



# 2023

## Curriculum Handbook



Overview

Years 7 and 8

Year 9

Year 10

VCE

VET

VCE VM

VPC

# CURRICULUM HANDBOOK

## TABLE OF CONTENTS

INTRODUCTION TO NAGLE COLLEGE .....	3
YEARS 7 AND 8 CURRICULUM OVERVIEW .....	8
YEAR 7 Curriculum .....	10
YEAR 8 Curriculum .....	15
YEAR 9 TABLE OF CONTENTS .....	20
Year 9 Challenge and Choice Program .....	21
Year 9 Subject Units.....	24
YEAR 10 TABLE OF CONTENTS .....	36
Year 10 Curriculum Overview.....	37
YEAR 10 STUDY UNITS .....	39
VCE TABLE OF CONTENTS .....	52
VCE Overview .....	53
VCE study units.....	56
VCE VOCATIONAL MAJOR TABLE OF CONTENTS .....	82
VCE Vocational Major Overview .....	83
VICTORIAN PATHWAYS CERTIFICATE.....	87





## INTRODUCTION TO NAGLE COLLEGE

### 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

## PRINCIPAL

### MR NEVILLE POWLES

Nagle College provides the young people of the Bairnsdale and extended region with a comprehensive and holistic Catholic Education permeated with the charism of Saint John Bosco and his Salesian education.

In these times of constant change, the provision of education in an environment promoting Christian values with consistent support and care can be significant during the years of adolescence. These years of rapid growth and emerging independence can, at times, be challenging. By providing clear boundaries and having high expectations in relation to conduct and presentation, we aim to assist our young people to become responsible and mature young citizens. It is our aim that by the time a young person leaves Nagle College they are in the habit of consistently giving their best effort through a strong work ethic. This then means that each young person is well prepared to succeed in life, regardless of the type of further study or career path chosen.

We assist our students to have a strong sense of self, a belief in themselves as a valued member of their community and one who contributes to the betterment of that community.

We have adopted the school-wide expectations of Respect, Responsibility and Excellence to guide our students as they live out the College Motto "Let Your Light Shine".

Students at Nagle College develop an understanding of the Catholic traditions and beliefs through the Religious Education program which operates from Year 7 to 12. They participate in religious celebrations, and rituals and prayer is a part of their daily experience. They are encouraged and supported to explore their faith and beliefs throughout their time at Nagle.

We want our students to be motivated and reflective learners who show ownership and take action. We view education as a partnership between parents and the staff at Nagle College. We believe that by working in partnership we can provide the opportunities for young people to become caring independent individuals who live out the Christian values expressed and shared in the day to day interactions and the classrooms of Nagle.

In recent times we have enhanced and expanded the facilities available to students. We invite you to visit the College and see first-hand, the excellent facilities and opportunities available.







## RELIGIOUS EDUCATION AND CATHOLIC IDENTITY

“Religious Education (RE) in Australian Catholic schools develops students’ knowledge and understandings 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.

RE centres on the student as a learner. Students are encouraged to ask and explore religious questions. They draw on their imagination to express their innate sense of wonder and awe. They listen to and dialogue with religious perspectives and interpret religious concepts. They make connections between Scripture and life experiences.

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.

While RE teachers give explicit Christian witness to and invite students into engaged learning about the Christian message, we do not presuppose faith in our students. Teachers simply invite students to consider the religious dimensions of reality, foster an understanding of the biblical narratives, the insights and challenges of the Gospel and provide an experience of and reflection on the Christian worldview as it is expressed in Catholic Tradition.

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.



# Years 7 and 8

## 2023 Curriculum Handbook



Overview

Years 7 and 8

Year 9

Year 10

VCE

VET

VCE VM

VPC



# CURRICULUM HANDBOOK

## TABLE OF CONTENTS

<b>YEARS 7 AND 8 CURRICULUM OVERVIEW .....</b>	<b>8</b>	<b>YEAR 8 CURRICULUM .....</b>	<b>15</b>
Catering for Mixed Abilities .....	8	English.....	15
Sport .....	8	Humanities.....	15
Outdoor Education .....	9	Religious Education .....	16
Learning Enhancement and Application Program (LEAP).....	9	The Arts.....	16
		Visual Arts (2 units) .....	16
		Music (1 unit).....	16
		Drama (1 unit).....	16
<b>YEAR 7 CURRICULUM .....</b>	<b>10</b>	Health and PE.....	17
Core studies .....	10	Languages .....	17
English.....	10	Italian .....	17
Religious Education .....	11	Japanese.....	17
The Arts.....	11	Mathematics .....	18
Visual Arts (2 units) .....	11	Science .....	18
Music (1 Unit).....	12	Technologies.....	18
Drama (1 Unit).....	12	Food and Textiles .....	18
Health and PE.....	12	Materials and Design .....	18
Languages .....	12		
Italian .....	12		
Japanese.....	13		
Mathematics .....	13		
Science .....	14		
Technologies.....	14		
Food and Textiles .....	14		
Materials and Design .....	14		



## YEARS 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.

Information and Communications Technology (ICT) is integrated into all subjects. This includes subject specific programs or extended use of commonly used programs such as Word, Excel, Power Point and Publisher a variety of platforms across the curriculum.

### CATERING FOR MIXED ABILITIES

Junior School classes consist of mixed ability groups. Teachers prepare classes and set work tasks mindful of the differing ability levels within their classes. Work caters for a student's individual learning needs which supports them in achieving their full potential. Additional assistance is offered in some classes and differentiation of tasks is practiced, catering for mixed abilities. Students who require extension are encouraged to participate in one of the many competitions offered in junior school.

### 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 is conducted after school to provide further opportunities 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), a gymnasium, physical education classroom, two ovals (catering for cricket, football, hockey and soccer), cricket nets, netball and tennis courts, 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 life skills and transition to secondary schooling. This subject is by invitation only offered to the junior school.





## YEAR 7 CURRICULUM



### CORE STUDIES

The Core program is structured to reflect the teaching model students are familiar with from primary school. This provides them with a sense of belonging as they explore their new identity, both within Nagle College and in relation to the adult world they are moving towards. Core integrates English, Humanities and RE curriculum to provide a secure pastoral atmosphere for our new learners.

**Semester 1** focuses on Celebrating Belonging. Students study the concept of belonging to a family, a school community, a faith community, a local community and a nation.

*Assessments: Belonging Unit, How Do We Celebrate, Text Study, Classroom Assessment Tasks – Water in the World, Writing Tasks.*

**Semester 2** includes a study of Ancient Civilisation and a Geospatial Skills Unit. Religious Education units focus on the experience of community, personal development and The Covenant Unfolds. All units require a mix of independent and group work.

*Assessments: Study of an Ancient Civilization, Text Study, Reading, Personal Development Unit, Writing, Information and Communications Technology, Public Speaking.*



### 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

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 who need extension are provided opportunities in public speaking and creative writing programs, as well as individualised activities. Students who need extra support in English are offered more structured activities within LEAP classes.



## † 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 (2 units)

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.

*Assessments: Folio of artworks, Wire Sculpture, Computer Graphics image, Visual Diary.*





### Music (1 Unit)

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.

*Assessments: Musical Instrument, Research Assignment, Dreamtime Soundscape*



### Drama (1 Unit)

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.

*Assessments: Expressive and Performance skills, Journal and theory tasks.*



## 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.

*Assessments: Sport Units, Athletics, Cross-Country, Health*

**Semester 2** enables students to train for and participate in cross-country running, as well as 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.

*Assessments: Winter Sports Activities, Summer Sports Activities, Fitness Testing, Health*



## LANGUAGES

Students may select either Italian or Japanese as a Language; this forms a compulsory part of their program for the next two years.



### 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.

For more information please contact [Miss Celeste Campagna](#) or [Ms Annamaria Micati](#)





## 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 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.

**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.

Coursework Assessment: Classwork, Homework, Practical Exercises, Assignment, Tests.

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.

Assessment: Practical Exercises, Assignment, Tests.

## TECHNOLOGIES

Junior School Technologies is divided into 1) Food and Textiles and 2) Materials and Design. Students are encouraged to explore and expand their knowledge and skills in each area through practical classes.

The Food and Textiles component of Technology takes up one semester, with students taking one unit of Food and one of Textiles for approximately 8 weeks each. One teacher teaches students for both units for this semester. In Food, students study the importance of food choices they will make throughout their lives, concentrating on an understanding of nutrition. In Textiles, students learn to design and then create individual articles using machine and hand skills.

The Materials and Design component also takes up one semester for approximately 16 weeks. The one teacher takes this unit for the allocated time. Students investigate, generate and produce a variety of products using a wood and plastic. In Materials and Design students learn to design and manufacture products using both hand and power tools. There is also a bookwork component to complete.

### 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.







## YEAR 8 CURRICULUM

### **Aa** 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.

Year 8 focuses 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

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 who need extension are provided opportunities in public speaking and creative writing programs, as well as individualised activities. Students who need extra support in English are offered more structured activities within LEAP classes.

### 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 is broken into three discrete subjects: Geography, History and Economics and Business.

The study of Geography will focus on two units of study: Landforms and Landscapes and Changing Nations. Both units explore how human beings interact with the natural environment and will equip students with the skills to collect and record geographical data to form conclusions that use correct geographical terminology.

History will consist of three units of learning: The Vikings, The Spanish Conquest of the Americas and Shogunate Japan. These units focus on a period in History when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. Students will develop their source analysis, essay writing, and presentation skills through the study of History.

Finally, Economics and Business will improve students' Consumer and Financial Literacy. This unit will provide students with the confidence to become informed consumers, as well as understand the impact businesses have on societal wellbeing.

## RELIGIOUS EDUCATION

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 (2 units)

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.

*Assessments: Techniques, Folio, Visual Diary, Analysis*

### Music (1 unit)

Students organise music loops to demonstrate musical form and texture. Through hand- drumming, they explore rhythm and musical expression in preparing a performance. Students listen to and analyse western art music and develop piano keyboard skills.

*Assessments: Music Technology, Performance, Chord progression*

### Drama (1 unit)

Students further develop their expressive and performance skills. They explore the history of Shadow puppets before developing their own performance based off a provided text. Students also explore the creation of character using various techniques including research, improvisation and analysis.

*Assessments: Expressive and Performance skills, journal and theory tasks*





## 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.

*Assessments: Sport Units, Athletics, Cross-Country, Health*

Semester 2 enables students to train for and participate in cross-country running, as well as 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.

*Assessments: Winter Sports Activities, Summer Sports Activities, Fitness Testing, Health*



## LANGUAGES



### Italian

Students experience Italian through a wide range of listening, speaking, reading and writing tasks. The course expands on year 7 vocabulary and grammar, investigating language connected with pastimes, hobbies, nationality, transport and food. Culturally, the semester covers the way young Italians spend their free time, Italian language use around the world and Italian dining habits. 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 [Miss Celeste Campagna](#) or [Ms Annamaria Micati](#)



### Japanese

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 katakana – the Japanese alphabet for loan words. The following topics will be covered:

- Food
- Sports and hobbies
- Time and events
- Japanese calendar events and sentence structure

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, and in the topic of Measurement, students convert between metric units, develop and use formulae for calculating perimeters and areas of quadrilaterals and circles, and volumes of prisms. They solve related measurement problems as well as problems involving time and duration. Students consolidate their proficiency with the four arithmetic operations, and combinations of these, and extend these to the study of Integers, representing these numbers on the number line. A study of Algebra extends the use of indices and the index laws, and students expand, factorise, simplify and substitute into simple algebraic expressions. The topic of Geometry uses congruence and transformations to establish properties of simple shapes related to sides, angles and symmetry, and solve related problems. In Statistics, students investigate techniques for collecting data, including random sampling from a population, and investigate the effect of individual data values, including outliers, on the measure of centre (average).

In Semester 2, students investigate the relationship between Fractions, Decimals and Percentages and solve problems involving ratios, proportions, percentages and rates. Equations extends algebra skills into solving linear equations and inequations, and plotting linear relationships on the Cartesian plane. In their topic of Probability, students learn the logical connectives 'not', 'and', 'or' and 'either ... or' to relate events to probabilities, and use Venn diagrams and two-way tables, developing an understanding that probabilities range from 0 to 1 and that the sum of probabilities for events in a sample space is 1.

## SCIENCE

Coursework Assessment: Practical Exercises, Assignment, Tests.

Semester 1: Students study aspects of Biology and Chemistry. The Biology unit study has a focus on microscopes, living things and the different levels of organisation from cells to body systems. The Chemistry unit studies: The particle theory of matter; elements; compounds and mixtures; and particle theory of matter.

Assessments: Classwork, Homework, Practical Exercises, Assignments, Tests.

Semester 2: Over this semester students study aspects of Chemistry, Physics and Geology. They study the following Chemical units: chemical and chemical change. The Physics unit they study has a focus on transitions of energy forms and their transfer. The Geology unit introduces the students to tectonic processes that contribute to land, rock and mineral formations.

Assessments: Practical Exercises, Assignment, Tests.

## TECHNOLOGIES

### Food and Textiles

This course extends the student's knowledge and skills in two strands. In the Food strand, students study the importance of wise food choices based on an understanding of food selection models. Students complete food production activities incorporating the design process. In Textiles, students construct a textile product from a design brief and they explore using fabric enhancement to include in the design. They produce and evaluate this product.

### Materials and Design

This course aims to extend and develop the student's ability to design and produce solutions to given problems. The semester's work is focused around timber and how this medium can be manipulated to produce a quality item. Students are required to analyse the problem, design a solution, produce the product and then evaluate the complete process.





# Year 9

## 2023 Curriculum Handbook

Overview

Years 7 and 8

Year 9

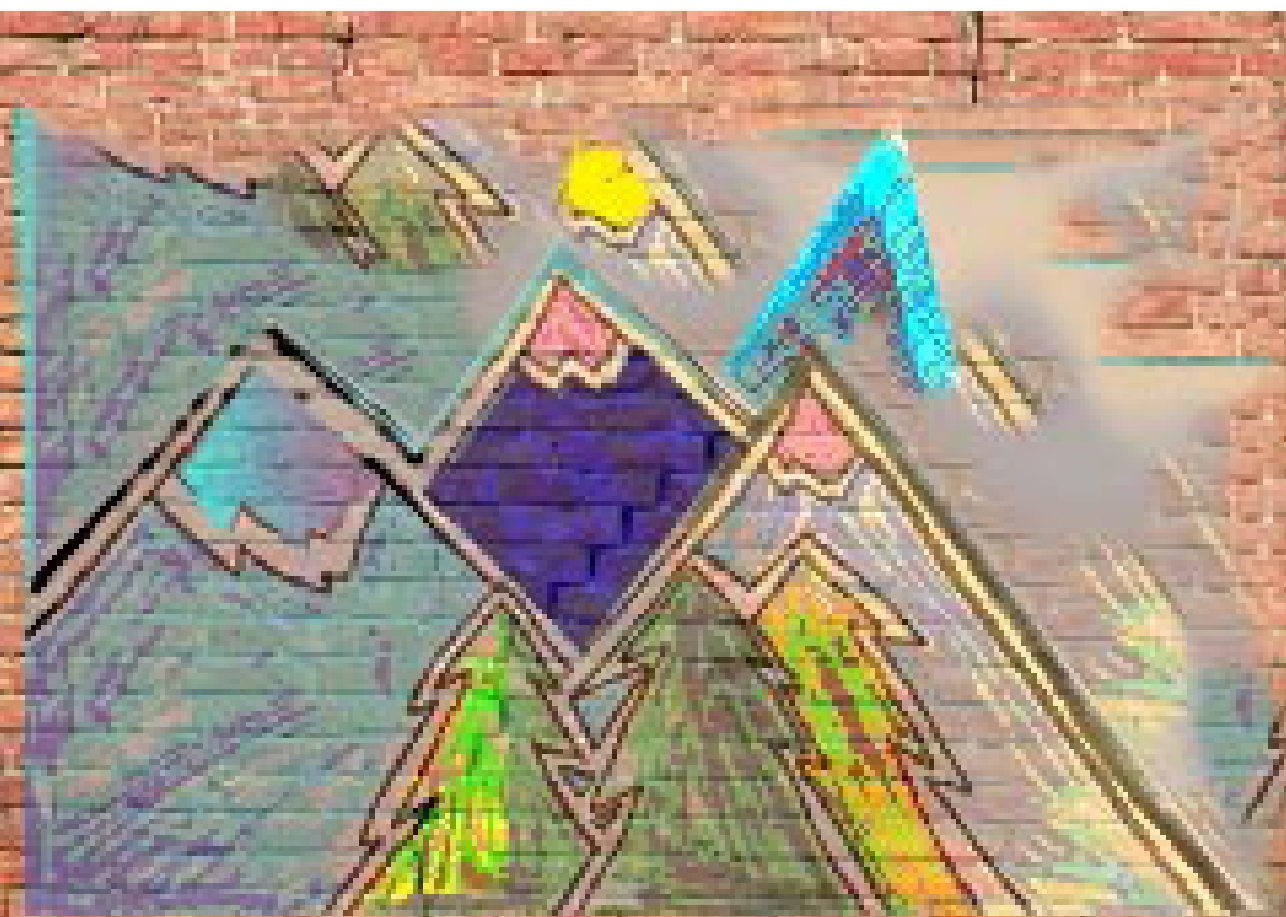
Year 10

VCE

VET

VCE VM

VPC



# YEAR 9 TABLE OF CONTENTS

<b>YEAR 9</b>	
<b>CHALLENGE AND CHOICE PROGRAM.....</b>	<b>21</b>
<b>Structure .....</b>	<b>22</b>
<b>Subject Selection Submission – Web Preferences..</b>	<b>22</b>
<b>Religious Education .....</b>	<b>23</b>
<b>YEAR 9 SUBJECT UNITS.....</b>	<b>24</b>
<b>THE ARTS.....</b>	<b>24</b>
<b>Visual Arts .....</b>	<b>24</b>
Art Stories.....	24
Bend it like Banksy.....	24
Snap, click and design .....	24
<b>Music .....</b>	<b>25</b>
Jingles and the Big Screen .....	25
Strum, Hit, Sing.....	25
<b>ENGLISH .....</b>	<b>25</b>
Novel Study and Argument Analysis.....	26
English Language .....	26
Media Studies .....	26
Creative Writing and Drama.....	26
<b>HEALTH AND PHYSICAL EDUCATION.....</b>	<b>27</b>
Health.....	27
Personal Fitness.....	27
Sporting Excellence/ Performance.....	27
Outdoor Education .....	28
<b>HUMANITIES .....</b>	<b>28</b>
Unit 1: History.....	28
Unit 2: Geography and Business and Economics.....	28
<b>LANGUAGES .....</b>	<b>29</b>
Italian 1 & 2.....	29
Japanese Japanese 1 & 2.....	29
<b>MATHEMATICS .....</b>	<b>29</b>
Enhanced Mathematics.....	29
<b>PATHWAYS.....</b>	<b>30</b>
Pathways.....	30
<b>SCIENCE.....</b>	<b>30</b>
Physics & Chemistry.....	30
Hands on Physics & Chemistry.....	30
Biology & Environmental Science .....	31
Hands on Biology & Environmental Science .....	31
<b>TECHNOLOGIES.....</b>	<b>32</b>
<b>Food Studies.....</b>	<b>32</b>
Food Studies 1 .....	32
Food Studies 2 .....	32
<b>Textiles .....</b>	<b>32</b>
Textiles.....	32
<b>Design and Technologies.....</b>	<b>33</b>
Design and Technologies 1 .....	33
Design and Technologies 2 .....	33
<b>Digital Technologies .....</b>	<b>33</b>
Futures Technology.....	33
Sustainable Societies .....	33
<b>Year 9 Subject Selection Chart .....</b>	<b>34</b>





## YEAR 9 CHALLENGE AND CHOICE PROGRAM

The Year 9 Challenge and Choice 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 as they transition to senior school.

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 Challenge and Choice program will include semester based subjects in the following areas:

**Core “Challenge” Subjects:** English, Mathematics, Science, Religious Education, Humanities, Sport and Pathways.

\* Students will choose 2 units from the English and Science offerings.

**“Choice” 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 **minimum ONE Art or Music and ONE Technology subject** in addition to the compulsory Health unit.

Language	Japanese
	Italian
Design Technology	Food Studies
	Design Technologies
	Textiles
Digital Technology	STEM – Future Technologies
	STEM – Sustainable Societies
Performing Arts	Jingles and the Big Screen
	Strum, Hit, Sing
Visual Arts	Visual Art 1: Art Stories
	Visual Art 2: Bend it like Banksy
	Visual Communication & Design: Snap, Click & Design
Health and PE	PE1 Personal Fitness
	PE2 Sporting Excellence/ Performance
	Outdoor Education
	Health – compulsory for all students

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 House Mentors when they are choosing their subjects. They could also consult their current teachers for advice. 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.

There is a “How to choose” (hyperlink) document.

Subject Selections need to be submitted by Friday July 15 at 5pm.

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.



## 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. T
- 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.





## YEAR 9 SUBJECT UNITS



### THE ARTS



#### Visual Arts

##### Art Stories

(Unit Code: 9AV1)

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 [Mrs Sally Bailey](#) or [Mrs Jennifer Rawlings](#)

##### Bend it like Banksy

(Unit Code: 9AV2)

In this unit student 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 [Mrs Sally Bailey](#), [Mrs Jennifer Rawlings](#) or Mr [John Corby](#)

##### Snap, click and design

(Unit Code: 9AV3)

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 posters, skateboard decks or playing cards. Freehand drawing, photography, Adobe Photoshop and Illustrator effects will be explored and refined.

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



## MUSIC

### Jingles and the Big Screen

(Unit Code: 9AM1)

Students study the way music is used in radio, television and film. They use historic and modern examples of production music to inspire their own creative jingles, advertisements and soundtracks using a range of computer programs. Students learn to identify and use the musical elements that are important in capturing time and place, emotions, character, idea and setting a mood.

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

### Strum, Hit, Sing

(Unit Code: 9AM2)

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 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 [Mrs 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 who need extension are provided opportunities in public speaking and the Enhanced English program.



### COMPULSORY UNIT: (Choose 1)

#### THEMES AND ARGUMENT ANALYSIS

(Unit Code: 9EN1)

In this subject, students study a novel and shorter texts that link into similar themes and ideas, building skills of critical analysis. Students study a range of persuasive texts to build an understanding of how language can be used to present different arguments and have an impact on different audiences. Students will use this knowledge to shape their own persuasive written and spoken texts.

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

#### ENGLISH LANGUAGE

(Unit Code: 9EN2)

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this subject, students will learn the history of Australian English and the different metalanguage used to explain how our language is created and used. Students will develop an understanding of the International Phonetic Alphabet (IPA) and its applications. This subject may appeal to students interested in doing VCE English Language or Literacy. It may also appeal to students who enjoy Maths/Science and like subjects that have a right/wrong answer! It also applies to Psychology, LOTE, Sociology and History.

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



### COMPULSORY UNIT (choose 1):

#### MEDIA STUDIES

(Unit Code: 9ENG3)

In this subject, students will analyse a range of media texts looking at the different ways language is used to have an impact on different audiences. They will utilise their knowledge of these different media texts to create their own advertisements and short texts using a range of different mediums (written, visual and spoken) to have an impact on a selected audience. This subject may appeal to students interested in doing VCE English, VCE Media Studies, VCE Visual Communication.

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

#### CREATIVE WRITING AND DRAMA

(Unit Code: 9ENG4)

In this subject, students will explore a variety of different works of fiction (particularly plays, poetry/song lyrics and short stories). These texts will be used as prompts or the basis of students' own creative written and spoken work including group and solo performances. This subject may appeal to students interested in doing VCE English or VCE Literature, and/or VCE Drama.

NOTE: For each of these subjects, students are required to read and respond analytically and creatively to a variety of text as well as complete an oral presentation.

For more information please contact [Ms Skye Smith](#) or [Mrs Ashley Jarvis](#)



## 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: 9HE1)

This unit is compulsory for all Year 9 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: 9PE1)

The Year 9 Personal Fitness Unit is aimed at students who would like to increase their understanding how to improve their own personal fitness. Students will be provided the opportunity to:

- design, implement and evaluate personalised plans for improving or maintaining their own and others' physical health and fitness levels
- improve their understanding of the role of nutrition in improving their own personal health and fitness
- examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time
- devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams

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

### Sporting Excellence/ Performance

(Unit Code: 9PE2)

The Year 9 Sporting Performance Unit is aimed at students who are passionate about improving their own sporting performance. Students will be provided the opportunity to:

- learn to perform and refine movement skills across a range of sporting activities.
- evaluate their own and others' movement skills and provide and apply feedback in order to improve performance.
- increase their understanding of the importance of fitness and nutrition to improve sporting performance
- devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- transfer movement skills developed in previous sporting activities to new sporting activities
- reflect on the importance of fair play and ethical behaviour in sporting activities.

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



## Outdoor Education

(Unit Code: 9PE3)

Students develop a deeper appreciation, understanding of, and reasons for, codes of conduct in outdoor recreation activities. They engage in adventurous activities as a way of exploring self and nature, and apply lessons learned to everyday living. Students assume leadership roles and are increasingly required to assess and manage risk in both recreation and everyday life. Students develop an understanding of the impact of decision making on natural environments through investigation of issues relating to conservation. Through taking action, students develop increased self-confidence and stewardship towards the natural environment and develop their own ideas and strategies to support such efforts.

Please note that there is a cost of approx. \$200 in attending the following compulsory camps/excursions:

- Surfing at Cape Conran (day trip)
- Mountain biking near Nowa Nowa (day trip)
- Canoeing Expedition at Lake Tyers (overnight)

For more information please contact: [Mr Jake Morgan](#)



## HUMANITIES

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

### Unit 1: History

(Unit Code: 9HU1)

Topic 1: The Industrial Revolution covers the period of industrialisation and rapid change in the ways people lived, worked, and thought. Students explore the technologies that changed the world, and the short- and long- term social and environmental impacts of these technologies.

Topic 2: Making a Nation focusses on the colonisation of Australia. Students will gain an understanding of the different groups of people that migrated to Australia, as well as the impacts of colonisation on Aboriginal and Torres Strait Islander Peoples.

Topic 3: World War I explores 'the war to end all wars.' Students will develop an understanding of the causes of World War I, key battles, and Australian involvement in the war.

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.

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

### Unit 2: Geography and Business and Economics

(Unit Code: 9HU2)

#### 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 [Mrs Jenna O'Rourke](#)



## LANGUAGES

### Italian 1 & 2

(Unit Code: 9IA1, 9IA2, 9IA3 & 9IA4)

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 [Miss Celeste Campagna](#) or [Ms Anamaria Micati](#)

### Japanese Japanese 1 & 2

(Unit Code: 9JA1, 9JA2, 9JA3 & 9JA4)

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 Celeste Campagna](#) or [Ms Stephanie Norwood](#)



## 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.

### Enhanced Mathematics

(Unit Code: 09EM1)

This program allows advanced students to attend a session of extension and enhancement activities once a fortnight. Students are chosen by consultation with current and former Mathematics teachers. It is designed to develop skills which will enable these students to undertake more advanced studies in Mathematics during their senior years.

For more information, please contact [Mrs Ruth Kissick](#)

## PATHWAYS

### Pathways

(Unit Code: 9PW1)

Pathways is a program designed to introduce students to the concept of vocational preparation. Students are made aware of their strengths and weaknesses, interests and talents. The importance of developing employability skills is highlighted. Students begin the process of preparing a resume and they write a job application letter.

Course options and pathways for Year 10 and beyond are discussed. This is a compulsory unit.

For more information please contact [Ms Louise Kelly](#)

## SCIENCE

### Physics & Chemistry

(Unit Code: 9SC1)

Year 9 Standard and preparation for Year 10 Science.

Topics

- Atomic theory
- Acid Base chemical reactions
- Magnets
- Transfer of Heat Energy
- Space – introduce Big Bang theory

For more information please contact [Mr Dan Crowe](#), [Ms Jacinta Preston](#) or [Mr Herman Badenhorst](#)

### Hands on Physics & Chemistry

(Unit Code: 9SC2)

Basic chemistry and physics found in everyday and workplace.

Topics:

- Simple atomic theory
- Acid Base indicators reactions
- Magnets
- Transfer of Heat by convection, conduction and radiation
- Space – galaxies and solar system

For more information please contact [Mr Dan Crowe](#), [Ms Jacinta Preston](#) or [Mr Herman Badenhorst](#)



## Biology & Environmental Science

(Unit Code: 9SC3)

Year 9 Standard and preparation for Year 10 Science.

Topics:

- Reflex Arc
- Immune system – three levels of defence
- Evolution – Natural selection – including survival of the ‘fittest’
- Plate tectonics – theory and evidence
- Global systems – i.e. water cycle

For more information please contact [Mr Dan Crowe](#)

## Hands on Biology & Environmental Science

(Unit Code: 9SC4)

Everyday Biology in the world around us.

Topics:

- Food webs and food chains – ecology surveys at school.
- Evolution – survival of the fittest
- Global systems – link with water cycle.
- Body systems – focus on ways the human body defend against disease.

For more information please contact [Mr Dan Crowe](#), [Ms Jacinta Preston](#) or [Mr Herman Badenhorst](#)



## TECHNOLOGIES

### Food Studies

#### **Food Studies 1**

(Unit Code: 9TF1)

In this unit, students will investigate the development of Australian cuisine from first nations Indigenous Bushtucker practices followed by European settlement to present day multiculturalism influencing modern Australian cuisine. They will develop skills and knowledge about healthy foods and nutrition while appreciating a variety of foods and flavours. Students will participate in practical and theoretical classes focusing on food choice and selection.

Students will be required to pay \$50 for a local excursion.

For more information please contact [Mrs Hilary Arnold](#) or [Ms Rachel Prince](#)

#### **Food Studies 2**

(Unit Code: 9TF2)

In this unit, students will investigate Australian Indigenous Bushtucker practices and European settlement leading to the development of contemporary Australian cuisine. Students will explore nutrition and healthy eating with a focus on family meals and special occasions. Students will participate in practical and theoretical classes focusing on food choice and selection.

Students will be required to pay \$50 for a local excursion.

For more information please contact [Mrs Hilary Arnold](#) or [Ms Rachel Prince](#)

### Textiles

#### **Textiles**

(Unit Code: 9TT1)

Students develop an interest in the areas of garment and small article construction with an emphasis on extending their sewing skills, innovative fabric decoration and the role of recycling in the fashion industry. Traditional Indigenous practices will also be explored and will include weaving, textile design and printing. Students use the technology design process and a variety of sewing and embellishing techniques. They develop a folio of design sketches and samples of weaving, stitching and embellishments.

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





## Design and Technologies

### Design and Technologies 1

(Unit Code: 9TW1)

This unit aims to further develop a student's understanding of the product design process. Students will design and construct a range of timber products which build confidence, teamwork, and the ability to work in an active environment. Student's research, investigate, design, produce and evaluate their product. Creative and sustainable use of a range of timbers and other materials is the focus for this unit

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

### Design and Technologies 2

(Unit Code: 9TW2)

This unit aims to further develop a student's understanding of the product design process. Students will design and construct a range of timber products which build confidence, teamwork, and the ability to work in an active environment. Student's research, investigate, design, produce and evaluate their product. Creative and sustainable use of a range of timbers and other materials is the focus for this unit

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



## DIGITAL TECHNOLOGIES

### Futures Technology

(Unit Code: 9DT1)

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 and explore with Virtual Reality headsets.
- Learn 3D Industrial design and create with 3D Printers
- Learn coding through electronics and construction of an "Internet of Things" device
- Use the "Internet of Things" device to collect, analyse and display data on a Web interface

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

### Sustainable Societies

(Unit Code: 9DT2)

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 CHART

Please select an English and Science option from Column A and Column B.

Column A	Column B
<b>Religious Education</b> (compulsory)	Religious Education (compulsory)
<b>English</b> Novel Study and Argument Analysis OR English Language	<b>English</b> Media Studies OR Creative Writing and Drama
<b>Humanities</b> Unit 1: History (compulsory)	<b>Humanities</b> Unit 2: Geography and Business and Economics (compulsory)
<b>Mathematics</b> (compulsory)	<b>Mathematic</b> (compulsory)
<b>Pathways</b> (compulsory)	<b>Pathways</b> (compulsory)
<b>Science</b> Physics and Chemistry OR Hands on Physics and Chemistry	<b>Science</b> Biology and Environmental Science OR Hands on Biology and Environmental Science

Please select one elective from each row, ensuring you have chosen at least ONE Health (purple), ONE Arts (Green) and ONE Technology (blue) subject during the year. If you have chosen a language (orange) in Semester 1, you must choose the same language for Semester 2 (you must study the language across the whole year).

### Electives – Section A

Languages	Personal Fitness	Textiles	
Art Stories	Health	Food Studies 1	
Jingles and the Big Screen	Design and Technologies 1	Future Technologies	Outdoor Education

### Electives – Section B

Languages	Food Studies 2	Sustainable Societies
Bend it like Banksy	Design and Technology 2	Sporting Excellence/ Performance
Strum, Hit, Sing	Health	Snap, Click and Design

Please select two Reserve subjects. These may be used as a backup if your first choice is not available.

Reserve 1:

Reserve 2:



# Year 10

## 2023 Curriculum Handbook



VPC

VCE VM

VET

VCE

Year 10

Year 9

Years 7 and 8

Overview

# YEAR 10 TABLE OF CONTENTS

<b>PATHWAYS PROGRAM .....</b>	<b>37</b>	<b>LANGUAGES .....</b>	<b>44</b>
<b>WORK EXPERIENCE.....</b>	<b>37</b>	<i>Italian .....</i>	<i>44</i>
<b>YEAR 10 COURSES AND UNIT SELECTION OVERVIEW.....</b>	<b>37</b>	<i>Japanese .....</i>	<i>44</i>
<b>Subject Selection .....</b>	<b>38</b>	<b>MATHEMATICS.....</b>	<b>45</b>
<b>Considerations .....</b>	<b>38</b>	<i>Numeracy .....</i>	<i>45</i>
<b>ACCELERATED PROGRAMS .....</b>	<b>38</b>	<i>Mathematics .....</i>	<i>45</i>
<b>When to apply.....</b>	<b>38</b>	<i>Advanced Mathematics .....</i>	<i>46</i>
<b>Selection process.....</b>	<b>38</b>	<b>RELIGIOUS EDUCATION .....</b>	<b>46</b>
<b>Program Logistics .....</b>	<b>38</b>	<i>Religious Education .....</i>	<i>46</i>
<b>THE ARTS.....</b>	<b>39</b>	<b>SCIENCE.....</b>	<b>47</b>
<b>Visual Arts .....</b>	<b>39</b>	<i>Chemistry .....</i>	<i>47</i>
<i>Studio Arts 1 .....</i>	<i>40</i>	<i>Marine Science .....</i>	<i>47</i>
<i>Studio Arts 2 .....</i>	<i>40</i>	<i>Physics .....</i>	<i>47</i>
<i>Visual Communication Design .....</i>	<i>40</i>	<i>Biology .....</i>	<i>47</i>
<b>Music .....</b>	<b>40</b>	<i>Agriculture .....</i>	<i>47</i>
<i>Music 1 .....</i>	<i>40</i>	<i>Forensic Science .....</i>	<i>47</i>
<i>Music 2 .....</i>	<i>40</i>	<i>Psychology.....</i>	<i>47</i>
<b>Drama .....</b>	<b>41</b>	<i>Environmental Science.....</i>	<i>48</i>
<i>Year 10 Production .....</i>	<i>41</i>	<b>TECHNOLOGIES.....</b>	<b>48</b>
<i>The Pigs .....</i>	<i>41</i>	<b>Food .....</b>	<b>48</b>
<b>ENGLISH .....</b>	<b>41</b>	<i>The World on your plate .....</i>	<i>48</i>
<i>English .....</i>	<i>41</i>	<i>Master Class Chef.....</i>	<i>48</i>
<i>English Literature .....</i>	<i>41</i>	<b>Textiles .....</b>	<b>48</b>
<i>Literacy .....</i>	<i>42</i>	<i>Fabric to Fashion – Unit 1 .....</i>	<i>48</i>
<b>HEALTH AND PE .....</b>	<b>42</b>	<i>Fabric to Fashion – Unit 2 .....</i>	<i>49</i>
<i>Health and Wellbeing .....</i>	<i>42</i>	<b>Materials and Design.....</b>	<b>49</b>
<i>Outdoor Education .....</i>	<i>42</i>	<i>Aeronautical Engineering.....</i>	<i>49</i>
<i>Physical Education.....</i>	<i>42</i>	<i>Robotics .....</i>	<i>49</i>
<b>HUMANITIES.....</b>	<b>42</b>	<i>Systems and Machines .....</i>	<i>49</i>
<i>Accounting and Business .....</i>	<i>42</i>	<i>Functional Furniture .....</i>	<i>49</i>
<i>Humanities: The Law and Society .....</i>	<i>43</i>	<i>Creative Design .....</i>	<i>50</i>
<i>Environmental Change and Management .....</i>	<i>43</i>	<i>Digital Technology 1 .....</i>	<i>50</i>
<i>History: Popular Culture .....</i>	<i>43</i>		
<i>History: Australia at War World War II .....</i>	<i>43</i>		
<i>History: Rights and Freedoms – 1945 to present.....</i>	<i>43</i>		
<i>Geography of Human Wellbeing .....</i>	<i>43</i>		





## YEAR 10 CURRICULUM OVERVIEW

### 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 mentor. The mentor will take the group through many Career-based activities and will work with students individually as they make decisions about Years 11, 12 and beyond.

### WORK EXPERIENCE

Participating in a work placement allows students to 'test drive' an occupation that sounds interesting to them. It is usually undertaken during Year 10, during school holidays, but can also be arranged for Years 11 and 12.

Work Experience provides self-confidence and an awareness strengths and weaknesses in relation to the workplace. It assists students to see the link between school and work as it relates to them personally and assists with a more positive understanding of the link between their future work prospects and further education and training. The experience of working in an adult environment is valuable, particularly if students do not have a part-time job.

Work Experience is arranged, usually by students themselves, after they have discussed their chosen place of employment with the Learning Pathways Coordinator and collected the official arrangement forms from the Careers Office. If students know which area of work they are interested in but do not know of a workplace to approach, the College can assist students to find an appropriate placement.

### 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. The selection process takes place in three rounds.

### 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.

Using the codes listed in this handbook, students must complete the preliminary subject form. Care should be taken to note if some subjects are specifically located in Semester 1 or 2.

### 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
- Subjects 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, House mentors, School Coordinators 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 Yr 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 (due 24/06/22).

**Year 11 students** wishing to continue accelerated VCE/VET would apply during Year 10 subject selection (due 24/06/22).

### Selection process

Interested students are encouraged to consult with their teacher.

A student's performance determines whether their application is successful.

The final application of a student is verified by School Coordinators to ensure a balanced course and the application is viewed in relation to the student's overall progress.

### 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 teacher and School Coordinator. Students may only take one VCE Unit 3 & 4 subject.

Students will be provided with a link to the online acceleration application form.



## YEAR 10 STUDY UNITS

### THE ARTS

#### Visual Arts

##### **Photography**

(Unit Code: 10PH1)

Students are introduced to digital photography and digital manipulation of images using computer software. Students develop a personal creative style using elements and principles of compositional design. Students further develop their digital studio understanding by producing artwork using Graphics Tablets and photo montage. Self-paced learning enables students to complete advanced photographic skills and Photoshop techniques. Students also research photographic artists and analyse their artwork discussing compositional, aesthetic and related social and cultural relationships.

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

##### **Computer Graphics**

(Unit Code: 10CG1)

Students develop skills and techniques in design and visual communication by manipulating digital images. Students create a range of designs for a variety of contemporary and real clients such as the Nagle College student diary. Final designs are refined and produced using Adobe software. The history of design styles is researched and practical and written evidence of this work is produced.

For more information please contact [Mrs Sally Bailey](#)



## Media

(Unit Code: 10ME1)

This unit is a mix of the creative and the exploration of media production and role of media in our society. Not only will students develop skills in critical analysis through close examination of media texts and media institutions they will also plan and create their own media products (in film or photography) following the media production process. Students will create a folio of inspiration and show the development of their own product through the pre-production stage of intention and audience as well as through the creation of a script, storyboard and editing techniques available to them on the Adobe Creative Suite and Movie Maker software. Students will also learn to analyse the structure and organisation in media texts and recognise how different media codes, conventions and practices contribute to conveying information. This subject is an excellent transition to the study of Media Units 1 – 4 in the VCE.

For more information please contact [Mrs Sally Bailey](#) or [Ms Judy Taylor](#)

## Studio Arts 1

(Unit Code: 10SA1)

Students design, plan, experiment and create artwork in a wide variety mediums and art forms They study and analyse artwork and artists from modern art movements.

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

## Studio Arts 2

(Unit Code: 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 [Mrs Sally Bailey](#) or [Mrs Jennifer Rawlings](#)

## Visual Communication Design

(Unit Code: 10VC1)

This area of study focuses on the creative concepts of drawing, designing and visual representation. Students use a variety of starting points to develop imagery that communicates a visual message. They progressively engage in complex designing for the development of visual communications in symbology, typography, and architectural and technical drawings and illustration. Students develop hand and computer skills in Adobe software to present the final images.

For more information please contact [Mrs Sally Bailey](#)



## Music

### 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 [Mrs 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 [Mrs Maureen Plunkett](#)



## Year 10 Production

(Unit Code: 10DR1)

This is a flexible course designed to prepare students for VCE Drama, support the work in the English department as well as fulfil the Strands in the level 10 Drama curriculum. Students will explore an adaptation or a consolidated version of a Shakespearean play. They will be responsible for all areas of stage craft with the exception of directing which will take place by the teacher. If a Shakespearean play is not chosen by the English department the course will be modified to character and thematic work based off of novels chosen by the English department. The course will conclude with a performance night at the end of the Semester. This may take place in the drama room or an open air theatre depending on the time of year and the content chosen.

For more information please contact [Mrs Ashley Jarvis](#)

## The Pigs

(Unit Code: 10DR2)

This unit focuses on the Expressive and Performance Skills. During this unit actors will focus on the very basics developing important skills which they will need in further years. In a crowded curriculum of style and analysis this is akin to learning how to physically play the instrument before exploring various genres, practitioners, history and so forth. This unit will lead into VCE work for both Drama and Theatre studies and offers the student's valuable time to develop skills before being asked to apply them in VCE assessed performances. It is highly recommended that anyone wishing to study VCE Drama take this course. Students will engage in a variety of physical and vocal workshops designed to develop their actors' toolbox. This will culminate in a final performance based on Roger McGough's poem entitled The Lake. In this performance piece, students will play the part of mutant pigs who live in the lake and hunt people for food. There will be some mask work and costuming as part of creating the pigs.

For more information please contact [Mrs Ashley Jarvis](#)

## Aa ENGLISH

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

### English

(Unit Code: 10EN1 & 10EN2)

Students focus on honing their analytical and persuasive writing skills, through the study of a film, novel and other supplementary texts. The course encourages students to improve their exploration and appreciation of literature and language, aiming to enhance their written and oral expression. Students focus on demonstrating a deeper understanding of the themes and issues presented in the texts studied. Different writing modes are explored, in particular essay writing, reviews, creative writing and persuasive language. Spelling and grammar exercises are undertaken on a regular basis and wide reading is encouraged outside the classroom.

Skills from Unit 1 continue throughout this unit with explanation and appreciation of literature and language to enhance skills in written and oral expression. The Public Speaking Unit extends the capacity of our students to speak effectively to a range of audiences, in an impromptu as well as a formally prepared fashion. Writing Folio is further developed along with essay writing skills. A study of a film, a novel and other texts is included to elicit a wide variety of responses from students whilst enhancing skills of appreciation, critical thinking, analytical and creative writing.

For more information please contact [Ms Skye Smith](#) or [Ms Geraldine Greenland](#)

### 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 Geraldine Greenland](#)

## Literacy

(Unit Code: 10LI1 and 10LI2)

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 [Mrs 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 will complete two activities during the course, both encompassing a part of their assessment. These include a preparation trip that includes caving and will focus on shelters, team building and camp cooking along with a brand-new White-water rafting expedition down one of East Gippsland's iconic rivers. Students can develop skills in navigation, weather forecasting, menu planning, outdoor cooking, remote area first aid, risk assessments, 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. This course includes a \$330 subject fee plus personal equipment and food requirements.

Alternatively, the course could include a 3 day hiking trip instead of rafting.

Special requirements: The total course cost (approximately \$330) is added to school fees. This course requires some essential personal equipment for safety reasons. 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 [Mrs Jackie McPherson](#)



**Humanities: 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 [Mr Lucas Drew](#)

**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](#)

**History: Popular Culture***(Unit Code: 10HI1)*

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](#)

**History: 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](#)

**History: Rights and Freedoms – 1945 to present***(Unit Code: 10HI3)*

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.

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

**Geography of Human 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 [Miss Celeste Campagna](#)

### 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 [Miss Celeste Campagna](#) or [Miss Steph Norwood](#)



## 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

Students should choose carefully as some choices may limit their options for VCE.

### 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

**Students choosing Numeracy will not be able to move into any VCE Maths in Year 11.**

For more information please contact [Mrs Ruth Kissick](#)

### 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.

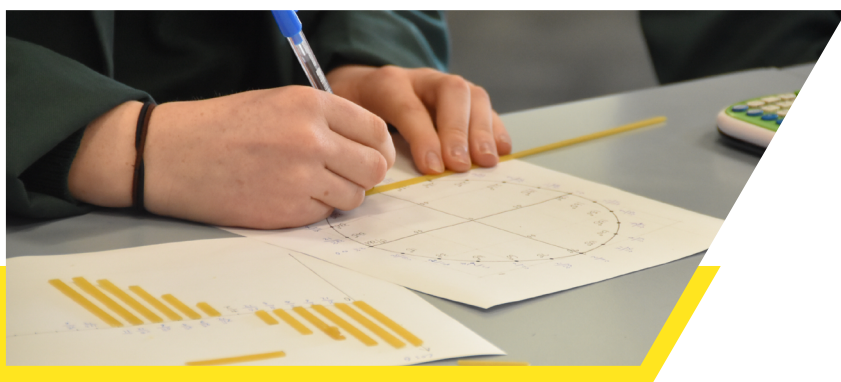
All students are actively encouraged to build and maintain a complete set of class notes which helps them develop the skills required to actively take ownership of their mathematical studies.

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 in to VCE VM Numeracy or VCE General Maths in Year 11**

**It will not allow students to move in to VCE Mathematical Methods and Specialist Mathematics.**

For more information please contact [Mrs Ruth Kissick](#)





## 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 in to 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 [Mrs Ruth Kissick](#)

## 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 [Mrs Rose Lee](#)

### 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.

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

### Marine Science

(Unit Code: 10SC2)

This unit covers a variety of topics. These include: Chemistry - oceans, properties of sea water, currents and convection; Biology – coastal environments, aquatic flora and fauna; Physics - energy sources, wave theory and the wave machine; and Earth Science – structure and formation of continental shelves, rock ledges, beaches and sand dunes. Part of this course involves an excursion at an approximate cost of \$100.

For more information please contact [Mr Dan Crowe](#)

### 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 Herman Badenhorst](#)

### 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 [Mr Phil O'Neill](#)

### Agriculture

(Unit Code: 10SC5)

This unit has a strong emphasis on sustainability in farming, the dairy industry, teamwork and practical skill development. Students participate in the Cows Create Careers program where they gain hands-on experience with calves and are introduced to further educational opportunities and careers in agricultural science. Other areas of study include ethical issues in the agricultural industry; genetics on the farm; and advanced technology in agriculture.

For more information please contact [Mr Dan Crowe](#)

### 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.

For more information please contact [Mr Dan Crowe](#)

### 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](#)

## Environmental Science

(Unit Code: 10SC8)

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 and within the Nagle Rainforest Precinct, engages students in their studies of this Science.

For more information please contact [Ms Elizabeth Trapnell](#)



## TECHNOLOGIES



### Food

## The World on your plate

(Unit Code: 10TF1)

Students research the changing food patterns in Australia and analyse the influences from a range of countries on their food selection choices. Students will investigate the global spread of commodities such as chocolate. This will include an investigation into the history, manufacture and use of chocolate. Students will be required to pay \$50.00 for the Melbourne Excursion.

For more information please contact [Mrs Hilary Arnold](#) or [Ms Rachel Prince](#)

## Master Class Chef

(Unit Code: 10TF2)

This course introduces students to factors associated with designing and presenting food for use in a commercial setting. It encompasses issues relating to safety and hygiene and the properties and characteristics of various food groups. Production tasks incorporate a range of complex processes. The design process involves analysing a design brief, generating design options, selecting the best solutions, producing the selected design and evaluating the result. Students' research, plan, produce and evaluate a meal that uses a key food as its main component. Students will be required to pay \$30.00 for the Melbourne Excursion.

For more information please contact [Mrs Hilary Arnold](#) or [Ms Rachel Prince](#)



### Textiles

## Fabric to Fashion – Unit 1

(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 will be an excursion to Spotlight for students to purchase fabric and patterns. Approximate cost of excursion to Melbourne is \$55.00. Students are required to purchase their own fabric.

For more information please contact [Mrs Hilary Arnold](#) or [Ms Rachel Prince](#)



## Fabric to Fashion – Unit 2

(Unit Code: 10TT2)

Students extend their skills of garment and small article construction, with an emphasis on more complicated techniques to further develop their sewing skills. Students learn the skills surface design i.e. sun dyeing, printing on fabric and then embellishing to produce a usable product. Students develop patterns from blocks to satisfy the fashion design processes of their chosen garment or article. Students continue to use the technology design process and a variety of sewing techniques and machines to develop samples for their folios. They continue to develop a range of fashion design sketches and complete a mood board for their chosen garment. Students investigate fabrics and fibres and research the necessary requirements at Spotlight for their garment, which they will then purchase. Approximate cost of excursion to Melbourne for Textile workshops is \$55.00.

Students may choose both units of Study, but will need to negotiate with Mrs Arnold if they choose to do only Unit 2.

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



## Materials and Design

### Aeronautical Engineering

(Unit Code: 10TE1)

Students consider engineering principles and systems, to design and produce a vehicle capable of completing a circuit and the ability to pilot it via remote control. Students gain knowledge and understanding about processes and production skills and design thinking to produce solutions to problems. Specifically, students gain understanding of project planning and management, aeronautical design, design optimisation, energy production, flight mechanics, radio frequencies, materials and manufacturing, flight control and navigation systems.

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

### Robotics

(Unit Code: 10RO1)

This unit of work is project-based, students engage in holistic STEM learning. Students will produce 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 expand their knowledge of Science, Technology and Mathematics as they improve and apply their knowledge to practical problem-solving situations. To complement the hands-on practical mathematics and science applied in this subject, students record evidence of testing, mathematical problem-solving, culminating in the presentation, 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.

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

**Creative Design***(Unit Code: 10TW2)*

Students to develop an understanding of the relationship between creative design and a functional three-dimensional product. Students are presented with a poorly made timber chest. They evaluate this product, redesign it, and then construct the new, improved version. The principles of design are supported through a design folio.

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

**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](#)





# VCE

## 2023 Curriculum Handbook



Overview

Years 7 and 8

Year 9

Year 10

VCE

VET

VCE VM

VPC



# VCE TABLE OF CONTENTS

What do I have to do to satisfactorily complete the VCE? .....	53
How many VCE Units are there in each study? .....	53
What do the numbers in the titles mean? .....	53
In what order do I have to do the Units? .....	53
VCE (BACCALAUREATE) .....	54
Prerequisites .....	54
VCE ASSESSMENTS .....	54
Assessment Dates .....	54
General Achievement Test (GAT) .....	54
School-Assessed Coursework .....	55
School-Assessed Tasks .....	55
Examinations in the VCE .....	55
THE ARTS .....	56
Visual Art .....	56
Media .....	56
Studio Arts .....	56
Visual Communication Design .....	57
Music .....	57
Music Performance .....	57
Theatre Studies .....	57
Theatre Studies – Unit 1, 2, 3 and 4 .....	57
ENGLISH .....	58
English .....	58
Literature .....	58
HEALTH AND PE .....	58
Health and Human Development .....	58
Outdoor and Environmental Studies .....	59
Physical Education .....	59
VET courses .....	59
HUMANITIES .....	59
Accounting .....	59
Business Management .....	60
Geography .....	60
Legal Studies .....	61

LANGUAGES .....	61
Italian .....	61
Japanese (Second Language) .....	62
MATHEMATICS .....	62
Foundation Mathematics .....	62
General Mathematics and Further Mathematics .....	62
Mathematical Methods .....	63
Specialist Mathematics .....	63
RELIGIOUS EDUCATION .....	64
Shine .....	64
Youth Ministry Experience (YME) .....	64
Liturgical Music Through the Ages .....	64
The Role of Religion in Society .....	65
SCIENCE .....	65
Biology .....	65
Chemistry .....	65
Environmental Science .....	65
Psychology .....	66
TECHNOLOGIES .....	67
Applied Computing & Data Analytics .....	67
Product and Design Technology .....	67
Systems Engineering .....	67
Food Studies .....	67



## VCE OVERVIEW

A wide range of VCE 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 VET program contributes four units towards the VCE.

Each unit lasts for one semester. Semester 1 runs from February to June and Semester 2 runs from June to November.

### 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 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 and the other in Year 12.

### In what order do I have to do the Units?

You have to do four units of English. Units 3 & 4 must be done as a sequence. This means that if you enrol in Unit 3 of a study, you are expected to be enrolled in Unit 4.

## 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 in 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 Louise Kelly and Ms Karen Dukakis in careers for details.

## VCE ASSESSMENTS

### Assessment Dates

Early each semester, students are given a list of all assessment tasks for SACs and the deadlines for handing it in. 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 assessment procedures. All students enrolled in one or more VCE 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 (December in 2020). Language subjects have an oral examination and performing arts subjects have a performance exam.

Any student experiencing unusual circumstances during VCE should contact their Senior School Coordinators, [Mr Steve Dunning](#) or [Ms Judy Taylor](#).





## VCE STUDY UNITS



### THE ARTS



#### Visual Art

##### Media

(ME011 and ME033)

Students analyse media concepts, forms and products in an informed and critical way. They consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role 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. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

For more information please contact [Mrs Sally Bailey](#)

##### Art Making and Exhibiting

AM011 and AM033)

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists. A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study.

For more information please contact [Mrs Sally Bailey](#)

## Visual Communication Design

(VC011 and VC033)

This study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management. Through the consideration of ethical and environmental sustainability issues, students can make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design. 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 [Mrs Sally Bailey](#)



## Music

### 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. Through research and analysis of performances by leading practitioners, students become aware of ways that performance conventions, musical nuance and effective communication between performers and audience can facilitate engaging, exciting and meaningful performances. Students expand their musical vocabulary and develop language to articulate their awareness and understanding of the impact that interpretative decisions have on the music they perform, listen to and analyse.

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



## Theatre Studies

### Theatre Studies – Unit 1, 2, 3 and 4

(TS011, TS022, TS033 and TS034)

Students interpret scripts from the pre-modern era to present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners. Students work individually and collaboratively in various production roles to creatively interpret scripts and to plan, develop and present productions. Students study the contexts – the times, places and cultures – of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience. They examine ways that meaning can be constructed and conveyed through theatre performance. Students consider their audiences and in their interpretations incorporate knowledge and understanding of audience culture, demographic and sensibilities. Students learn about innovations in theatre production across different times and places and apply this knowledge to their work.

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 [Mrs Ashley Jarvis](#)



## Aa 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. In Term 1, student develop a creative response relating to one text, and write a sustained and carefully constructed essay responding to another nominated text.

Language of the media, learn more about current issues, and become informed critics will be examined. Three skills will be used to create a sustained oral argument in relation to an issue that is of current interest within the media. Two further texts are studied, with a view to constructing a comparative analysis. The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity.

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

### Literature

(LI011 and LI013)

Students develop their awareness of other people, places and cultures and explore the ways texts represent the complexity of human experience. Students who select Literature must achieve a satisfactory result to be awarded their VCE. This is a challenging subject for students who have found Year 10/11 English particularly difficult.

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 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. There may be costs of up to \$50 for excursions that could occur during the year.

For more information please contact [Ms Elizabeth Warden](#)



## HEALTH AND PE

### Health and Human Development

(HH011 and HH033)

Students gain knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to make appropriate choices for good health and to seek appropriate advice. 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 Mal Hudson](#)





## Outdoor and Environmental Studies

(OS011 and OS033)

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in our local context.

In this study, outdoor expeditions such as 'The Bogong Expedition' (Units 1&2) and the Mitchell River 'Source to Sea' Expedition (Units 3&4) provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans.

Please note that there are costs involved in attending both these compulsory camps.

### Units 1&2

- 'The Bogong Expedition' – approx. \$120. This trip consists of a five day hike in the Alpine National Park.

### Units 3&4

- Mitchell River 'Source to Sea' expedition – approx. \$100. This trip consists of a five day expedition following the length of the Mitchell River with a combination of hiking, bike riding and canoeing

For more information please contact [Mr Jake Morgan](#)

## Physical Education

(PE011 and PE033)

Students integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application.

Through engagement in physical activities, this unit develops a student's knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. 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](#)

### 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)

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business.

The study of Accounting enables students to:

- acquire knowledge and skills to record financial data and report accounting information in a manner that is appropriate for the needs of the user
- develop an understanding of the role of accounting in the management and operation of a business
- develop skills in the use of ICT in an accounting system
- develop an understanding of ethical considerations in relation to business decision-making
- develop the capacity to identify, analyse and interpret financial data and accounting information
- develop and apply critical thinking skills to a range of business situations

- use financial and other information to improve the accounting decision-making within a business.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

Unit 1 explores the Role of accounting in business, Unit 2: Accounting and decision-making for a trading business, Unit 3: Financial accounting for a trading business and Unit 4: Recording, reporting, budgeting and decision-making.

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

### **Business Management**

*(BM011 and BM033)*

In contemporary Australian society a range of businesses are managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. 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 Lauren Hollingsworth](#)

### **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. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these. Students participate in studies of hazards, tourism, changing environments and human population over years 11 and 12. Interpretive and analytical skills enable students to understand information presented in a variety of formats including maps, graphs, diagrams and images. The study of Geography can lead to careers in risk management, travel and tourism, meteorology, geoscience, mapping, town planning and development.

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

### **Modern History and Revolutions**

*(HI031 and HI133)*

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures. The study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students' cultural, economic, social and political understanding while developing analytical and evaluative skills. The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history. VCE History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

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



## Legal Studies

(LS011 and LS033)

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

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



## LANGUAGES

### Italian

(LO141 and LO143)

The focus of the course is experiencing and using Italian in realistic situations so that students can interact in typical Italian settings, using the appropriate cultural language patterns, vocabulary and body gestures. Therefore, the emphasis is on language structures, effective linguistic understanding and responding within given contexts.

Students are introduced to language that is relevant to their own daily life experiences at school, celebrations, friendships, family relationships, leisure activities, travel, holidays, healthy lifestyle and future aspirations. Students will also compare Italian and Australian holiday trends and travel destinations.

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 Annamaria Micati](#) or [Miss Celeste Campagna](#)

## 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 and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and

international communication. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. 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 [Miss Celeste Campagna](#)



## MATHEMATICS

### Foundation Mathematics

(MA101)

Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. Provision of this course is intended to complement General Mathematics and Mathematical Methods.

It is specifically designed for those students who are not provided for in these two courses. Students completing this course would need to undertake further mathematical study in order to attempt Further Mathematics Units 3 & 4.

For more information please contact [Mrs Ruth Kissick](#)

### General Mathematics and Further 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 (formerly Further Maths).

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
- 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 [Mrs Ruth Kissick](#)



## 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 [Mr Geoff Neeson](#) or [Mrs Sarah Anderson](#)

## 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 [Mrs Ruth Kissick](#) or [Mrs Diana Beggs](#)

## † RELIGIOUS EDUCATION

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

There are other options for senior students who are not studying VCE Religion and Society Unit 3/4. These include SHINE, Liturgical Music through the Ages and Youth Ministry.

### Shine

(SH01)

This is a newly developed Religious Education course and will be 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 [Mrs Rose Lee](#)

### Youth Ministry Experience (YME)

(YME1)

YME involves students at Nagle within a faith community, expressing and understanding who they are as members of Nagle College in relationship with God. The Youth Ministry Experience 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 to YME is based on application.

For more information please contact [Mrs Louise Kelly](#)

### 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 [Mrs Maureen Plunkett](#)



## The Role of Religion in Society

(RE033 and RE034)

Students explore the origins of religions and their role in the development of society, identifying their nature and purpose over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, religious traditions.

The study is made up of two units:

Unit 3: The search for meaning

Unit 4: Religion, challenge and change

For more information please contact [Ms Elizabeth Warden](#)



## SCIENCE

### Biology

(BI011 and BI033)

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 underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

For more information please contact [Mr Dan Crowe](#) or [Ms Jacinta Preston](#)

### Chemistry

(CH011 and CH033)

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. 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. In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

For more information please contact [Mr Dan Crowe](#) or [Ms Jacinta Preston](#)

### Environmental Science

(EV011 and EV033)

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. There will be an additional cost of \$150 for excursions to Cape Conran, Healesville Sanctuary (Unit 1&2), and Phillip Island Nature Parks for Unit 3&4.

For more information please contact [Ms Elizabeth Trapnell](#)



## 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 [Mrs Diana Beggs](#)

## 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.

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



## Applied Computing & Data Analytics

(IT01 and IT023)

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 Dean Hamer](#)

## Product and Design Technology

(DT011 and DT033)

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions.

VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels.

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

## Systems Engineering

(SE011 and SE033)

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](#)

## Food Studies

(FY011 and FY033)

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply. Many Australians, amid a variety of influences, consume food and beverages that may harm their health. This study examines the background to this abundance and explores reasons for our food choices. VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

There will be a cost of approximately \$50 for an excursion to experience local hospitality venues.

For more information please contact [Ms Rachel Prince](#) or [Mrs Gabrielle Costin](#)



# VET

## 2023 Curriculum Handbook



Overview

Years 7 and 8

Year 9

Year 10

VCE

VET

VCE VM

VPC

# VET TABLE OF CONTENTS

<b>VET OVERVIEW .....</b>	<b>70</b>
<b>Costs .....</b>	<b>70</b>
<b>Withdrawal from a VCE/VET program.....</b>	<b>70</b>
<b>VET PROGRAM .....</b>	<b>71</b>
<b>VET STUDY UNITS .....</b>	<b>72</b>
<i>AHC20116 Certificate II in Agriculture .....</i>	<i>72</i>
<i>HLT33015 Certificate III in Allied Health (partial completion).....</i>	<i>73</i>
<i>ACM20117 Certificate II in Animal Care .....</i>	<i>73</i>
<i>AUR20716 Certificate II in Automotive Vocational Preparation .....</i>	<i>73</i>
<i>22338VIC Certificate II in Building &amp; Construction .....</i>	<i>74</i>
<i>CHC30113 Certificate III in Early Childhood Education and Care (partial completion) .....</i>	<i>74</i>
<i>UEE22020 Certificate II in Electrotechnology (Career Start).....</i>	<i>75</i>
<i>22470VIC Certificate II in Engineering Studies .....</i>	<i>75</i>
<i>MSF20516 Certificate II in Furniture Making Pathways .....</i>	<i>76</i>
<i>SIT20416 Certificate II in Hospitality (Kitchen Operations).....</i>	<i>76</i>
<i>SIT20316 Certificate II in Hospitality.....</i>	<i>77</i>
<i>22569VIC Certificate II in Plumbing (Pre-Apprenticeship) .....</i>	<i>77</i>
<i>SIS30115 Certificate III in Sport and Recreation .....</i>	<i>77</i>
<i>Hair and Beauty Skills Set (units from Certificate III in Beauty Services / Certificate II Salon Assistant).....</i>	<i>78</i>
<i>MST20616 Certificate II in Applied Fashion Design and Technology .....</i>	<i>78</i>
<i>SIS20419 Certificate II in Outdoor Recreation .....</i>	<i>79</i>
<b>AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS (ASBAS) .....</b>	<b>80</b>





## VET OVERVIEW

Changes in the Australian and international economies over the past decade have begun to influence schools at senior levels. Widespread changes are occurring in the ways in which people work and will work in the future. The retention rate of students to Year 12 has risen; over 70% of young people nowadays complete Year 12 (in Victoria this is the VCE or VCE VM). This is, in part, due to the lack of full-time employment opportunities for young people and also to the demand from industry for more highly skilled workers. Secondary schools around Australia include vocational programs as part of their offerings to Year 11 and 12 students.

These programs are designed to allow students to undertake initial levels of training for work while still enrolled at school.

VCE/VET Programs combine general VCE studies, vocational education and training, plus hands-on practice in industry.

Work placement is an important part of all VET programs. In some, work placement is a requirement for satisfactory completion; in the other programs it is strongly recommended.

VET programs enable VCE students to complete accredited, nationally recognised vocational training programs as part of their VCE. These programs, formerly offered predominantly by TAFE colleges, can now be offered by schools on their own or in partnership with TAFE colleges or other providers. Satisfactory completion of a program entitles students to receive two awards - their VCE and a VET certificate. In Victoria, over 85% of secondary schools have students enrolled in VET programs.

Successful completion of a program not only continues to give students a university option but also provides additional pathways, with credit, into vocational education and training courses as well as into employment, including apprenticeships. These programs multiply options.

### COSTS

All VET courses have an associated fee. The fee is approximately \$210.

### WITHDRAWAL FROM A VCE/VET PROGRAM

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. Note: subject selection may be limited if students choose to withdraw from their program.

Some programs require specialist equipment or books (i.e. safety boots, overalls, chef's uniform, module books). These costs are approximate and based on information received from the Registered Training Organisations (RTOs).



VET courses require specialist teachers and numbers, therefore classes and programs will only run if there are sufficient numbers.

Other VET courses may be considered on request.

Please see the VCAA website for updates or changes ([www.vcaa.vic.gov.au](http://www.vcaa.vic.gov.au)).

## VET PROGRAM

Year 10, 11 and 12 students may choose from a variety of Vocational Educational and Training (VET) programs. These programs take place over two years, are equivalent in status to VCE, and contribute towards the VCE, VCE VM or VPC. VET courses at Nagle College include:

*AHC20116 Certificate II in Agriculture*

*HLT33015 Certificate III in Allied Health (partial completion)*

*ACM20117 Certificate II in Animal Care*

*AUR20716 Certificate II in Automotive Vocational Preparation*

*22338VIC Certificate II in Building & Construction*

*CHC30113 Certificate III in Early Childhood Education and Care (partial completion)*

*UEE22020 Certificate II in Electrotechnology (Career Start)*

*22470VIC Certificate II in Engineering Studies*

*MSF20516 Certificate II in Furniture Making Pathways*

*SIT20416 Certificate II in Hospitality (Kitchen Operations)*

*SIT20316 Certificate II in Hospitality*

*22569VIC Certificate II in Plumbing (Pre-Apprenticeship)*

*SIS30115 Certificate III in Sport and Recreation*

*Hair and Beauty Skills Set (units from Certificate III in Beauty Services / Certificate I Salon Assistant)*

*MST20616 Certificate II in Applied Fashion Design and Technology*

*SIS20419 Certificate II in Outdoor Recreation*

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 see [Mrs Tina Sonka](#) for more detail.

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



## VET STUDY UNITS

Course	RTO	Provider
AHC20116 Certificate II in Agriculture	0417	TAFE Gippsland

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

**Contribution to ATAR:** 10% of the lowest study score of the primary four

**Course Description:** Certificate II in Agriculture is a nationally recognised course comprising 18 units which run over two years. This course provides students with broad knowledge of the agricultural industry whilst having a strong focus on beef and sheep production. Students participate in an active feed-lot and pasture grazing scenarios where monitoring and handling livestock is conducted. This qualification is desirable for those who wish to complete further studies or seek an agricultural traineeship.

**Who should apply?** Students with a strong interest in the practical side of agriculture industries, such as farm chemical uses, crop and pasture establishment, care and grazing and farm/enterprise maintenance and improvement.

**Possible job outcomes:** This course will prepare students for employment as an apprentice or trainee in this industry or in a rural environment.

**Pathways:** This course will articulate into Certificate III, IV and Diploma level courses in Agriculture and Horticulture, including apprenticeships. Students interested in a career in Forest Industries would also benefit from the program.

**Duration and Delivery:** One day per week for two years at Nagle College.

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

Course	RTO	Provider
<b>HLT33015 Certificate III in Allied Health (partial completion)</b>	<b>0417</b>	<b>TAFE Gippsland</b>
<p><b>Contribution to VCE:</b> 4 units at levels 1, 2, 3 and 4</p> <p><b>Contribution to ATAR:</b> 10% of the lowest study score of the primary four/study score available. Students must meet eligible requirements. Please see VCAA handbook.</p> <p><b>Course Description:</b> Students gain knowledge and skills to enhance their employment prospects in the Health industry. These qualifications cover workers who provide assistance to Allied and other health professionals with the care of clients.</p> <p><b>Who should apply?</b> Students with a strong interest in the Health industry.</p> <p><b>Possible job outcomes:</b> Patient Care Assistant, Nursing Assistant (including in aged care and disability support), and Physiotherapy Assistant.</p> <p><b>Duration and Delivery:</b> One day per week over a two-year period off campus.</p>		
<b>ACM20121 Certificate II in Animal Care</b>	<b>0417</b>	<b>TAFE Gippsland</b>
<p><b>Contribution to VCE:</b> 4 units at levels 1, 2, 3 and 4</p> <p><b>Contribution to ATAR:</b> 10% of the lowest study score of the primary four</p> <p><b>Course Description:</b> This course is designed to provide students with basic skills and knowledge to enter the animal care and management industry.</p> <p><b>Who should apply?</b> Students with a strong interest in the care of animals.</p> <p><b>Possible job outcomes:</b> Animal care attendant, animal shelter attendant, kennel hand, cattery attendant, pet shop attendant, assistant dog groomer.</p> <p><b>Duration and Delivery:</b> One day per week over a two-year period off campus.</p>		
<b>AUR20720 Certificate II in Automotive Vocational Preparation</b>	<b>0417</b>	<b>TAFE Gippsland</b>
<p><b>Contribution to VCE:</b> 4 units at levels 1, 2, 3 and 4 sequence</p> <p><b>Contribution to ATAR:</b> 10% of the lowest study score of the primary four</p> <p><b>Course Description:</b> The automotive program develops skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited. 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.</p> <p><b>Who should apply?</b> Students interested in working within the automotive industry.</p> <p><b>Possible job outcomes:</b> Vocational preparation for the automotive industry which may lead to employment opportunities i.e. automotive apprenticeship.</p> <p><b>Duration and Delivery:</b> Two years, one day per week off campus</p> <p><b>Additional Costs:</b> Safety Boots</p>		

Course	RTO	Provider
<b>22338VIC Certificate II in Building &amp; Construction (pre-apprenticeship)</b>	<b>0417</b>	<b>TAFE Gippsland</b>
<p><b>Contribution to VCE:</b> 4 units at levels 1, 2, 3 and 4</p> <p><b>Contribution to ATAR:</b> 10% of the lowest study score of the primary four</p> <p><b>Course Description:</b> 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.</p> <p><b>Who should apply?</b> Students interested in further study in specialist or industry specific streams of the building and construction industry.</p> <p><b>Possible job outcomes:</b> Building apprenticeships</p> <p><b>Duration and Delivery:</b> Two years, one day per week at Nagle College and/or RTO</p> <p><b>Work placement:</b> The VCAA strongly recommends that students enrolled in this program undertake a minimum ten days Structured Workplace Learning.</p> <p><b>Special requirements:</b> Tool kit, boots, work jeans, shirt.</p> <p><b>Additional Costs:</b> CIC card (approximate cost is \$130.00); Certificate HLTAID002 Basic Life support (approximate cost \$160.00)</p> <p><i>Note: Partial of full completion TBEA</i></p>		
<b>CHC30121 Certificate III in Early Childhood Education and Care (partial completion)</b>	<b>0417</b>	<b>TAFE Gippsland</b>
<p><b>Contribution to VCE:</b> 4 units at levels 1, 2, 3 and 4 and Contribution to ATAR: 10% of the lowest study score of the primary four.</p> <p><b>Course description:</b> This course offers students the opportunity to support the implementation of an approved learning framework and support children's wellbeing, learning and development.</p> <p><b>Who should apply?</b> Students who wish to undertake further studies in the community services/early childhood care or education field or who wish to broaden their skills base for future employment as a childcare worker or nanny.</p> <p><b>Possible job outcomes:</b> This course will prepare the student for employment as an assistant in a Childcare Centre or as a nanny.</p> <p><b>Duration and Delivery:</b> One day per week over two years.</p> <p><b>Work placement:</b> A requirement of the course requires students to complete work placement. Work placement has an age restriction. Students must be 16 years of age to enrol in this certificate.</p> <p><b>Delivery:</b> One day per week Off campus.</p>		



Course	RTO	Provider
UEE22020 Certificate II in Electrotechnology (Career Start)	3829	AGA

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

**Contribution to ATAR:** A student who achieves a unit 3 and 4 sequence may be eligible for an increment towards their ATAR.

**Course Description:** Certificate II in Electrotechnology offers students the opportunity to develop the skills and knowledge across a range of electrical sectors, including electrical, electronics, refrigeration and mechanical engineering.

**Who should apply?** Students interested in the outdoor recreation industry with an emphasis on the conduct of activities at outdoor recreation centres and first aid and sports injury management.

**Possible job outcomes:** This course prepares students for work in the electrical industry.

**Duration and Delivery:** Two years, one day per week off campus

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

22470VIC Certificate II in Engineering Studies	3784	Educational Living
--	------	--------------------

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

**Contribution to ATAR:** Study Score available

**Course Description:** Students gain knowledge and skills to enhance their employment prospects in the Engineering or wider manufacturing industries.

**Who should apply?** Students interested in engineering or manufacturing industries.

**Possible job outcomes:** Apprenticeship in Mechanical or Fabrication Engineering.

**Pathways:** A variety of careers including traditional trades at Certificate III in Engineering, Certificate IV in Engineering and Diploma of Engineering. The fields of application are Mechanical Engineering, Electrical/Electronic Engineering and Fabrication. Apprenticeship in Mechanical or Fabrication Engineering; Diploma of Engineering.

**Duration and Delivery:** One day a week over two years at Nagle College.

**Special requirements:** Safety boots (\$60-100), Safety glasses (\$5.00-\$10.00), drawing equipment optional (\$60.00), uniform optional - shirt (\$30 plus \$8 embroidery), shorts (\$40), pants (\$60).



Course	RTO	Provider
<b>MSF20516 Certificate II in Furniture Making Pathways</b>	<b>TBC</b>	<b>TBC</b>
<p><b>Contribution to VCE:</b> recognition of up to two VCE VET units at Units 1 and 2 level and a VCE VET Units 3 and 4 sequence.</p> <p>Contribution to ATAR: Scored assessment is available for VCE VET Furnishing.</p> <p>Students wishing to receive an ATAR contribution for VCE VET Furnishing must undertake scored assessment.</p> <p><b>Course Description:</b> Certificate II in Furniture Making Pathways provides participants with the knowledge, skills, and competency that will enhance their training and employment prospects in the furnishing, cabinet making and related industries. It enables participants to gain a recognised credential and to make an informed choice of vocation or career path.</p> <p><b>Who should apply?</b> Students interested in furnishing, cabinet making or related industries.</p> <ul style="list-style-type: none"> <li>Assisting you to decide if you are suited to a trade career</li> <li>Being the preferred pathway of many employers when employing apprentices to complete Certificate III qualifications.</li> <li>Providing useful skills for future domestic/D.I.Y building and construction projects.</li> </ul> <p>Possible job outcomes: This course prepares students for work in the furniture making or related industries.</p> <p><b>Duration and Delivery:</b> In the timetable at Nagle College</p> <p><b>Special requirements:</b> Speciality timbers may incur an additional fee</p>		
<b>SIT20416 Certificate II in Hospitality (Kitchen Operations)</b>	<b>0417</b>	<b>TAFE Gippsland</b>
<p><b>Contribution to VCE:</b> 4 units at levels 1, 2, 3 and 4</p> <p><b>Contribution to ATAR:</b> Study Score available</p> <p><b>Course Description:</b> 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.</p> <p><b>Who should apply?</b> 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.</p> <p><b>Possible Job Outcomes:</b> This course will prepare participants for employment within the hospitality industry in a range of areas such as the kitchen, food and beverage service, as well as in the retail industry.</p> <p><b>Pathways:</b> This course has been designed to articulate with Certificate III and IV in Hospitality.</p> <p><b>Duration and Delivery:</b> One day per week over two years off campus</p> <p><b>Work placement:</b> Work placement is highly recommended and may be taken during the term holidays</p>		

Course	RTO	Provider
<b>SIT20316 Certificate II in Hospitality</b>	<b>40548</b>	<b>IVET</b>
<p><b>Contribution to VCE:</b> 4 units at levels 1, 2, 3 and 4</p> <p><b>Contribution to ATAR:</b> Study Score available</p> <p><b>Course Description:</b> 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.</p> <p><b>Who should apply?</b> Students looking to gain practical experience or a career in the hospitality industry.</p> <p><b>Possible Job Outcomes:</b> This course will prepare participants for employment within the hospitality industry in a range of areas such as the kitchen, food and beverage service, as well as in the retail industry.</p> <p><b>Pathways:</b> This course has been designed to articulate with Certificate III and IV in Hospitality.</p> <p><b>Duration and Delivery:</b> Two year course on site.</p> <p><b>Special requirements:</b> Black, slip resistant shoes</p> <p><b>Uniform:</b> top, pants and apron cost TBA</p> <p><b>Work placement:</b> Work placement is highly recommended and may be taken during the term holidays.</p>		
<b>22569VIC Certificate II in Plumbing (Pre-Apprenticeship)</b>	<b>0417</b>	<b>TAFE Gippsland</b>
<p><b>Contribution to VCE:</b> four units at levels 1,2,3 and 4.</p> <p><b>Contribution to ATAR:</b> 10% of the lowest study score.</p> <p><b>Course Description:</b> 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.</p> <p><b>Who should apply?</b> Students interested in the plumbing industry.</p> <p><b>Possible job outcomes:</b> This course prepares students for work in the plumbing industry.</p> <p><b>Duration and Delivery:</b> One day per week Off campus over two years</p> <p><b>Special requirements:</b> Safety boots, CIC card (cost is \$130)</p>		
<b>SIS30115 Certificate III in Sport and Recreation</b>	<b>45452</b>	<b>Savile</b>
<p><b>Contribution to VCE:</b> four units at levels 1, 2, 3 and 4.</p> <p><b>Contribution to ATAR:</b> Study score available</p> <p><b>Course Description:</b> Certificate III in Sport and Recreation is a nationally recognised vocational course, which runs over two years. The program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community, sport and recreation. Leadership, organisational and sport specific skills will be developed through the units of competency undertaken in Units 1 to 4 of the program. In Unit 1 and 2, students will complete Apply (Level 2) First Aid and the Pool Lifeguard Course. In Unit 3 and 4, students will participate in sport-specific skills program.</p> <p><b>Who should apply?</b> Students interested in the sport and recreation industry with an emphasis on the conduct of activities at aquatic and recreation centres and first aid and sports injury management.</p> <p><b>Possible job outcomes:</b> This course prepares students for work in the sport and recreation industry.</p> <p><b>Pathways:</b> This course has been designed to articulate with Certificate IV in Community Recreation and Certificate IV in Sport and Recreation, Diploma of Recreation Studies.</p>		

Course	RTO	Provider
Hair and Beauty Skills Set (units from Certificate III in Beauty Services / Certificate II Salon Assistant)	0417	TAFE Gippsland
<p><b>Course description:</b> 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.</p> <p><b>Who should apply?</b> Students interested in the hairdressing/beauty industry.</p> <p><b>Possible job outcomes:</b> This course prepares students for employment as an apprentice hairdresser/Salon Assistant/Beauty industry.</p> <p><b>Duration and Delivery:</b> One day per week off campus over two year</p> <p><b>Special Requirements:</b> Solid closed-in shoes</p>		
MST20616 Certificate II in Applied Fashion Design and Technology	21230	Ripponlea Institute
<p><b>Contribution to VCE:</b> 4 units at levels 1, 2, 3 and 4 sequence</p> <p><b>Contribution to ATAR:</b> 10% of the lowest study score of the primary four</p> <p><b>Course Description:</b> The VCE VET Applied Fashion Design and Technology 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.</p> <p><b>Who should apply?</b> Students with a strong interest in working within the fashion industry or home-based industry</p> <p><b>Possible job outcomes:</b> An introductory overview of fashion design which may lead to employment opportunities producing fashion products where a basic understanding of design skills is required. It is particularly suitable for those who are self-employed and involved in low volume production (i.e. for markets, repairs and alterations).</p> <p><b>Pathways:</b> Completion of the VCE VET Applied Fashion Design and Technology program leads to the award of a qualification that articulates directly with higher level qualifications in the Textiles, Clothing and Footwear Training Package.</p> <p><b>Duration and Delivery:</b> Two years during Nagle College timetable</p> <p><b>Additional Costs:</b> cost for fabrics for set projects, Excursions (NGV Exhibition when possible – \$60; Fashion Drawing Excursion – \$60.00 for workshop and travel) Kit for \$20.00 millinery project.</p>		





Course	RTO	Provider
SIS20419 Certificate II in Outdoor Recreation	40548	IVET

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

**Course Description:** Certificate II in Outdoor Recreation is a one-year nationally recognised vocational course that enables students to develop skills in assisting outdoor recreation activities. This program should enhance the students' employment prospects in the industry and enable them to gain credits in further related studies. In this course students will complete Apply First Aid (Level 2) (\$100). Three adventure activities have been arranged for students. The activities include Canoeing, Remote area Hiking and Mountain biking, and White-water rafting. Students will also participate in work experience at a local campsite during school hours.

**Who should apply?** Students interested in the outdoor adventure recreation industry, specifically in the facilitation of outdoor adventure activities at outdoor recreation centres and businesses. Students with previous outdoor adventure experience or eagerness to lead groups in outdoor environments are encouraged to apply. This course is generally studied in years 10 (accelerated) or Year 11. It is a one-year course and does not continue into year 12.

**Delivery:** In the timetable at Nagle College

**Recommended VCE Studies:** Physical Education 1–4, Outdoor and environmental studies 1-4, Health and Human Development, Environmental science.

**Special requirements:** The total subject fee (approximately \$500) is added to school fees. Students must complete the camps throughout the year as they form part of the assessment. This course requires some essential personal equipment for safety reasons. 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.

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

## AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS (ASBAS)

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 Australian School Based Apprenticeships (ASbAs) 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.

Difference between Australian School-based Apprenticeships and VET in School Programs:

- 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

Final selection of students is the choice of the employer Examples of Apprenticeship Programs available to students:

- Agriculture
- Office Administration
- Horticulture
- Retail
- Automotive
- Food Processing
- Community Services
- Sport and Recreation
- Engineering
- Hospitality
- Information Technology



# VCE Vocational Major

## 2023 Curriculum Handbook



Overview

Years 7 and 8

Year 9

Year 10

VCE

VET

VCE VM

VPC



# VCE VOCATIONAL MAJOR

## TABLE OF CONTENTS

WHAT DO I HAVE TO DO TO SATISFACTORILY COMPLETE THE VCE VM? .....	83
HOW MANY VCE VM UNITS ARE THERE IN EACH STUDY? .....	83
WHAT DO THE NUMBERS IN THE TITLES MEAN? .....	84
GENERAL ACHIEVEMENT TEST (GAT) .....	84
TRANSITION FROM THE VCAL CERTIFICATE TO THE VCE VM .....	84
STRUCTURED WORKPLACE LEARNING (SWL) .....	84
ASSESSMENT OF VCE VOCATIONAL MAJOR STUDIES .....	84
CERTIFICATION .....	84
VCE Vocational Major Work-Related Skills .....	85
VCE Vocational Major Personal Development Skills .....	85
VCE Vocational Major Literacy .....	86
VCE Vocational Major Numeracy .....	86





## VCE VOCATIONAL MAJOR OVERVIEW

Victoria is transforming the delivery of senior secondary education. The VCE Vocational Major (VCE VM) will be replacing the Victorian Certificate of Applied Learning (VCE VM) in 2023. Whilst the new certificate is still an applied learning program these changes will allow for greater choice and flexibility for students. It acknowledges that Vocational and Applied Learning (VAL) pathways are high quality choices for all students and strengthens perceptions and understanding of senior school certificates in the community.

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 new standard, introduced in 2022.

The new 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.

## TRANSITION FROM THE VCAL CERTIFICATE TO THE VCE VM

Current students completing VCAL units at Intermediate or Senior levels can receive credit into the VCE VM.

Further information will soon be available.

## STRUCTURED WORKPLACE LEARNING (SWL)

Formal framework to gain credit for SWL in the VCE, VCE VM and VPC

One credit for every 80 hours of SWL each year when a student is enrolled in a full year (180 hours) of VET

Up to two credits of SWLR each year if a student is completing an SBAT

- one credit in total for General Workplace Learning Recognition

All units are at a Unit 1 and 2 level only

Students must complete the Workplace Learning Record

## 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.





## VICTORIAN PATHWAYS CERTIFICATE

The Victorian Pathways Certificate will replace Foundation VCAL and is designed to support students to transition to the VCE Vocational Major, entry level VET, or employment. The certificate will involve a minimum 12 units which can be completed over a flexible time period. The Victorian Pathways Certificate can include VCE units, VET and structured workplace learning.

To achieve satisfactory completion students will need an “S” for 12 units:

- 2 Literacy units
- 2 Numeracy units
- 2 Work Related Skills units
- 2 Personal Development Skills units

Students can include VCE or VET units in their learning program.

## VERSION HISTORY

VERSION	STATUS	RELEASE DATE	COMMENTS
1.0	Previous	2/6/2022	Handbook update
1.1	Current	26/07/22	Added excursion cost to Year 9 Food Technology units. Fixed text flow in VCE section.