECHNOLOGIES

### **Eat Well Live Well**

*(Unit Code: 10TF1)*

This unit of work is designed for students who have chosen not to study VCE Food studies.

"Eat well, Live well" focuses on food and hygiene safety, safe kitchen practices, and the proper storage of food. Students will explore the sensory properties of food and how they apply to meal planning, including the use of Indigenous ingredients. They will investigate the function of food and nutrients in relation to the Australian Guide to Healthy Eating and apply this knowledge to plan and budget for healthy meals – breakfast, lunch, dinner, and snacks. The program also covers the advantages of functional foods for health and cooking, various cooking methods, and the role of key ingredients in baking. Students will complete theory work alongside practical cooking sessions and are expected to bring their own container and cutlery to each practical class.

For more information, please contact [Ms Angela Costello](#) or [Mr Dean Hamer](#)

### **Food and Wellbeing**

*(Unit Code: 10TF2)*

This unit focuses on developing key knowledge to support further study in food. Students will investigate food origins and examine the nutritional and health impacts of food choices. They will explore food systems, considering sustainability, environmental, and ethical issues. As part of their learning, students will research a diet-related disease and use the design process to develop a cookbook that promotes healthy eating. Throughout the unit, students will complete theory work alongside practical cooking sessions, where they will prepare and evaluate nutritious meals. They are expected to bring their own container and cutlery to each practical class. Students will also critically analyse nutritional information from a range of sources to support their design decisions.

For more information, please contact [Ms Angela Costello](#) or [Mr Dean Hamer](#)

### **Agriculture**

*(Unit Code: 10SC5)*

This unit focuses on sustainability in farming, the dairy industry, and the development of teamwork and practical skills. Students will explore the interdependence of plants and animals and compare the environmental impacts of intensive and extensive farming systems. They will also examine how these systems contribute to food and fibre production in Australia. Key areas of study include productivity, profitability, and sustainability in food and fibre industries, along with ethical considerations in agriculture, food and water security, and the use of advanced technologies in modern farming. This subject is ideal for students interested in agricultural science, environmental sustainability, or future careers in the food and fibre sectors.

For more information, please contact [Ms Jacinta Symons](#) or [Ms Angela Costello](#)

### **Fabric to Fashion**

*(Unit Code: 10TT1)*

Students develop an interest in areas of garment and small article construction, with an emphasis on extending their sewing skills, modifying commercial patterns to satisfy the fashion design processes of their chosen garment or article. Students use the technology design process and a variety of sewing techniques and machines to develop samples for their folios. They develop a range of fashion design sketches and complete a mood board for their chosen garment. There may be an excursion to a fabric shop and/or textile workshop for students to purchase fabric and patterns and engage in further industry experiences; cost \$55

For more information, please contact [Ms Angela Costello](#) or [Mr Dean Hamer](#)



## **Ethical Fashion**

*(Unit Code: 10TT2)*

Students extend their skills in garment and small article construction, focusing on more advanced techniques to further develop their sewing abilities. They learn surface design methods such as sun dyeing, fabric printing, and embellishment to create a usable product. Students develop patterns from blocks to support the fashion design process for their chosen garment or article and continue to use the technology design process to produce samples for their folios. They also explore a range of sewing techniques and machines, develop fashion design sketches, and create a mood board for their garment. Fabric and fibre investigation includes researching materials at Spotlight, with students allocated a \$30 budget for materials. Any additional costs are the student's responsibility. There may be an excursion to a fabric shop and/or textile workshop for students to purchase fabric and patterns and engage in further industry experiences; cost \$55.

Students may choose to complete both units of study but must consult with Mrs Arnold if selecting only Unit 2.

For more information, please contact [Ms Angela Costello](#) or [Mr Dean Hamer](#)

## **Robotics**

*(Unit Code: 10RO1)*

This unit of work is project-based, which focuses on the learning production of a battery-powered robot. Through a range of calculations, design, experimentation, and testing procedures students are set the challenge of creating a robot with a balance of function, durability, and aesthetic features. Throughout the design, development students improve and apply their knowledge to practical problem-solving situations. To complement the hands-on practical students, record evidence of testing, problem-solving, highlighting their work throughout the subject.

For more information, please contact [Mr Dean Hamer](#)

## **Systems and Machines**

*(Unit Code: 10TS1)*

This course involves students in the construction, assembly, modification, testing and evaluation of a mechanical project. Students undertake mechanical trials with simple machines to develop an understanding of mechanisms, force & motion and basic systems used to operate the mechanical device. Students are required to use a range of both manual and digital tools to construct the mechanical project.

For more information, please contact [Mr Dean Hamer](#)

## **Functional Furniture**

*(Unit Code: 10TW1)*

This unit engages students in the design and construction of a bedside timber unit. Students analyse the given problem and develop a solution based on the materials available to them. They produce working plans and written support notes, make the product, and evaluate the complete process. Students are required to use a range of both manual and power tools to construct the bedside unit and expand on computer-aided ideas.

For more information, please contact [Mr Phil O'Kelly](#).

## **Upcycling Me**

*(Unit Code: 10TW2)*

Up cycling introduces students to sustainable design practices by transforming old items into innovative, functional products. This course develops students' skills in design thinking through the creation of a portfolio, material selection, and hands-on fabrication techniques while exploring the environment and social impacts of upcycling. Students will learn safe use of tools and machinery, experiment with different materials, construction methods and finishes, apply problem-solving skills to create a unique, reposed product tailored to an end user. The course culminates in a student-driven project, allowing them to apply their learning to design and build a meaningful upcycled piece. This subject will foster creativity, sustainability awareness, and technical proficiency, preparing students for further studies in Design Technology, Vet Furnishing or related pathways that may require a portfolio.

For more information, please contact [Mr Phil O'Kelly](#).

## **Digital Technology 1**

*(Unit Code: 10IT1)*

This study focuses on students who wish to extend their use of ICT as a tool to assist with work, study and recreation. Students develop advanced software skills in Microsoft Office, through the creation of resumes, business letters, spreadsheets and databases. Additionally, students will develop a 3-Dimensional Virtual Reality environment and develop skills in manipulating and creating assets within a 3D environment. For more information, please contact [Mr Stephen Whibley](#).

## **Metals**

*(Unit Code: 10TW3)*

Year 10 Design Technology: Metals introduces students to metal fabrication, equipping them with foundational skills in working with sheet metal, welding, and metal finishing techniques. This course focuses on safe use of machinery, building the foundation of production skills, while encouraging students to apply sustainability principles and innovative thinking. Students will develop their practical abilities through guided exercises, including practice welds and fabrication techniques, before applying their knowledge to create a small project of their own design, such as garden art or a functional metal product. During the semester students will learn, OH&S, problem-solving, creativity, and hands-on technical skills, preparing students for further studies in VET Engineering, Product Design or related trade pathways.

Year 10 Subject Selection		
Subject	Semester	Semester
<b>English</b> You need to choose the same one for each semester	English or Literacy*	English or Literacy*
<b>Mathematics</b> You need to choose the same one for each semester	Advanced Maths # or Mathematics or Numeracy**	Advanced Maths # or Mathematics or Numeracy**
<b>Religious Education</b>	Religious Education	Religious Education
<b>Humanities</b> You need to choose 1 for the year  (you may choose more in the electives below)	Accounting & Business Law and Society Environmental Change & Management Global Health and Wellbeing Australia at War WW2 Renaissance and Revolutions Post War America and Australia: Rights, Freedoms and Popular Culture	
<b>Science</b> You need to choose 1 for the year  (you may choose more in the electives below)		Chemistry ## Physics ## Biology Psychology Marine & Environmental Science Forensic Science
<b>Oratory</b>	Oratory	Oratory
<b>Pathways</b>	Pathways	Pathways

<b>Elective: ARTS</b>	Photography and Media Arts 1 Visual Communication and creative interactive Design	Photography and Media Arts 2 Visual Communication and Interactive Digital Design
<b>Elective</b>	Literature	Literature
<b>Elective: Performance</b>	Music 1 Year 10 Production Acting Masterclass Year 10 Dance	Music 2 Year 10 Production Acting Masterclass Year 10 Dance
<b>Elective: Health and PE</b>	Health and Wellbeing Outdoor Education Physical Education	Health and Wellbeing Outdoor Education Physical Education
<b>Elective: Languages</b>	Italian Japanese	Italian Japanese
<b>Elective: Technologies</b>	Eat Well Live Well Food and Wellbeing Fabric to Fashion 1 Robotics Systems and Machines Functional Furniture Upcycling me Digital Technology 1 Agriculture Metals	Eat Well Live Well Food and Wellbeing Ethical Fashion Robotics Systems and Machines Functional Furniture Upcycling me Digital Technology 1 Metals
<b>Reserve</b> you need to choose 2 reserve subjects		

**Please Note:**

\*If you choose Literacy, it is not recommended that you study VCE English in Year 11 and 12 – the recommended pathway would be VCE – Vocational Major in Years 11 and 12.

\*\*If you choose Numeracy, it is not recommended that you study VCE Maths in Year 11 and 12.

# It is recommended to study Advanced Maths in Year 10, to be able to study VCE Mathematical Methods or Specialist Maths in Year 11 & 12

## It is recommended to study Chemistry and Physics in Year 10, to be able to study VCE Chemistry or Physics in Years 11 & 12.

Note: All VET subjects are for the whole year

**VCE**

**RESPECT**

**RESPONSIBILITY**

**EXCELLENCE**

# VCE OVERVIEW

All senior students complete the VCE. A wide range of VCE and Vocational Major studies are listed in this booklet. A wide range of VET programs are also part of the VCE. The content of these units is prescribed by the VCAA. Each unit lasts for one semester. [Your world. Your VCE](#)

## What do I have to do to satisfactorily complete the VCE?

To be awarded the VCE, you must satisfactorily complete at least 16 units. These units must include three units from the English group, including a sequence of Units 3 & 4. In addition to English, it must include at least three sequences of Units 3 & 4 of studies. A VCE program would generally consist of 20 to 24 units taken over two years.

## How many VCE Units are there in each study?

Most VCE Studies are made up of four units; a few studies include more units.

## What do the numbers in the titles mean?

Each unit has a number: 1, 2, 3 or 4. Units 1 & 2 can be done separately or in sequence; generally, in Year 11. Some students may choose to take one VCE or VCE VET Unit 1 & 2 subject in Year 10.

Units 3 & 4 must be done as a sequence. Unit 3 is offered in the first half of the year and Unit 4 is offered in the second half of the year. They are usually done in Year 12. Some students have the opportunity to complete one sequence of VCE Units 3 & 4 in Year 11.

## VCE (BACCALAUREATE)

The VCE (Baccalaureate) is contained within the VCE. To be eligible to receive the VCE (Baccalaureate) students must satisfactorily complete the VCE and receive a study score for each prescribed study component. The VCE program of study must include:

- A study score of 30 or above in a Units 3 & 4 sequence of English or Literature
- A Units 3 & 4 sequence in either Mathematical Methods (CAS) or Specialist Mathematics
- A Units 3 & 4 sequence in a VCE Language
- At least two other Units 3 & 4 sequences

## English requirement for satisfactory completion of VCE

Students are required to satisfactorily complete at least three units of English or Literature with a Unit 3 & 4 sequence. However, Nagle College expects all students to enrol in 4 units from the English/Literature requirements during their senior years.

To satisfy the VCE English requirement students would choose from:

- Unit 1 & 2: English or Literature
- Unit 3 & 4: English or Literature

## PREREQUISITES

Unless otherwise stated, there are no prerequisites for entry into Units 1, 2 or 3. Students must undertake Unit 3 prior to undertaking Unit 4. All VCE Unit 3 & 4 must be taken as a two-unit sequence.

Australian School-based Apprenticeships Please see [Ms Jenni Howard](#) in careers for details.

## VCE ASSESSMENTS

Assessment Dates

Early each semester, students are given a list of all assessment tasks and dates for. This information is provided for students and parents.

## **General Achievement Test (GAT)**

The General Achievement Test (GAT) is a test of general knowledge and skills in:

- Written Communication
- Mathematics, Science and Technology
- Humanities, the Arts and Social Sciences.

No special study is required for the GAT; it is a general test. Students will have prepared for the GAT in past study of subjects like English, Mathematics, Science and History, where they built up general knowledge and skills in writing, numeracy and reasoning. These are the knowledge and skills that will be tested.

The GAT is an essential part of the VCE and VCE-VM assessment procedures. All students enrolled in one or more VCE and VM Unit 3 & 4 sequences must sit the GAT.

Although GAT results do not count directly towards a student's VCE results, they play an important role in checking that school assessments and examinations have been accurately assessed, and in determining Derived Examination Scores. It is important to sit the GAT, completing each section to the best of your ability.

Achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, their achievements are likely to be high on their school assessments and examinations.

Clearly, some GAT questions relate more closely to achievement in particular studies. The VCAA takes this into account when it calculates a student's expected achievement in each study for each school. For example, GAT results in mathematics, science and technology play only a minor part in calculating a student's expected achievements in humanities studies.

### **How is the GAT used?**

The VCAA will use students' GAT scores as a basis for:

- contributing to statistical moderation of School-Assessed Coursework (SAC)
- reviewing school assessments in School-Assessed Tasks (SAT)
- checking the accuracy of examination marking
- calculating the Derived Examination Scores
- School Assessments

Results of SACs and SATs count towards a student's Study Score in each VCE Study and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR).

### **School-Assessed Coursework**

Coursework Assessment evaluates each student's level of achievement based on a selection of the assessment tasks designated in the study design. These tasks are marked by the classroom teacher and moderated by the VCAA. Students receive feedback and initial scoring or grades after each task.

### **School-Assessed Tasks**

Technology, Arts and Computing subjects set tasks which are the same for every school, with specifications set by the VCAA. The VCAA specifies how marks and grades are to be awarded. Your teacher does the marking and the school will send the VCAA a score to show how you performed in each assessment task.

### **Examinations in the VCE**

In VCE Unit 1 & 2, Nagle College sets and marks examinations. These SATs are a vital preparation for VCE Unit 3 & 4 examinations. VCE Unit 3 & 4 external examinations, set and marked by the VCAA, are held in November. Language subjects have an oral examination and performing arts subjects have a performance exam.

## VCE STUDY UNITS

### THE ARTS

#### Art Making and Exhibiting

(SA011 and SA033)

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language.

For more information, please contact [Ms Sally Bailey](#) or goto [VCAA website](#)

#### Media

(ME011 and ME033)

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives, including an analysis of structure and features. They examine debates about the role of the media in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

For more information, please contact [Ms Judy Taylor](#)

#### Visual Communication Design

(VC011 and VC033)

The study of VCE Visual Communication Design, therefore, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

There may be an additional cost for excursion to Melbourne for the Top Arts and Design exhibitions of approximately \$40 (This would include Media, Studio Arts and Visual Communication students).

For more information, please contact [Ms Sally Bailey](#) or goto [VCAA website](#)



#### Music Performance

(MC011 and MC033: Group and MC023: Solo)

Music performance involves synthesis of knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performance also requires the use of an instrument to interpret and realise the work, and knowledge and understanding of how to use an instrument/s to produce and manipulate sound. Performers use musicianship skills along with instrumental techniques to present musically engaging performances.

For more information, please contact [Ms Maureen Plunkett](#) or goto [VCAA website](#)

#### Dance

(DA011)

VCE Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication. In VCE Dance students create and perform their own dance works as well as studying the dance works of others through performance and analysis. In each unit, students undertake regular and systematic dance training to develop their physical skills and advance their ability to execute a diverse range of expressive movements.

For more information please contact [Ms Lauren Cox](#) or goto [VCAA website](#)



## **Theatre Studies**

*(TS011, TS033)*

Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in theatre production. For more information, please contact [Ms Judy Taylor](#) or goto [VCAA website](#)

## **ENGLISH**

### **English**

*(EN011 and EN013)*

All students must achieve a satisfactory result in English to be awarded their VCE. It is a prerequisite for nearly all university courses. This is a challenging subject for students who have found Year 10/11 English particularly difficult. Students will study a variety of texts, including print, multimedia, and film. Students develop responses relating to texts studies.

For more information, please contact [Ms Skye Smith](#) or goto [VCAA website](#)

### **Literature**

*(L1011 and L1013)*

Students who study Literature will read a range of challenging literary texts and explore the ways in which authors craft their writing. They will recognise that there are many possible ways of interpreting literary texts and develop their own responses to texts, recognising the impact of form, features, and language in the creation of meaning. Literature students will also write creatively and critically and develop their individual voice.

For more information, please contact [Ms Meg McCallum](#) or goto [VCAA website](#)

### **English Language**

*(EL011 and EL013)*

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English.

For more information, please contact [Ms Skye Smith](#) or goto [VCAA website](#)

## **HEALTH AND PHYSICAL EDUCATION**

### **Health and Human Development**

*(HH011 and HH033)*

VCE Health and Human Development enables students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia and global health and human development. This unit caters to those who wish to pursue further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

For more information, please contact [Mr Nigel Carr](#) or [Ms Sienna Captieux](#), or goto [VCAA website](#)

## **Outdoor and Environmental Studies**

*(OS011 and OS033)*

Student must participate in the following compulsory camps/excursions:

Units 1&2

· 'The Bogong Expedition'. This trip consists of a three day hike in the Alpine National Park, summiting Victoria's tallest mountain, Mt Bogong, at sunrise.

· 'X Country Ski Camp'. This trip consists of a three day cross country ski experience, camping in the snow at JB Plain near Dinner Plain.

Units 3&4

· Mitchell River 'Source to Sea' expedition. This trip consists of a five day expedition following the length of the Mitchell River with a combination of hiking, bike riding and canoeing.

Please note:

Units 1&2

· There is a non-refundable subject fee of approx. \$300, which is added to school fees.

· It is expected that students will have access to a high-quality sleeping bag (-10 degree rating), thermal underwear (Wool or Polypropylene), woollen socks and a head torch.

Units 3&4

· There is a non-refundable subject fee of approx. \$150, which is added to school fees.

For more information, please contact [Mr Jake Morgan](#) or goto [VCAA website](#)

## **Physical Education**

*(PE011 and PE033)*

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/ or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

For more information, please contact [Mr Nigel Carr](#) or goto [VCAA website](#)

## **VET courses**

VET Certificate II in Outdoor Recreation and VET Certificate III in Sport and Recreation are also offered to students. Full details of these VET Courses are outlined in the VET section of this handbook.

## **HUMANITIES**

### **Accounting**

*(AC011 and AC033)*

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance

For more information, please contact [Ms Jenna O'Rourke](#) or goto [VCAA website](#)

### **Business Management**

*(BM011 and BM033)*

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

For more information, please contact [Ms Jenna O'Rourke](#) or goto [VCAA website](#)

### **Geography**

*(GE011 and GE033)*

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world.

For more information, please contact [Ms Jenna O'Rourke](#) or goto [VCAA website](#)

## **Modern History, Revolutions and Ancient History**

**(Unit Codes: HI031, HI133, HI173)**

Modern History is a unit 1 and 2 VCE subject that explores key events and trends in the twentieth century. We explore society, politics, economics and cultural issues in America, Germany and Russia/ USSR in the lead up to World War II. The causes, course and consequences of the Cold War are examined and analysed. Students study topics connected to challenge and change in the late twentieth century, including the anti- Apartheid movement in South Africa.

Revolutions is a unit 3 and 4 subject that enables students to study of two of the most significant global events in the twentieth century: the Russian Revolution and the Chinese Revolution. Students will be able to analyse the causes of these revolutions, and evaluate the contribution of significant events, ideas, individuals and popular movements. They will also study the consequences of the revolutions and be able to evaluate the extent of continuity and change in the post-revolutionary society.

Ancient History is a unit 3 and 4 subject that explores two key ancient civilisations: Ancient Greece and Ancient Rome. Students will be able to analyse features of the ancient societies and evaluate how these features developed, interacted and changed. They will also evaluate the significance of a crisis in each ancient society and evaluate the roles, motives and influence of key individuals involved in the crisis.

VCE History is relevant to students with a wide range of expectations, including those who wish to improve their comprehension and writing skills and/ or pursue formal study at tertiary level. Additionally, the courses offered provide valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

For more information, please contact [Ms Jenna O'Rourke](#) or goto [VCAA website](#)

## **Legal Studies**

*(LS011 and LS033)*

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems.

For more information, please contact [Ms Jenna O'Rourke](#) or goto [VCAA website](#)

## **LANGUAGES**

### **Italian**

*(LO141 and LO143)*

VCE Italian is designed for students who have typically studied Italian for at least 200 hours prior to the commencement of Unit 1. The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

For more information, please contact [Ms Katherine Brown](#) or goto [VCAA website](#)

### **Japanese (Second Language)**

*(LO461 and LO463)*

The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking. Students are able to engage with Japanese-speaking communities in Australia and internationally in a variety of endeavours. Units 3 & 4 focus on the areas of study for language, which are made up of themes and topics common to all four units of VCE Japanese study. VCE Japanese is designed for students who have successfully completed the Year 11 VCE 1 & 2 Japanese course.

For more information, please contact [Ms Katherine Brown](#) or goto [VCAA website](#)

## MATHEMATICS

### General Mathematics

*(MA071 and MA073)*

General Mathematics focusses on real-life applications of mathematics.

VCE General Maths Units 1 & 2 cater for a range of student interests and provide preparation for the study of VCE Generals Maths Units 3 & 4.

The areas of study for Units 1 and 2 are:

Data analysis, probability and statistics, Algebra, number and structure, Functions, relations and graphs, Discrete mathematics, and Space and measurement

The areas of study for Units 3 and 4 are:

- Data analysis, probability and statistics, Discrete mathematics

Students are expected to be able to apply techniques, routines and processes developed during their previous years of education in mathematics. These include rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. The use of technology for working mathematically is incorporated throughout each unit where applicable

For more information, please contact [Mr Chris Kool](#) or goto [VCAA website](#)

### Mathematical Methods

*(MA111 and MA113)*

Mathematical Methods Units 1 & 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. They are designed as preparation for Mathematical Methods Units 3 & 4 and contain assumed knowledge and skills for these units.

The areas of study are:

Functions, relations and graphs, Algebra, number and structure, Calculus, Data analysis, probability and statistics

During the units of study there will be a development in the complexity and sophistication of problem types and mathematical processes used in the application to contexts related to these areas of study.

The use of technology for working mathematically is incorporated throughout each unit where applicable.

For more information, please contact [Ms Sarah Anderson](#) or [Ms Maria Caroli](#) or goto [VCAA website](#)

### Specialist Mathematics

*(MA091 and MA093)*

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

The areas of study are:

Algebra, number and structure, Data analysis, probability and statistics, Discrete mathematics, Functions, relations and graphs, Calculus, Space and measurement

The use of technology for working mathematically is incorporated throughout each unit where applicable.

Specialist Mathematics must be taken in conjunction with Mathematical Methods.

For more information, please contact [Mr James Keliher](#) or goto [VCAA website](#)

## **RELIGIOUS EDUCATION**

Religious Education is a compulsory subject for senior students. Students may elect to study religion as a VCE subject, Unit 1, 2, 3 and 4, Religion in Society.

There are other options for senior students who are not studying VCE Religion and Society. These include SHINE, Liturgical Music through the Ages and Don Bosco Youth Ministry.

### **Shine**

*(SH011)*

This is the standard Religious Education option for all Year 11, 12 VCE & VCE VM students.

'Shine' invites students to consider the religious dimensions of reality, including their own existence, foster an understanding of biblical narratives, the insights and challenge of the Gospel, and provide an experience of and reflection on the Christian worldview.

Students will develop the knowledge, skills and understandings to enable them to learn how the Catholic Tradition, and other religious traditions, respond to the ultimate questions of life. They will learn how different traditions and communities support people in their search for meaning.

For more information, please contact [Miss Celeste Campagna](#)

### **Don Bosco Youth Ministry Experience**

*(YM01)*

Involves students at Nagle within a faith community, expressing and understanding who they are as members of Nagle College in relationship with God. The class fosters personal and spiritual growth, it draws students into a responsible participation in the life, mission and work of the Catholic faith community empowering students to live as disciples of Jesus in our world today.

Entry is based on application.

For more information, please contact [Miss Celeste Campagna](#)

### **Liturgical Music Through the Ages**

*(LM011)*

Liturgical music provides an opportunity for students to make an active connection with their personal faith by utilising their musical talents at liturgical events throughout the year. This rich tradition of our Catholic school incorporates music, symbols and actions, encourages students to participate in the organisation and presentation of the liturgies and prayer services in order to develop their own spirituality, as well as grow in confidence in themselves and their gifts.

For more information, please contact [Ms Maureen Plunkett](#)

### **VCE Religion and Society**

*(RE011 and RE033)*

In VCE Religion and Society, religion is defined as a community organised around beliefs related to ultimate reality and the consequent beliefs, practices, principles and codes for behaviour. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. They can determine membership of the religion and the transmission of meaning, both individual and collective, from generation to generation.

Within each religious tradition, groups and individuals exhibit diversity of commitment and belief; some people do not identify with the generalised portrayal of their religious tradition, whereas others become strict adherents.

For more information, please contact [Ms Rose Lee](#) or goto [VCAA website](#)

## SCIENCE

### Biology

*(B1011 and B1033)*

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpins much of contemporary biology, and the applications used by society to resolve problems and make advancements.

For more information, please contact [Ms Jacinta Symons and Ms Sarah Boodle](#) or goto [VCAA website](#)

### Chemistry

*(CH011 and CH033)*

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

For more information, please contact [Mr Bruce Miller](#) or goto [VCAA website](#)

### Environmental Science

*(EVO11 and EVO33)*

In VCE Environmental Science, Earth is understood as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change; they explore the conceptual, behavioural, ethical and technological responses to these changes. Part of this course in Year 11 includes an excursion to Healesville Sanctuary where students are asked to contribute \$30.

For more information, please contact [Ms Elizabeth Trapnell](#) or goto [VCAA website](#)

### Physics

*(PH011 and PH033)*

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

For more information, please contact [Mr Bruce Miller](#) or goto [VCAA website](#)

### Psychology

*(PY011 and PY033)*

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological, and social factors that influence human thought, emotions, and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society. In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues and communicate their views from an informed position. Part of the VCE Unit 2 course involves an excursion to Melbourne Zoo where students are required to contribute \$30.

For more information, please contact [Ms Amanda Banks and Ms Skye Smith](#) or goto [VCAA website](#)

## TECHNOLOGIES

### **Applied Computing & Data Analytics**

*(IT01 and IT03)*

This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level. VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

For more information, please contact [Mr Steve Whibley](#) or goto [VCAA website](#)

### **Product and Design Technology**

*(DT01 and DT03)*

VCE Product Design and Technologies offers students a unique focus on creativity through the development and production of innovative and ethical products. Through the study of VCE Product Design and Technologies students become solution-focused and equipped to deal with both the interdisciplinary (interrelationship of multiple disciplines) and transdisciplinary (when disciplines interconnect to form new ideas) natures of design. This is achieved through collaboration (shared work) and teamwork (working on own tasks with a common goal to others), use of computer-aided manufacturing, work practice in designing and making, and development of speculative, critical and creative thinking skills. Students work with a variety of materials, tools and processes and they employ innovative and ethical practices as they practise design.

For more information, please contact [Mr Phil O'Kelly](#) or goto [VCAA website](#)

### **Systems Engineering**

*(SE01 and SE03)*

Students learn about and engage with systems from a practical and purposeful perspective. The study is based on integrated mechanical and electro technological engineered systems. Students gain knowledge and understanding about technological systems and their applications. VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers

in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships, and traineeships.

For more information, please contact [Mr Dean Hamer](#) or goto [VCAA website](#)

### **Food Studies**

*(FY01 and FY03)*

VCE Food Studies Food Studies offers a comprehensive approach to exploring the world of food. The focus is on expanding knowledge and skills related to food while promoting individual paths to health and wellness through practical food techniques. The course aims to equip students with the ability to make informed choices about food selection and preparation in today's complex environment.

Hands-on activities are fundamental to the Food Studies curriculum. These include comparative food testing, cooking exercises, designing and responding to briefs, demonstrations, dietary and nutritional analyses, product assessments, scientific experiments, and sensory evaluations such as taste tests and focus group studies.

For more information, please contact [Ms Rachel Prince](#) or [Ms Gabrielle Costin](#) or goto [VCAA website](#)

# VOCATIONAL MAJOR

RESPECT

RESPONSIBILITY

EXCELLENCE



# VOCATIONAL MAJOR OVERVIEW

The VCE VM is a 2-year vocational and applied learning program within the VCE. The VCE VM aims to provide students with the skills and knowledge needed to prepare for the world of work and further education and training. The VCE VM will prepare students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into employment.

## **What do I have to do to satisfactorily complete the VCE VM?**

To be awarded the VCE VM, you must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)
- a minimum of three other Unit 3–4 sequences as part of their program Most students will undertake between 16–20 units over the two years.

## **How many VCE VM units are there in each study?**

VCE VM Studies are made up of four units.

## **What do the numbers in the titles mean?**

Each unit has a number: 1, 2, 3 or 4. Units 1 & 2 can be done separately or in sequence; generally, in Year 11. Units 3 & 4 must be done as a sequence and are generally completed in year 12.

## **General Achievement Test (GAT)**

All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) or a scored VCE VET subject are expected to sit all or a section of the General Achievement Test (GAT).

The GAT is a General Achievement Test that measures a student's general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social sciences. It also measures a student's literacy and numeracy skills against a standard.

The standard will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment.

## **Assessment of VCE Vocational Major studies**

The VCE Vocational Major will support students to develop both academic and practical skills. It employs a more diverse range of assessment strategies rather than exams.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score.

The VCE VM studies do not contribute to the ATAR.

(To receive an ATAR a student must complete a scored Unit 3–4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences).

## **Certification**

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency is recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE.

### **VCE Vocational Major Work-Related Skills**

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and understand the complex and rapidly changing world of work and workplace environments. It helps students understand the relationship between skills, knowledge, capabilities, and the achievement of pathway goals. The study enables students to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge. 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).

The study of Work Related Skills (WRS) leads to opportunities across all industries and areas of work as well as in further education and provides young people with the tools they need to succeed in the future. WRS Unit 1 and 2: Focus on Careers and learning for the future and workplace skills and capabilities. WRS Unit 3 and 4: Focus on Industrial relations, workplace environment and practice and portfolio preparation and presentation.

### **VCE Vocational Major Personal Development Skills**

Personal Development Skills (PDS) units take an active approach 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 provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments. Through independent and collaborative activities, PDS builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience. PDS Unit 1 and 2: Focus on healthy individuals and connecting with community PDS Unit 3 and 4: Focus on leadership, teamwork and community projects

### **VCE Vocational Major Literacy**

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The Literacy units focus on developing students' everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations. Students will participate in discussion, explore and analyse the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes. They will discuss and debate the ways in which values of workplace, community and person are represented in different texts and present ideas in a thoughtful and reasoned manner. Literacy Unit 1 and 2: Focus on Literacy for personal use, understanding and creating digital texts, understanding issues and voices and responding to opinions.

Literacy Unit 3 and 4: Focus on accessing and understanding informational, organizational and procedural texts, creating, and responding to organisational, informational or procedural texts, understanding and engaging with literacy for advocacy and speaking to advise or to advocate.

### **VCE Vocational Major Numeracy**

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance 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.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices but also extends to applications outside the immediate personal environment, such as the workplace and community.

# VETDSS

RESPECT 

RESPONSIBILITY 

EXCELLENCE 



## VOCATIONAL EDUCATION AND TRAINING

### VET OVERVIEW

#### What is VETDSS? (Vocational Education & Training Delivered to Secondary Students)

- VET (Vocational Education and Training): Refers to Nationally Recognised Training and Qualifications focused on specific industries or careers delivered directly to secondary schools' students in Year 10-12
- Allows secondary school students at Year 10 -12 to combine their academic studies with vocational training, gaining nationally recognised qualifications and practical skills.
- Contributes to VCEVM and VCE Certificates and Includes some VCE VET Scored programs (contributes to ATAR)
- Students gain practical skills and real-world experience through VET programs increasing student motivation:
- Can provide pathways to further education, training, or employment post school.
- Can provide students with in-demand skills and qualifications, increasing their chances of finding employment.

#### Additional Information

- Prerequisites may be required in Literacy and Numeracy. Tests will be conducted by the Training Provider if required.
- Where all course requirements are met, a Certificate may be awarded. Where units are satisfactorily completed in a partial qualification, a Statement of Attainment will be awarded.
- Can provide students with post-secondary opportunities to complete advanced vocational education and training and university courses, as well as employment pathways into apprenticeships, traineeships and other employment.
- External providers (outside auspice agreement) may be used to provide ancillary courses. E.g. Construction Induction Card, First Aid Training, Responsible Service of Alcohol.
- Students may be eligible for external Industry licenses or accreditation as a result of the training and/or assessment, through the issuer/industry regulator of that license or accreditation. e.g First Aid Certificate, Responsible Service of Alcohol (RSA) Certificate, Construction Induction Certificate (White Card).
- All VETDSS courses have an associated fee. The fee is \$250 Internal VET and \$500 external VET Programs
- Full day external VETDSS programs require students to have a minimum of 80% attendance
- Nagle College offers VETDSS support services via the Vocational Pathways Counsellor. Contact [Ms Jenni Howard](#) for further information

**IMPORTANT:** Students have a three-week grace period at the beginning of the year, after which a \$500 exit fee will be charged. This is a proportion of the non-refundable fee the school is charged.

## 2026 VETDSS PROGRAMS LIST

Year 10, 11 and 12 students may choose from 15 VETDSS programs during subject selection at Nagle College. These programs take place over two years, are equivalent in status to VCE, and contribute towards the VCE, VCEVM or VPC.

COURSE	RTO	CODE	NOTE
<b>ON Campus FULL DAY VET PROGRAMS</b>			
22614VIC Certificate II in Building & Construction (Pre-Apprenticeship- Carpentry)	TAFE Gippsland	0417	
22632VIC Certificate II in Engineering Studies	Educational Living	3784	
<b>ON Campus IN THE TIMETABLE VET PROGRAMS</b>			
MST20722 Certificate II in Apparel, Fashion and Textiles	Ripponlea Institute	21230	
MSF20522 Certificate II in Furniture Making Pathways	AIET	121314	Partial Completion
SIT20322 Certificate II in Hospitality	IVET	40548	
SIS30122 Certificate III in Sport, Aquatics and Recreation	Savile	45452	
<b>OFF SITE (External RTO) FULL DAY VET PROGRAMS</b>			
AHC20122 Certificate II in Agriculture	TAFE Gippsland	0417	
ACM20121 Certificate II in Animal Care	TAFE Gippsland	0417	
AUR20720 Certificate II in Automotive Vocational Preparation	TAFE Gippsland	0417	
CHC22015 Certificate II in Community Service (With ECEC electives)	TAFE Gippsland	0417	
SIT20421 Certificate II in Cookery	TAFE Gippsland	0417	
UEE22020 Certificate II in Electrotechnology (Career Start)	AGA	3829	
Hair and Beauty Skills Set	TAFE Gippsland	0417	(Units from SHB30121 - Certificate in III Beauty Services) Partial Completion
HLT33115 Certificate III in Health Services Assistance	TAFE Gippsland	0417	
22569VIC Certificate II in Plumbing (Pre-Apprenticeship)	TAFE Gippsland	0417	

Students wanting a study score (ATAR) should note that increments for unscored VCE/VET programs will be calculated using 10% of the lowest study score of the primary four.

Students who undertake Vocational Education and Training (VET) or Further Education (FE) qualifications may be eligible for credit towards their VCE or VCE VM program. Credit is available according to guidelines determined by the VCAA please contact Mrs Tina Sonka or Ms Jenni Howard for further information.

**Note:** All requirements of the **course must be completed successfully to be eligible for the qualification.**

Please see the VCAA website for updates or changes <https://www.vcaa.vic.edu.au/curriculum/vet/vet>

## [22614VIC Certificate II in Building & Construction Pre- apprenticeship \(Carpentry\) – RTO 0417 TAFE Gippsland](#)

**Course Description:** Basic industry-specific skills and knowledge are taught so students may transition into an apprenticeship within the building and construction industries at the Certificate III level. This course consists of a core of common cross-sector units of competency that provide skills and knowledge in applying levelling procedures, carrying out measurements and calculations, communicating in the workplace, erecting and safely using working platforms, interpreting plans and drawings, working effectively and sustainably in the construction industry and workplace safety practices on-site.

**Who should apply?** Students interested in further study in specialist or industry specific streams of the building and construction industry.

**Possible job outcomes:** Construction Worker, Building industry apprenticeship, Apprentice Carpenter

**Contribution to VCE:** Units at levels 1, 2, 3 and 4

**Contribution to ATAR:** 10% Block Credit

**Special requirements:** Tool kit, boots, work jeans, shirt.

**Additional Costs:** CIC card (approximate cost is \$190.00\*); Certificate HLTAID010 Basic Emergency Life support (approximate cost \$160.00\*) \*Prices to be confirmed at time of delivery

**Duration and Delivery:** TBA (was 1 year onsite and one year off campus in 2025) Length: Two years

## [22632VIC Certificate II in Engineering Studies – RTO 3784 Educational Living](#)

**Course Description:** Students gain knowledge and skills to enhance their employment prospects in the engineering and other entry level employment in other related industries. E.g. Fabrication or manufacturing.

**Who should apply?** Students interested in in the engineering, fitting, fabrication or manufacturing industries

**Possible job outcomes:** Apprenticeship in Mechanical or Fabrication Engineering, Apprentice Fitter & Turner

**Contribution to VCE:** Units at levels 1, 2, 3 and 4 **Contribution to ATAR:** Study score available.

**Duration and Delivery:** On Campus: One day each week Length Two years

**Special requirements:** Safety boots (\$60-100) **Uniform optional:** Shirt (\$30 plus \$8 embroidery),

## [MST20722 Certificate II in Apparel, Fashion and Textiles – RTO 21230 Ripponlea Institute](#)

**Course Description:** The VCE VET Certificate II in Apparel, Fashion and Textiles, (Auspiced by Ripponlea- RTO: 21230) program aims to provide students with an introductory overview of fashion design. Students are provided with the opportunity to acquire and develop skills in sewing, design processes, working with patterns, applying quality standards, and producing a small textile product.

**Who should apply?** Students with a strong interest in working within the fashion industry or home-based industry and those who are prepared for independent learning guided by the teacher.

**Possible job outcomes:** Fashion assistant, Design assistant, Markets, repairs and alterations.

**Contribution to VCE:** Units at levels 1, 2, 3 and 4 sequence **Contribution to ATAR:** 10% Block Credit

**Duration and Delivery:** On Campus 2 years

**Special Requirements/Additional Costs:** Sewing Kit (scissors, tape measure, pins, hand sewing needles) - same kit as Yr7 & 8 Students are required to purchase own fabric for projects. \*Individual cost will vary depending on student's choice, Illustration workshop \$60 and NGV excursion when possible \$60.

### [MST20522 Certificate II in Furniture Making Pathways - RTO 121314 AIET](#)

**Course Description:** Certificate II in Furniture Making Pathways is a pre-apprenticeship course for students interested in a career in furnishing, cabinet making or manufacturing. Students learn and develop a range of skills and knowledge including furniture assembly, joinery and preparation of surfaces. This is a project based; hand-on course delivered in a simulated workplace environment in a fully equipped workshop.

**Who should apply?** Students interested in an apprenticeship in furniture, including shop fitting, cabinet makers, wood machinists, joiners, furniture frame makers, caravan furniture makers and wardrobe installers.

**Possible job outcomes:** Apprentice cabinet maker or joiner, Apprentice furniture maker, Sales representative in kitchen/bathroom industry, Production operator in a cabinet making enterprise

**Contribution to VCE:** Partial completion → 3 Units at 1–2 level → 1 Unit at 3–4 level

**Contribution to ATAR:** NA

**Duration and Delivery:** On Campus, 2 years

**Special requirements:** Specialty timbers may incur an additional fee

### [SIT20322 Certificate II in Hospitality – RTO 40548 IVET](#)

**Course Description:** This prepares students with a limited range of hospitality operational skills and basic knowledge. Includes units such as prepare/serve expresso coffee, food and beverage service, advice on food and functional transactions.

**Who should apply?** Students looking to gain practical experience or a career in the hospitality industry.

**Possible Job Outcomes:** Hospitality industry, kitchen, food and beverage service, Retail industry.

**Contribution to VCE:** Units at levels 1, 2, 3 and 4

**Contribution to ATAR:** Study Score available.

**Duration and Delivery:** On Campus 2 years

**Special requirements:** Black, slip resistant shoes, Uniform - top, pants and apron cost TBA

### [SIS30122 Certificate III in Sport, Aquatics and Recreation – RTO 45452 Savile](#)

**Course Description:** This provides students with the skills and knowledge to work in the Sport and Recreation industry in areas such as fitness centres, outdoor sports grounds and aquatic centres. This program should enhance the students' employment prospects in the industry and enable them to gain credits in further related education.

**Who should apply?** Students interested in working in the sporting and recreation space

**Possible job outcomes:** Recreation officer, Activity operation officer, Sport and recreation attendant, Community activities officer, Leisure services officer

**Contribution to VCE:** Units at levels 1, 2, 3 and 4

**Contribution to ATAR:** Study Score available.

**Duration and Delivery:** On Campus 2 years

**Special requirements:** First aid and Sports Trainer Course (approximate cost is \$250.00\*)

\*Prices to be confirmed at time of delivery

### [ACM20121 Certificate II in Animal Care – RTO 0417 TAFE Gippsland](#)

**Course Description:** This qualification describes the skills and knowledge for entry level and support roles in the animal care and management industry, where workers provide care for animals in workplaces such as animal shelters, boarding/day care facilities, sanctuaries and veterinary clinics. The work activities are routine, performed under supervision and within clearly defined guidelines.

**Who should apply?** Students with a strong interest in the care of animals.

**Possible job outcomes:** Animal shelter/care attendant, Kennel/Cattery attendant, Pet shop attendant

**Contribution to VCE:** Units at levels 1, 2, 3 and 4 sequence

**Contribution to ATAR:** 10% Block Credit

**Duration and Delivery:** Off Campus, One day each week

Special Requirements: NA

### [AHC20122 Certificate II in Agriculture](#) – RTO 0417 TAFE Gippsland

**Course Description:** Certificate II in Agriculture is a nationally recognised course comprising 16 units which run over two years. This qualification describes the skills and knowledge for general job roles in rural and regional Australia, and supporting job roles in agriculture including livestock production, cropping or in the case of mixed farming workplaces, both cropping and livestock. Job roles vary across different industry sectors.

**Who should apply?** Students with a strong interest in the agricultural industry.

**Possible job outcomes:** Assistant animal attendant, Stockperson, farm worker, Station hand

**Contribution to VCE:** Units at levels 1, 2, 3 and 4 sequence

**Contribution to ATAR:** 10% Block Credit

**Duration and Delivery:** Off Campus, One day each week

**Special requirements:** Sturdy footwear and appropriate clothing is required as there are many practical components completed on site.

### [AUR20720 Certificate II in Automotive Vocational Preparation](#) - RTO 0417 TAFE Gippsland

**Course Description:** This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body.

**Who should apply?** Students interested in working in the automotive industry.

**Possible job outcomes:** Automotive apprentice/trainee, vehicle service assistant, automotive service assistant, trainee serviceperson.

**Contribution to VCE:** Units at levels 1, 2, 3 and 4 sequence Contribution to ATAR: 10% Block Credit

**Duration and Delivery:** Off Campus, One day each week **Length:** Two Years

**Special requirements:** Clothing and Equipment, Safety boots, overalls or drill pants, (Branded uniform shirt, safety glasses and ear protection will be supplied) Safety gear must be worn to all classes.

### [CHC22015 Certificate II in Community Services](#) – RTO 0417 TAFE Gippsland

**Course Description:** This qualification reflects the role of workers who provide support for the effective functioning of health services. This course will give credits into Community Services, Individual Support and Early Childhood.

At this level workers complete tasks under supervision involving known routines and procedures or complete routine and variable tasks in collaboration with others in a team environment.

**Who should apply?** Students with a strong interest in the health industry.

**Possible job outcomes:** Kindergarten Assistant, Early Childhood Educator, Community Care Worker, Personal Care Assistant, Disability Support Worker

**Contribution to VCE:** 2 Units at levels 1 and 2

**Contribution to ATAR:** NA

**Duration and Delivery:** Off Campus, One day each week, **Length** 2 Years

**Special Requirements:** NA

### [SIT20421 Certificate II in Cookery Gippsland](#) – RTO 0417 TAFE Gippsland

**Course Description:** This prepares students with a limited range of food preparation and cookery skills to prepare food and menu items. Includes units such as preparing appetisers and salads, preparing stocks, soups and sauces, preparing vegetable, fruit and farinaceous dishes, preparing poultry dishes.

**Who should apply?** Students looking to gain practical experience in commercial cookery, food and beverage service, as well as an understanding of communication, occupational health and safety and hygiene procedures necessary for a career in the hospitality industry.

**Possible Job Outcomes:** Kitchen Prep, Food and beverage service, Retail industry.

**Contribution to VCE:** Units at levels 1, 2, 3 and 4

**Contribution to ATAR:** Study Score available.

**Duration and Delivery:** Off campus One day each week, Length Two years

**Special requirements:** NA



### [UEE22020 Certificate II in Electrotechnology \(Career Start\) – RTO 3829 AGA](#)

**Course Description:** The Certificate II in Electrotechnology (Career Start) is the standard pre-apprenticeship pathway to beginning a career as an Electrician, teaching foundational skills in safety and first aid, as well as technical skills in electrotechnology components, accessories, and equipment. It also offers students the opportunity to develop the skills and knowledge across a range of electrical sectors, electronics, refrigeration renewable power and mechanical engineering.

**Who should apply?** Students interested in the electrical industry.

**Possible job outcomes:** Electrician apprentice, Electronics trades workers, Electrical engineering draftspersons and technicians, Renewable power technician, Air conditioning/refrigeration Tech, Telecommunications trades workers

**Contribution to VCE:** Units at levels 1,2,3 and 4

**Contribution to ATAR:** 10% Block Credit

**Duration and Delivery:** Off Campus: One day each week, Length Two years

**Special requirements:** Safety Boots, CIC card

### [Hair and Beauty Skills Set \(units from SHB30121 Certificate III in Beauty Services – RTO 0417 TAFE Gippsland\)](#)

**Course description:** This course offers students the opportunity to develop basic skills and knowledge in the hair and beauty industries. The hair and beauty skill set will focus on practical skills, hands on learning and industry experiences.

**Who should apply?** Students interested in the hairdressing/beauty industry

**Possible job outcomes:** Apprentice hairdresser/Salon, Assistant/Beauty industry,

**Contribution to VCE:** 2 units at levels 1, 2

**Contribution to ATAR:** NA

**Duration and Delivery:** Off Campus: One day each week, Length Two years

**Special Requirements:** Solid closed-in shoes

### [HLT33115 Certificate III in Health Services Assistance – RTO 0417 TAFE Gippsland](#)

**Course Description:** This qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine and variable tasks in collaboration with others in a team environment.

**Who should apply?** Students with a strong interest in the health industry.

**Possible job outcomes:** Fashion assistant, Health trainee Assistant in nursing, Patient support or services assistant, Patient services officer

**Contribution to VCE:** Units at levels 1, 2, 3 and 4

**Contribution to ATAR:** Study Score available

**Duration and Delivery:** Off Campus: One day each week, Length 2 Years

**Special Requirements:** TBC

### [22569VIC Certificate II in Plumbing \(Pre-Apprenticeship\) – RTO 0417 TAFE Gippsland](#)

**Course Description:** Certificate II in Plumbing aims to provide students with basic industry specific skills and knowledge to enable transition into an apprenticeship or traineeship within the plumbing industry.

**Who should apply?** Students interested in the plumbing industry.

**Possible job outcomes:** Plumbers apprentice, Residential, Commercial, Industrial

**Contribution to VCE:** Units at levels 1,2,3 and 4 Contribution to ATAR: 10% Block Credit

**Duration and Delivery:** Off Campus: One day each week, Length Two years

**Special Requirements/Additional Costs:** Safety boots, CIC card (cost is \$130)

**Please note: Codes, qualifications, titles and program details and costs are subject to change.**

# All About SBATs

School Based Apprenticeships and Traineeships

SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS (SBAT'S)

<https://www2.education.vic.gov.au/pal/school-based-apprenticeships-and-traineeships/guidance/about-sbats>

## What is a school-based apprenticeship and traineeship?

A school-based apprenticeship and traineeship (SBAT) is an employment-based learning pathway that combines completion of secondary school (the VCE, including the VCE Vocational Major, or the Victorian Pathways Certificate (VPC)) with part-time paid employment and training.

An SBAT is a valuable part of a student's senior secondary or foundation secondary learning program and study timetable. Regular school attendance is combined with a minimum of 13 hours per week of paid employment and structured training (averaged over each 4-month period for the duration of the SBAT).

**To be endorsed by the school and registered with the Victorian Registration and Qualifications Authority (VRQA), an SBAT must:**

- include employment under a training contract with an approved employer
- include regular paid work carried out under an appropriate industrial instrument that endorses part-time apprenticeships or traineeships
- include work relevant to the qualification undertaken by the student
- feature a school-endorsed training plan lodged with the VRQA
- feature training, under an approved training scheme, that leads to a nationally recognised qualification at the certificates II, III or IV level
- be integrated into the student's school-based learning program, study timetable and career plan
- be enrolled in the VCE, including the VCE Vocational Major, or the VPC.

SBATs do not have to be completed before the student completes school. Many SBAT students complete the remaining portion of their training and employment hours as a full-time apprentice or trainee after successfully completing their senior secondary or foundation secondary certificate.

Local Group Training Companies and Apprenticeship providers, together with Secondary Schools in East Gippsland offering VCE or VCE VM provide students the opportunity to undertake a school-based part-time Apprenticeship.

The benefits to students include gaining the VCE or VCE VM and a nationally recognised qualification, a contribution to VCE, VCE VM and ATAR, valuable industry experience and payment of a national training wage for time in the workplace.

**At Nagle College, students undertaking\* School Based Apprenticeships (SBAT's) generally attend school four days per week and their workplace one day per week, plus possible after school/evenings, weekend and school holiday shifts (as negotiated with their employer).**

*Students receive the appropriate pay and entitlements for their work (as for other new apprentices). These are pro-rata.*

**Under an Australian School-based Apprenticeship, students are employed for the two years of VCE or VCE VM under a training agreement.** *Students are required to complete a formal job application process with the prospective employer.*

**\*Please Note: Final selection of students is via an interview process at the College to gauge suitability for the industry and commitment to both employment and College work requirements. Examples of Apprenticeship Programs available to students:** Agriculture, Office Administration, Horticulture, Retail, Automotive, Food Processing, Community Services, Sport and Recreation, Engineering, Hospitality, Information Technology

