

# 2025

## Curriculum Handbook



# CURRICULUM HANDBOOK

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## Mr Doug Doherty Principal

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

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

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

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

Our College is a faith-based learning community that ensures all students can be Safe, Happy and Successful. Students are reminded of this through the continuous implementation of our College’s school wide expectations: Respect, Responsibility and Excellence.

As a Catholic community we are people of hope, which is based on developing successful and respectful relationships between staff, students and families, following the example of Jesus Christ.

We look forward to continuing to develop these relationships with both current and new families.

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

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

God Bless



# 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**

# CURRICULUM AT NAGLE COLLEGE

Nagle College has three distinct cohorts:

- Junior (Years 7 and 8)
- Middle (Years 9 and 10)
- Senior (Years 11 and 12)

This distinction is made upon strong educational grounds and provides students with teaching and learning experiences and opportunities that are consistent with their level of development.

The structure challenges each student to pursue and achieve excellence in a range of exciting curricular and co-curricular areas.

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

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

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

The Junior School structure is designed to enable students to make an effective and enjoyable transition into secondary school. Year 7 have a Core class which will be the basis for their learning at Nagle. This class encompasses English, Humanities and Religious Education and they will have the same teacher for these lessons.

Mathematics, Science, Visual and Performing Arts, Technology, Language along with Health and Physical Education combine with a focus on key literacy and numeracy skills which underpin all learning.

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

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

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

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

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

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

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

Senior students can undertake:

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



## RELIGIOUS EDUCATION AND CATHOLIC IDENTITY

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

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

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.

## CURRICULUM PROGRESSION

	COMPULSORY
	COMPULSORY ELECTIVE (Semester)
	COMPULSORY ELECTIVE (Year)
	ELECTIVE

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

LEARNING AREAS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
ENGLISH	English (Core)	English	Exploring Texts	English	English	English
	English (LEAP)	English (LEAP)	English Language		English Language	English Language
			Media Studies	Literature	Literature	Literature
	LEAP (Literacy support)	LEAP (Literacy support)	Creative Chronicles	Literacy	VM Literacy*	VM Literacy*
MATHEMATICS	Mathematics	Mathematics	Mathematics	Mathematics	General Mathematics	General Mathematics
				Numeracy	VM Numeracy*	VM Numeracy*
			Enhanced Mathematics (Maths extension)	Advanced Mathematics	Mathematical Methods	Mathematical Methods
					Specialist Mathematics	Specialist Mathematics
RELIGIOUS EDUCATION	Religious Education (Core)	Religious Education	Religious Education	Religious Education	Liturgical Music (internal)	Liturgical Music (internal)
					Shine (internal)	Shine (internal)
					Religion and Society	Religion and Society
					Youth Ministry (internal)	Youth Ministry (internal)
SCIENCE	Science	Science	Biology and Environmental Science	Biology Marine Science	Biology	Biology
			Hands on Biology and Environmental Science	Environmental Science	Environmental Science	Environmental Science
				Psychology	Psychology	Psychology
			Physics and Chemistry	Physics	Physics	Physics
				Chemistry	Chemistry	Chemistry
		Hands on Physics and Chemistry				

LEARNING AREAS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12			
HUMANITIES	Humanities (Core)	Humanities	Humanities 1	Australia at War WWII	Modern History	Revolutions			
				Post War America and Australia		Ancient History			
				Early Modern History					
			Humanities 2	Environmental Change and Management	Geography	Geography			
				Geographies of Human Wellbeing		Geography			
				Law and Society	Legal Studies	Legal Studies			
				Accounting and Business	Business Management	Business Management			
					Accounting	Accounting			
			ARTS	Visual Arts	Visual Arts	Art Stories	Art 1	Art Making and Exhibiting	Art Making and Exhibiting
							Art 2		
Snap Click Design	Photography	Visual Communication Design				Visual Communication Design			
	Visual Communication Design								
	Interactive and Digital Design								
Bend it like Banksy	Media Studies	Media Studies				Media Studies			
Drama	Drama					Acting Masterclass	Drama	Drama	
						Year 10 Production	Theatre Studies	Theatre Studies	
Music	Music	Jingles and the Big Screen				Music 1	Music Performance	Music Performance	
						Music 2			
		Music Performance Strum Hit & Sing							
LANGUAGES	Italian	Italian		Italian	Italian	Italian	Italian		
	Japanese	Japanese		Japanese	Japanese	Japanese (Second Language)	Japanese (Second Language)		

LEARNING AREAS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	
TECHNOLOGIES	Food and Textiles	Food and Textiles	Food Studies 1	Food and Wellbeing	Food Studies	Food Studies	
			Food Studies 2	Eat Well live well	VET Hospitality	VET Hospitality	
			Textiles	Fabric to Fashion	VET Apparel, Fashion & Textiles	VET Apparel, Fashion & Textiles	
	Materials and Design	Materials and Design	Design and Technologies 1	Functional Furniture	Product Design Technology	Product Design Technology	
			Design and Technologies 2				
			Construction Skill Set	Creative Design	VET Building and Construction	VET Building and Construction	
			Futures Technology	Systems and machines	Systems Engineering	Systems Engineering	
				Robotics	VET Engineering	VET Engineering	
			Sustainable Societies	Oceaneering	Applied Computing and Data Analytics	Applied Computing and Data Analytics	
	Digital Technology 1						
	HUMAN DEVELOPMENT	Health and Physical Education	Health and Physical Education	Health (Compulsory)	Physical Education	Physical Education	Physical Education
				Sporting Excellence & Performance	Health and Wellbeing	VCEVET Sport, Aquatics and Recreation	VCEVET Sport, Aquatics and Recreation
Personal Fitness					Health and Human Development	Health and Human Development	
Outdoor Education				Outdoor Education	Outdoor and Environmental Studies	Outdoor and Environmental Studies	
Sport				Senior Sport (internal)	Senior Sport (internal)	Senior Sport (internal)	
VOCATIONAL MAJOR (VM)	<ul style="list-style-type: none"> <li>Can be interchanged with VCE subjects – Conditions Apply</li> </ul>				Personal Development Skills*	Personal Development Skills*	
					Work Related Skills*	Work Related Skills*	

## House Year Level Pathways Teachers for Subject Selection 2024 – 2025

<b>YEAR 7</b>	
<b>Avila</b>	Jamie Richmond
<b>Bosco</b>	Ras Van Der Merwe
<b>Chisholm</b>	Leonie Urban
<b>MacKillop</b>	Phil O'Kelly
<b>Newman</b>	Robyn Eastman
<b>Polding</b>	Jenny Rawlings
<b>Xavier</b>	Sienna Captieux

<b>YEAR 8</b>	
<b>Avila</b>	John Corby
<b>Bosco</b>	Lauren Hollingsworth
<b>Chisholm</b>	Annamaria Micati
<b>MacKillop</b>	Stephanie Veness
<b>Newman</b>	Josie Boland
<b>Polding</b>	Yvonne Francis
<b>Xavier</b>	Ben Oswald

<b>YEAR 9</b>	
<b>Avila</b>	Jake Morgan
<b>Bosco</b>	Maureen Plunkett
<b>Chisholm</b>	Julie Henley
<b>MacKillop</b>	Celeste Campagna
<b>Newman</b>	Rosie Colvin
<b>Polding</b>	Tom Sherring
<b>Xavier</b>	Pat Ward

<b>YEAR 10</b>	
<b>Avila</b>	Tracey Lucas
<b>Bosco</b>	Nigel Carr
<b>Chisholm</b>	Elizabeth Trapnell
<b>MacKillop</b>	Mark Fairweather
<b>Newman</b>	Meg McCallum
<b>Polding</b>	Amanda Banks
<b>Xavier</b>	Sally Bailey

<b>YEAR 11</b>	
<b>Avila</b>	Chris Kool
<b>Bosco</b>	Louise Kelly
<b>Chisholm</b>	Dean Hamer
<b>MacKillop</b>	Amer Ramadan
<b>Newman</b>	Phillip O'Neill
<b>Polding</b>	Geraldine Greenland
<b>Xavier</b>	Stephen Whibley

<b>YEAR 12</b>	
<b>Avila</b>	Sharon Buurman
<b>Bosco</b>	Mal Hudson
<b>Chisholm</b>	Dean Hamer
<b>MacKillop</b>	Bruce Miller
<b>Newman</b>	Victoria Shanahan
<b>Polding</b>	Maria Caroli
<b>Xavier</b>	David Burgess



# Years 7 and 8

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## 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, Publisher and a variety of platforms across the curriculum.

### CATERING FOR MIXED ABILITIES

Our students come from a diverse range of backgrounds and life experiences with different strengths and areas of challenge. Class configuration is developed according to background information and each class will consist of various abilities across the learning continuum. 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 strategies and supports may be employed to help students achieve their learning goals. We foster an inclusive classroom environment by recognising these differences and targeting our teaching, so that all students experience engagement, challenge, and academic growth. Additional assistance is offered in some classes and differentiation of tasks is practiced, catering for all students.

### SPORT

Students participate in a wide range of sports and physical activity.

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

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

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

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

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

## **OUTDOOR EDUCATION**

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

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

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

## **LEARNING ENHANCEMENT AND APPLICATION PROGRAM (LEAP)**

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



## 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 Religious Education 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, Civics & Citizenships, 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 seeking 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 including reading.

## 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 in Years 7-9.

### Italian

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

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

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 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 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 civilizations 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. Students will be introduced to computer-aided design. The semester's work is focused on various materials 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

## 2025 Curriculum Handbook

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## 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 a **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 1
	Design Technologies 2
	Textiles
	Construction Skill Set
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”](#) document.

Subject Selections need to be submitted by Friday July 19 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.

We encourage all families to attend the Subject and Pathways Expo on June 5 to discuss individual options for your child.

## RELIGIOUS EDUCATION

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

Year 9 students work on two strands throughout the year:

1. Triune God:

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

2. The Life and Mission of Jesus:

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





## YEAR 9 SUBJECT UNITS



### THE ARTS



#### Visual Arts

**Art Stories**

*(Unit Code: 9A11)*

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

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

**Bend it like Banksy**

*(Unit Code: 9A12)*

In this unit students will be able to express their own ideas in both painting and sculptural techniques. Projects will be inspired by contemporary modern artists, produced, and photographs of the final artworks displayed in digital environments using Adobe Photoshop. Students will also explore a range of 3D sculptural media and 2D techniques to develop expressive designs to go onto products such as Album covers, screen savers and skins to be cut out in vinyl.

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

**Snap, click and design**

*(Unit Code: 9A13)*

In this unit students will be developing a range of digital and freehand designing skills. Students will be taking photographs and using them in a range of creative and commercial design settings. While using photographers and poster designs as inspiration, students will develop their own artistic design to convey viewpoints and messages. Some examples could be in the form of 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: 9AM3)

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: 9AM4)

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

For more information please contact [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 seeking extension are provided opportunities in public speaking and the Enhanced English program.



## COMPULSORY UNIT: (Choose 1)

### EXPLORING TEXTS

(Unit Code: 9EN1)

In this subject, students explore texts: novel, film clips, short stories, etc. 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 audiences. Students will use this knowledge to shape their own persuasive written and spoken texts. This subject is a pathway for students looking to do VCE English or VCE English Literature.

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: 9EN3)

In this subject, students will analyse a range of media texts looking at the different ways language and cinematography is used to have an impact on different audiences.

They will utilise their knowledge of different text types to create their own texts using a range of different mediums (written, visual and spoken) to have an impact on a selected audience. Students analyse how film techniques are used to convey ideas and position viewers' reactions. 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 CHRONICLES

(Unit Code: 9EN4)

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.

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

**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.

## 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: 9HEA)*

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: 9P11)*

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

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

### Sporting Excellence/ Performance

*(Unit Code: 9P12)*

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

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

### Outdoor Education

*(Unit Code: 9P13)*

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](#)

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

**Unit 1: History**

*(Unit Code: 9H11)*

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: 9H12)*

**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 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 [Miss Celeste Campagna](#) or [Mrs Katherine Brown](#)

## MATHEMATICS

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

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

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

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

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

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

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

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

### **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 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: 9S11)*

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

During this semester students cover the topics of atomic theory, acid and base chemical reactions, magnets, the transfer of heat energy and Space - the introduction to the Big Bang.

For more information, please contact Mr Ras Van Der Merwe

 **Hands on Physics & Chemistry**

*(Unit Code: 9S12)*

This unit is a basic chemistry and physics unit where we explore the science found in the everyday workplace. During this semester students will cover the topics: simple atomic theory, acid and base indicators reactions, magnets, heat transfer by convection, conduction and radiation, space, the galaxies and the solar system.

For more information, please contact Mr. Bruce Miller

 **Biology & Environmental Science**

*(Unit Code: 9S13)*

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

During this semester students will cover the topics: the reflex arc, the immune system (three levels of defense), Evolution (natural selection and survival of the fittest), Plate tectonics (theory and evidence), global systems including the water cycle. Standard and preparation for Year 10 Science.

For more information, please contact Mr Ras Van Der Merwe

 **Hands on Biology & Environmental Science**

*(Unit Code: 9S14)*

This unit covers everyday biology and ecological systems in the world and the workplace.

The topics covered in this unit include food webs and food chains, evolution and survival of the fittest, global systems including the water cycle and the systems of the human body with a focus on how the body defends itself.

For more information please contact Ms. Laura Quigley or Mr. Ras Van Der Merwe

 **Food Studies** **Food Studies 1**

(Unit Code: 9TF4)

In this unit, students will investigate the development of Australian cuisine from first nations Indigenous Bushtucker practices. They will develop knowledge and nutrition literacy skills surrounding the Australian Guide to Healthy Eating and the Australia Dietary Guidelines. Students will also gain an understanding of foundational nutritional knowledge alongside marketing and food labelling. Students will participate in practical and theoretical classes focusing on food choice and selection.

For more information, please contact Mrs Hilary Arnold or Ms Rachel Prince

 **Food Studies 2**

(Unit Code: 9TF5)

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

For more information, please contact Mrs Hilary Arnold or Ms Rachel Prince

 **Textiles** **Textiles**

(Unit Code: 9TT4)

Students develop an interest in the areas of garment construction, using a commercial pattern. They will also explore the characteristics and uses of natural fibres which are suitable for the garments which they will make. They also produce a small textile project, using recycled fabrics, that incorporate simple embellishments. Students have an allocation of \$30 for fabric, anything over this budget will be paid by the student.

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 products using various materials, which build confidence, teamwork, and the ability to work in an active environment. Students research, investigate, design, produce and evaluate their completed product. During this course, students will be expanding on their computer-aided design with an introduction to current industry practices.

For more information, please contact: Mr Phil O'Kelly

## Design and Technologies 2

(Unit Code: 9TW2)

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

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

## Construction Skill Set

(Unit Code: 9VBC )

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

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



## DIGITAL TECHNOLOGIES

### Futures Technology

(Unit Code: 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.
- Explore with Virtual Reality headsets and other innovative technologies.
- Conduct research and analyse results to produce an infographic.
- Investigate network security issues.

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

### Sustainable Societies

(Unit Code: 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 CHALLENGE AND CHOICE SUBJECT SELECTION 2025

(Shaded subjects are compulsory)		
Subject	Semester 1	Semester 2
<b>English</b> Must choose 1 per semester	Exploring Texts	Media Studies
	English Language	Creative Chronicles
<b>Mathematics</b>	Mathematics	Mathematics
<b>Science</b> Must choose 1 per semester	Physics and Chemistry	Biology and Environmental Science
	Hands on Physics and Chemistry	Hands on Biology and Environmental Science
Humanities	History	Geography & Business Studies
Religious Education	Religious Education	Religious Education
Sport	Sport	Sport
Pastoral	Pastoral	Pastoral
Pathways	Pathways	Pathways
Elective		
Elective		
Elective	Health	
Reserve		

### Electives (3 per semester)

- If you have chosen a language in semester 1, you must choose the same language for semester 2 (you must study the language across the whole year)
- Must choose minimum **ONE Health, ONE Art or Music and ONE Technology**

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

## HOW TO CHOOSE YR 9 SUBJECTS

<b>English</b> Must choose 1 per semester	Exploring Texts	<b>or</b>	Media Studies	<b>or</b>
	English Language		Creative Chronicles	
<b>Science</b> Must choose 1 per semester	Physics and Chemistry	<b>or</b>	Biology and Environmental Science	<b>or</b>
	Hands on Physics and Chemistry		Hands on Biology and Environmental Science	

### **Electives** Pick five electives

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

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



# Year 10

2025 Curriculum Handbook



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## 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 the pathways teacher. The teacher will take the group through many Career-based activities and will work with students individually as they make decisions about Years 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.

## 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.

Students must complete the preliminary subject form in Pathways.

## Considerations

- Religious Education is compulsory for two semesters.
- Languages are taken as a two-unit sequence.
- Mathematics and English (standard) units are designed to be taken as two-unit sequences.
- Subject's links to VCE need to be considered when selecting a course.
- Not all units of a particular subject need to be taken to select the subject in VCE. Advice from subject teachers, 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 Year 1 VET subject.
- Year 11 students may study one VCE Unit 3 & 4 subject or one Year 2 VET subject

This acceleration/enrichment program is designed to provide:

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

## When to apply

**Year 10 students** wishing to study VCE/VET would apply during subject selection in Year 9 (due 28/06/24).

**Year 11 students** wishing to continue accelerated VCE/VET would apply during Year 10 subject selection (due 28/06/24).

## 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.

Please click here for [Acceleration Policy](#)

## 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.

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



## 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](#)

##### **Interactive and Digital Design**

*(Unit Code: 10CG1)*

Students develop skills and techniques in interactive design and visual communication. They design and create prototype models for activities that require the user to be involved in the actions and reactions of the communication. They also develop 2D designs for given tasks that are developed, refined and produced using Adobe software such as Photoshop, Illustrator Dimensions, and website development program Google Sites. The history of design styles is researched, and practical and written evidence of this work is produced. This subject leads into Units 1-4 Visual Communication Design in VCE.

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, podcast 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 Cloud 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 [Ms Judy Taylor](#)

## 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](#)

## 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)*

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

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

### **Acting Masterclass**

*(Unit Code: 10DR2)*

This unit focuses on the Expressive and Performance Skills. Students work on the development of characterisation techniques based on naturalistic and non-naturalistic principles from noted drama theorists, such as Konstantin Stanislavski and Bertolt Brecht.

Students will research and perform a naturalistic solo performance based on a published script that demonstrates an understanding of conventions, elements and stagecraft used to bring a character to life. Also, with a small group, they will work as a theatrical ensemble to develop an original non-naturalistic performance that explores a current social issue.

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

## **Aa ENGLISH**

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

### **English**

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

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

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

### **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 Meg McCallum](#)

## Literacy

(Unit Code: 10LI1 and 10LI2)

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

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

## HEALTH AND PE

### Health and Wellbeing

(Unit Code: 10HW1)

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

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

### **Environmental Change and Management**

*(Unit Code: 10ES1)*

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

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

### **History: Renaissance and Revolutions**

*(Unit Code: TBA)*

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

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

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

*(Unit Code: 10HI1)*

Students will investigate Australia's history with specific focus on the Indigenous Civil Rights Movements. Parallels are drawn between the American Civil Rights events and the lesser-known Australian actions. This subject is a great choice for students who are passionate about Indigenous affairs and ensuring we know our own history.

In this course, students study the popular culture of Australia and other western countries from the end of World War II to the present time. The unit of study covers various aspects of popular culture such as music, fashion, film and television and how they have changed over time. It looks at what has influenced Australian popular culture and also Australia's contribution to international popular culture. The course focuses on youth culture, comparing the youth from previous generations with those of modern times.

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

### **Global Health and Wellbeing**

*(Unit Code: 10GE1)*

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

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

### 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 [Ms Katherine Brown](#)



## MATHEMATICS

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

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

### **Numeracy**

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

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

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

For more information, please contact [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 into VCE VM Numeracy or VCE General Mathematics in**

**Year 11. It will not allow students to move into VCE Mathematical Methods and Specialist**

**Mathematics.** For more information, please contact [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 into VCE VM Numeracy or any VCE Maths.**

**All students will be required to have the TI-Nspire CAS calculator for this course.**

For more information, please contact [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 Erasmus Van Der Merwe](#)

**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 Amer Ramadan](#)

**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, teamwork, and practical skill development. Some of the areas of study include: cattle, pig and sheep farming systems; horticulture; ethical issues in the agricultural industry; genetics on the farm; and advanced technology in agriculture.

For more information, please contact [Mrs Jacinta Symons or Ms Laura Bongers](#)

**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 Bruce Miller](#)

**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**

## **Eat Well Live Well**

*(Unit Code: 10TF1)*

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

“Eat well, Live well”, will concentrate on the areas of Food and Hygiene Safety, Working Safely in a kitchen. It will include the safe storage of food.

Students will also understand the sensory properties of foods, as applied to meal planning. Meal planning will include Indigenous ingredients and those of international menus. There may be an opportunity for students to engage with guest speakers about various topics.

To “Eat Well, Live well”, students will investigate function of Food and Nutrients, including applying it to the Australian Guide to healthy eating. They will apply this information to plan and budget for healthy meals-breakfast, lunch, and dinner as well as healthy snacks.

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

## **Food and Wellbeing**

*(Unit Code: 10TF2)*

This unit of work will focus on the development of key knowledge areas to promote further study in food. Students will undertake investigation of food origins, developing knowledge about nutritional and health impacts. Students will also research food systems considering sustainability, environmental and ethical issues.

Students will use design solution to produce, prepare and consume healthy food and evaluate responses to external influences. They will critically analyse nutritional information from a range of sources to support design decisions.

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.

Students are given a \$30 budget, anything additional, students will be required to pay.

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 of 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. The 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

### **Oceaneering**

*(Unit Code 10TE2)*

Oceaneering provides students with an opportunity to learn about robotics, hydrodynamics, virtual simulation and engineering, through building an underwater remotely operated vehicle. Students work in teams to research, design, plan and build robots to address a specific problem. The course culminates in underwater trials to see how successful the designs operate in the real world.

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

### **Robotics**

*(Unit Code: 10RO1)*

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

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

### **Systems and Machines**

*(Unit Code: 10TS1)*

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

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

## Functional Furniture

(Unit Code: 10TW1)

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

For more information, please contact [Mr Gregory Pinnock](#)

## 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 and computer-aided design.

For more information, please contact [Mr Gregory Pinnock](#)

## 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](#)



# Year 10 SUBJECT SELECTION 2025

Subject	Semester	Semester
<b>English</b> You need to choose the same one for each semester	English or Literacy*	English or Literacy*
<b>Mathematics</b> You need to choose the same one for each semester	Advanced Maths # or Mathematics or Numeracy**	Advanced Maths # or Mathematics or Numeracy**
<b>Religious Education</b>	Religious Education	Religious Education
<b>Humanities</b> You need to choose 1 for the year  (you may choose more in the electives below)	Accounting & Business  Law and Society  Environmental Change & Management Global Health and Wellbeing  Australia at War WW2  Renaissance and Revolutions  Post War America and Australia: Rights, Freedoms and Popular Culture	
<b>Science</b> You need to choose 1 for the year  (you may choose more in the electives below)		Chemistry ##  Physics ##  Biology  Psychology  Environmental Science  Agriculture  Marine Science  Forensic Science
<b>Sport</b>	Sport	Sport
<b>Pastoral</b>	Pastoral	Pastoral
<b>Pathways</b>	Pathways	Pathways
<b>Elective: ARTS</b>	Photography  Interactive and Digital Design  Media  Arts 1  Visual Communication Design	Photography  Interactive and Digital Design  Media  Arts 2  Visual Communication Design
<b>Elective: MUSIC</b>	Music 1  Year 10 Production  Acting Masterclass	Music 2
<b>Elective: Health and PE</b>	Health and Wellbeing  Outdoor Education  Physical Education	Health and Wellbeing  Outdoor Education  Physical Education

<b>Elective: Languages</b>	Italian Japanese	Italian Japanese
<b>Elective: Technologies</b>	Eat Well Live Well Food and Wellbeing Fabric to Fashion 1 Oceaneering Robotics Systems and Machines Functional Furniture Creative Design Digital Technology 1	Eat Well Live Well Food and Wellbeing Fabric to Fashion 2 Oceaneering Robotics Systems and Machines Functional Furniture Creative Design Digital Technology 2
<b>Reserve</b> you need to choose 2 reserve subjects		

**Please Note:**

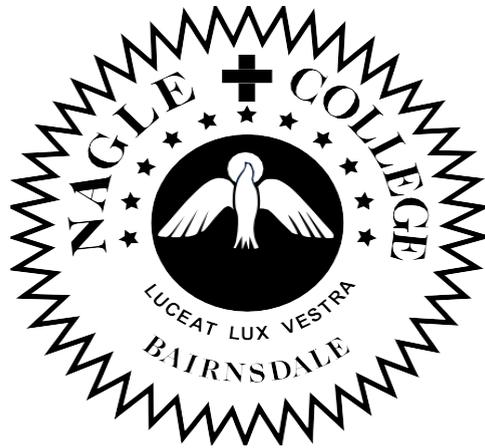
\*If you choose Literacy, it is not recommended that you study VCE English in Year 11 and 12 – the recommended pathway would be VCE – Vocational Major in Years 11 and 12.

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

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

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

Note: All VET subjects are for the whole year



# VCE

## 2025 Curriculum Handbook



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## VCE OVERVIEW

All senior students complete the VCE. A wide range of VCE and Vocational Major studies are listed in this booklet (further info available for VM subject on page 84). 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. ([Your world. Your VCE](#))

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

To be awarded the VCE, you must satisfactorily complete at least 16 units. These units must include three units from the English group, including a sequence of Units 3 & 4. In addition to English, it must include at least three sequences of Units 3 & 4 of studies.

A VCE program would generally consist of 20 to 24 units taken over two years.

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

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

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

Each unit has a number: 1, 2, 3 or 4. Units 1 & 2 can be done separately or in sequence; generally, in Year 11. Some students may choose to take one VCE 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 and dates for. This information is provided for students and parents.

### General Achievement Test (GAT)

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

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

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

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

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

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

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

How is the GAT used?

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

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

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

### School-Assessed Coursework

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

### School-Assessed Tasks

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

### Examinations in the VCE

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

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





## VCE STUDY UNITS

### THE ARTS

#### Visual Art

##### **Art Making and Exhibiting**

*(SA011 and SA033)*

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

##### **Media**

*(ME011 and ME033)*

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

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

VCE Media supports students to develop and refine their planning and analytical skills, and their critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression that are 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 [Ms Judy Taylor](#)

## Visual Communication Design

(VCO11 and VC033)

The complex demands of 21<sup>st</sup>-century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education. In response, VCE Visual Communication Design moves beyond practices focusing largely on appearance and function, and views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways.

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

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

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

For more information, please contact [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

(TS011, TS033)

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 [Ms Judy Taylor](#)

## ENGLISH

### **English**

*(EN011 and EN013)*

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

Students engage with and develop an understanding of effective and cohesive writing. They apply, extend, and challenge their understanding and use of imaginative, persuasive, and informative text through a growing awareness of situated contexts, stated purposes, and audiences.

Students examine the language of the media, learn more about current issues, and become informed critics. These skills will be used to create sustained arguments in relation to an issue that is of current interest within the media. 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)*

Not to be confused with Literacy, in this subject, 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.

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

For more information, please contact [Ms Meg McCallum](#)

### **English Language**

*(EL011 and EL013)*

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation, and change. Students studying English Language examine how uses and interpretations of language are nuanced and complex rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

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

## HEALTH AND PHYSICAL EDUCATION

### **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 provides students with the skills and knowledge to participate safely and sustainably in a range of outdoor experiences and environments. Through participation in outdoor experiences, students learn to respect and value these landscapes and their living cultural history.

Historically, Indigenous peoples modified outdoor environments on a small scale, but since colonisation Australian outdoor environments have been altered to meet commercial, conservation and recreation needs, as well as to feed an increasing population. Today, outdoor environments remain an important aspect of Australian identity and continue to be used by industry while also being places of adventure, recreation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities to reflect upon the past, live in the present and take action for sustainable futures.

By spending extended periods of time in outdoor environments to support experiential development of theoretical understandings, students learn to assess the health of, and evaluate the importance of, healthy outdoor environments. Students learn to recognise the impact of increasing pressures on these places through direct human use, while observing the indirect damage created by local, national and international practices. Students explore differing values and approaches of user groups; how these groups generate a range of impacts on outdoor environments; pressures and tensions between user groups; and issues concerning the preservation and sustainability of outdoor environments.

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)*

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

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

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

## Ancient History

(HI173)

### UNIT 3: Greece (800-454 BCE): Living in an Ancient Society (10 Weeks)

Students investigate the features of life during the Archaic Period. They investigate social, political and economic features of Athens and Sparta to 454 BCE. They examine the causes and consequences of the conflict between Greece and Persia.

### UNIT 3: Greece and the Peloponnesian War (460-404 BCE): People in Power, Societies in Crisis – Greece (10 Weeks)

Students investigate the Peloponnesian War (460-404 BCE) and how it reveals a different form of crisis. The conflict was fought between Athenian Empire and Peloponnesian League, each pursuing their interests. At the start of the war, Athens was wealthy and powerful. By the end of the struggle, her power was broken. Students analyse the involvement of Pericles, Nicias, Alcibiades and Lysander during the Peloponnesian War and what this reveals about the roles, motives and influence of these key individuals.

### UNIT 4: Rome (c753-146 BCE): Living in an Ancient Society (10 Weeks)

Students investigate the features and the early development of Rome. They investigate the social, political and economic features of Rome. They examine the causes and consequences of the conflict between Rome and Carthage.

### UNIT 4: Rome The Fall of the Republic (133-23 BCE): People in Power, Societies in crisis – Rome (10 Weeks)

Students investigate how the interests and actions of individuals led to the demise of the Republic, beginning with the elections of Tiberius Gracchus and later Gaius Gracchus as tribunes, their attempts at reform and their deaths. Students analyse the involvement of Cornelius Sulla, Pompey Julius Caesar, and Octavian/Augustus during the fall of the Republic and what the reveals about different roles, motives, and influence of these key individuals.

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

## Legal Studies

(LS011 and LS033)

In contemporary Australian society there are a range of laws existing to both protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of a democratic society interact with laws and the legal system through many aspects of their lives and can also influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing valuable insight into their relationship with the law and the legal system. Students develop knowledge and skills to enhance their confidence and ability to access and participate in the legal system. They will learn to appreciate the underlying principles of the rule of law, how legal systems and processes aim to achieve social cohesion, as well as how they themselves can affect positive change to laws and the legal system. VCE Legal Studies equips students with an ability to research and analyse legal information and apply legal reasoning and decision-making skills. It also fosters critical thinking to solve legal problems.

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

**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 [Ms Katherine Brown](#)

**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**

(MA071 and MA073)

General Mathematics focusses on real-life applications of mathematics.

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

The areas of study for Units 1 and 2 are:

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graphs
- Discrete mathematics
- 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 [Mrs Ruth Kissick](#) 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 [Ms Jenny White](#)

## RELIGIOUS EDUCATION

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

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

### **Shine**

*(SH01)*

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

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

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

For more information, please contact [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**

This course will provide a good understanding and preparation for students who may be considering Year 12 Religion and Society, Units 3/4.

### **Religion and Society Unit 1 (2024) The Role of Religion in Society**

*(RE011)*

In this unit students explore the origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term “religion” refers, and acknowledge religion’s contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives spiritualities and religious traditions broadly and in the Australian society in which they live.

### **Religion and Society Unit 2 (2025) Religion and Ethics**

*(RE022)*

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from spirituality, religious tradition, or religious denomination? What are the principles that guide good decision making? Ethics is concerned with discovering the perspectives that guide practical moral judgement. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind the perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles, and theories.

Ethical questions that demand practical moral judgement are raised at the personal, family, local and wider community, national and global level. Family, community, and traditional connections tie people together and provide an ethical background to guide what individuals choose to do, approving of some choices and disapproving of others. This ethical background is enmeshed with the dominant religious and philosophical traditions within a culture at a particular point in time.

In this unit student’s study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldwide views coexist, in the light of these investigations.

### **Religion and Society Unit 3 The search for meaning (RE033) and Unit 4 Religion, Challenge and Change (RE034)**

In Units 3 and 4, Year 12 students will 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. These units provide an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, religious traditions.

For more information, please contact Ms Rose Lee

**Biology**

*(BIO11 and BIO33)*

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

For more information, please contact [Mr Erasmus Van Der Merwe](#)

**Chemistry**

*(CHO11 and CHO33)*

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

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

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

**Environmental Science**

*(EVO11 and EVO33)*

In VCE Environmental Science, Earth is understood as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change; they explore the conceptual, behavioural, ethical and technological responses to these changes.

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

**Physics**

*(PHO11 and PHO33)*

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 [M Amer Ramadan](#)

## 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 [Mr Amer Ramadan](#)



**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 Steve Whibley](#)

**Product and Design Technology**

*(DT011 and DT033)*

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

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

**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**

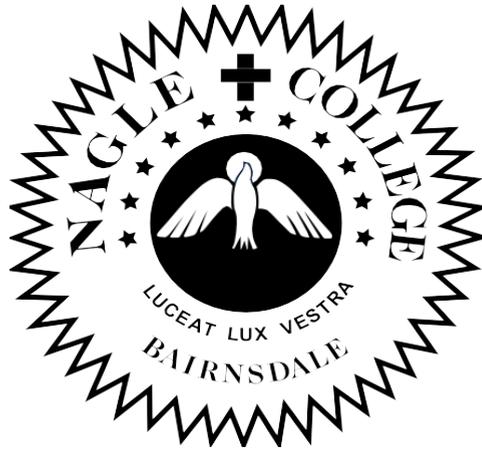
*(FY011 and FY033)*

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

Throughout VCE Food Studies, students delve into various aspects of food. They examine historical and contemporary eating habits, Australian and global food production systems, as well as the diverse roles and functions of food in society. Sustainability, along with the legal, economic, psychological, sociocultural, health, ethical, and political aspects of food, are also topics of investigation. Students are encouraged to critically analyse information, marketing strategies, and emerging food trends.

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

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



# VET

## 2025 Curriculum Handbook



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## 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 (online acceleration application required), 11 and 12 students may choose from 18 different VET programs at subject selection at Nagle College. These programs take place over two years, are equivalent in status to VCE, and contribute towards the VCE, VCE VM or VPC.

COURSE	RTO	NOTE
<b>ON SITE FULL DAY VET PROGRAMS</b>		
22614VIC Certificate II in Building & Construction (Pre-Apprenticeship- Carpentry)	TAFE Gippsland 0417	
22632VIC Certificate II in Engineering Studies	Educational Living 3784	
<b>ON SITE IN THE TIMETABLE VET PROGRAMS</b>		
MST20722 Certificate II in Apparel, Fashion and Textiles	Ripponlea Institute 21230	
MSF20522 Certificate II in Furniture Making Pathways	WISE Employment 6653	
SIT20322 Certificate II in Hospitality	IVET 40548	
SIS30122 Certificate III in Sport, Aquatics and Recreation	Savile 45452	
<b>ON SITE FULL DAY VET PROGRAMS</b>		
AHC20122 Certificate II in Agriculture	TAFE Gippsland 0417	
HIT33021 Certificate III in Allied Health Assistance	TAFE Gippsland 0417	TEACH OUT
ACM20121 Certificate II in Animal Care	TAFE Gippsland 0417	
AUR20720 Certificate II in Automotive Vocational Preparation	TAFE Gippsland 0417	
CHC22015 Certificate II in Community Service (With ECEC electives)	TAFE Gippsland 0417	NEW Unit 1 and 2 level only
SIT20421 Certificate II in Cookery	TAFE Gippsland 0417	
RII20720 Certificate II in Civil Construction	TAFE Gippsland 0417	
CHC30113 Certificate III in Early Childhood Education and Care (partial completion)	TAFE Gippsland 0417	TEACH OUT
UEE22020 Certificate II in Electrotechnology (Career Start)	AGA 3829	
Hair and Beauty Skills Set	TAFE Gippsland 0417	(units from SHB30121 - Certificate in III Beauty Services)
HLT23221 Certificate II in Health Support Services	TAFE Gippsland 0417	NEW Unit 1 and 2 level only
22569VIC Certificate II in Plumbing (Pre-Apprenticeship)	TAFE Gippsland 0417	

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
AHC20122 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 one year (TBC) at TAFE Gippsland.

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

Course	RTO	Provider
ACM20121 Certificate II in Animal Care	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:** This course is designed to provide students with basic skills and knowledge to enter the animal care and management industry.

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

**Possible job outcomes:** Animal care attendant, animal shelter attendant, kennel hand, cattery attendant, pet shop attendant, assistant dog groomer.

**Duration and Delivery:** One day per week over a two-year period off campus.

Course	RTO	Provider
<b>HLT33021 Certificate III in Allied Health Assistance –Teach Out</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> 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> <p><b>Special requirements:</b> A requirement is for students to complete 80 hours of Structured Workplace Learning in the 2<sup>nd</sup> year.</p>		
<b>NEW</b> <b>HLT23221 Certificate II in Health Support Services</b>	<b>0417</b>	<b>TAFE Gippsland</b>
<p><b>Contribution to VCE:</b> at a Units 1 and 2 level</p> <p><b>Course Description:</b> This qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures</p> <p><b>Who should apply?</b> Students interested in working at an entry level in the health industry.</p> <p><b>Possible job outcomes:</b> within the health industry</p> <p><b>Duration and delivery:</b> TBC</p> <p><b>Special requirements:</b> TBC</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
22614VIC Certificate II in Building & Construction Pre-apprenticeship (Carpentry)	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:** Basic industry-specific skills and knowledge are taught so students may transition into an apprenticeship within the building and construction industries at the Certificate III level. This course consists of a core of common cross-sector units of competency that provide skills and knowledge in applying levelling procedures, carrying out measurements and calculations, communicating in the workplace, erecting and safely using working platforms, interpreting plans and drawings, working effectively and sustainably in the construction industry and workplace safety practices on-site.

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

**Possible job outcomes:** Building apprenticeships

**Duration and Delivery:** Two years, one day per week at Nagle College and/or RTO

**Work placement:** The VCAA strongly recommends that students enrolled in this program undertake a minimum ten days Structured Workplace Learning.

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

**Additional Costs:** CIC card (approximate cost is \$190.00); Certificate HLTAID010 Basic Emergency Life support (approximate cost \$160.00)

CHC30113 Certificate III in Early Childhood Education and Care (partial completion)- Teach Out	0417	TAFE Gippsland
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**Contribution to VCE:** 4 units at levels 1, 2, 3 and 4 and Contribution to ATAR: 10% of the lowest study score of the primary four.

**Course description:** This course offers students the opportunity to support the implementation of an approved learning framework and support children's wellbeing, learning and development.

**Who should apply?** 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.

**Possible job outcomes:** This course will prepare the student for employment as an assistant in a Childcare Centre or as a nanny.

**Duration and Delivery:** One day per week over two years.

**Work placement:** 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.

**Delivery:** One day per week Off campus.

Course	RTO	Provider
<b>NEW</b> CHC22015 Certificate II in Community Services with ECEC elective units	0417	TAFE Gippsland
<p>Contribution to VCE: at a Units 1 and 2 level</p> <p>Course Description: offers students the opportunity to acquire entry level skills for community services work.</p> <p>Who should apply? Students interested in working within the community service early childhood areas.</p> <p>Possible job outcomes: within the community service /education industrys.</p> <p>Duration and delivery: TBC</p> <p>Special requirements: TBC</p>		

Course	RTO	Provider
UEE22020 Certificate II in Electrotechnology (Career Start)	3829	AGA
<p><b>Contribution to VCE:</b> 4 units at levels 1,2,3 and 4.</p> <p>Contribution to ATAR: A student who achieves a unit 3 and 4 sequence may be eligible for an increment towards their ATAR.</p> <p><b>Course Description:</b> 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.</p> <p><b>Who should apply?</b> 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.</p> <p><b>Possible job outcomes:</b> This course prepares students for work in the electrical industry.</p> <p><b>Duration and Delivery:</b> Two years, one day per week off campus</p> <p><b>Special requirements:</b> Safety Boots, CIC card.</p>		

Course	RTO	Provider
22632VIC Certificate II in Engineering Studies	3784	Educational Living
<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> Students gain knowledge and skills to enhance their employment prospects in the Engineering or wider manufacturing industries.</p> <p><b>Who should apply?</b> Students interested in engineering or manufacturing industries.</p> <p><b>Possible job outcomes:</b> Apprenticeship in Mechanical or Fabrication Engineering.</p> <p><b>Pathways:</b> 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.</p> <p><b>Duration and Delivery:</b> One day a week over two years at Nagle College.</p> <p><b>Special requirements:</b> 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).</p>		

Course	RTO	Provider
<b>MST20522 Certificate II in Furniture Making Pathways</b>	<b>6653</b>	<b>WISE Employment</b>

**Contribution to VCE:** recognition of up to two VCE VET units at Units 1 and 2 level and a VCE VET Units 3 and 4 sequence.

Contribution to ATAR: Scored assessment is available for VCE VET Furnishing.

Students wishing to receive an ATAR contribution for VCE VET Furnishing must undertake scored assessment.

**Course Description:** 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.

**Who should apply?** Students interested in furnishing, cabinet making or related industries.

- Assisting you to decide if you are suited to a trade career.
- Being the preferred pathway of many employers when employing apprentices to complete Certificate III qualifications.
- Providing useful skills for future domestic/D.I. Y building and construction projects.

Possible job outcomes: This course prepares students for work in the furniture making or related industries.

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

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

<b>SIT20421 Certificate II in Cookery</b>	<b>0417</b>	<b>TAFE Gippsland</b>
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**Contribution to VCE:** 4 units at levels 1, 2, 3 and 4

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

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

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

**Possible Job Outcomes:** 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.

**Pathways:** This course has been designed to articulate with Certificate III and IV in Hospitality.

**Duration and Delivery:** One day per week over two years off campus

**Work placement:** Work placement is highly recommended and may be taken during the term holidays

Course	RTO	Provider
SIT20322 Certificate II in Hospitality	40548	IVET
<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> A requirement is for students to complete 80 hours of Structured Workplace Learning in the 2<sup>nd</sup> year.</p>		
22569VIC Certificate II in Plumbing (Pre-Apprenticeship)	0417	TAFE Gippsland
<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>		
SIS30122 Certificate III in Sport, Aquatics and Recreation	45452	Savile
<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 Sports Trainer 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> <p><b>Special requirements:</b> Sports Trainer Course (cost is \$120), First Aid Course (cost is \$110).</p>		

Course	RTO	Provider
Hair and Beauty Skills Set (units from SHB30121 Certificate III in Beauty Services)	0417	TAFE Gippsland

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

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

**Possible job outcomes:** This course prepares students for employment as an apprentice hairdresser/Salon Assistant/Beauty industry.

**Duration and Delivery:** One day per week off campus over two years

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

MST20722 Certificate II in Apparel, Fashion and Textiles	21230	Ripponlea Institute
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**Contribution to VCE:** 4 units at levels 1, 2, 3 and 4 sequence

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

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

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

**Possible job outcomes:** 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).

**Pathways:** Upon satisfactory completion of all units of this course, a student may attain a national qualification

- Where a student satisfactorily meets all requirements of the course, a Certificate may be awarded.
- Where a student meets the requirements of Units, a Statement of Attainment may be awarded.

**Duration and Delivery:** Two years during Nagle College timetable

**Additional Costs:** Purchase fabrics/materials and notions for set and individual projects, Excursions (NGV Exhibition when possible – \$60; Fashion Drawing Excursion – \$60.00 for workshop and travel) Kit for \$40.00 millinery project.

Course	RTO	Provider
RII20720-Certificate II in Civil Construction	0417	TAFE Gippsland

**Course description:** This course offers students the opportunity to develop basic industry specific skills and knowledge to enable the transition into an apprenticeship or traineeship.

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

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

**Course Description:** The course provides students with an overview of working in an operational role in civil construction.

**Who should apply?** Students interested in the civil construction industry.

**Possible job outcomes:** Civil plant operator, civil engineer.

**Duration and Delivery:** one day per week over 2 years.

**Special Requirements:** Safety boots, wet weather gear.

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

## 2025 Curriculum Handbook



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## VCE VOCATIONAL MAJOR OVERVIEW

The VCE VM is a 2-year vocational and applied learning program within the VCE. The VCE VM aims to provide students with the skills and knowledge needed to prepare for the world of work and further education and training.

The VCE VM will prepare students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into employment.

### WHAT DO I HAVE TO DO TO SATISFACTORILY COMPLETE THE VCE VM?

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

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)
- a minimum of three other Unit 3–4 sequences as part of their program

Most students will undertake between 16–20 units over the two years.

### HOW MANY VCE VM UNITS ARE THERE IN EACH STUDY?

VCE VM Studies are made up of four units.

### WHAT DO THE NUMBERS IN THE TITLES MEAN?

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

## GENERAL ACHIEVEMENT TEST (GAT)

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

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

## 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.