Catholic College Sale

CURRICULUM HANDBOOK 2025

VISION STATEMENT

"I am strong of mind, gentle of heart and loved by God. Inspired by the life and message of Jesus and the example of Mary, I live with courage, simplicity and hope. I belong to a faith and learning community where I am known, cared for and valued.

I will live this by welcoming and accepting the diversity in others, building relationships and making a difference in a complex and changing world. I will be open to learning opportunities that will enrich and enhance my personal journey. I will value and care for the environment, serve the marginalised and positively contribute to my community.

I will strive to be genuine, honest and will embrace the challenge of achieving my full potential."

WELCOME

Welcome to the Catholic College Sale Curriculum Handbook for 2025.

Our College theme is 'Every Student, Every Day – Known and Loved'. How do we interact with each other to ensure the opportunity to grow and develop within our spiritual life, academic life and social interaction?

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

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

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

It takes quite a deal of self-awareness and honest self-evaluation to choose subjects that support success. Research however, indicates that students are more likely to choose subjects because of peer pressure or parental pressure rather than knowledge of their own strengths and goals. It is therefore important for students to seek advice and support from a variety of sources. The Pathways Expo in Term 3 will give students an excellent opportunity to gain knowledge about our multiple pathways and talk to individual subject teachers, post-secondary course providers and potential employers. However, the support does not begin or end at the Pathways Expo. Assistance and advice can be sought at any time by contacting the College directly.

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

Chris Randell

Principal

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

CONTENTS

CURRICULUM

Catholic College Sale strives for the growth of knowledge and skills for all students. Our curriculum is designed to offer a personalised learning journey to support any chosen destination. There are a broad range of subjects and certificates available to enhance options. The curriculum at Years 7 to 9 lays the foundation of learning and exposes students to new experiences. This is intended to help students identify specific areas of interest whilst nurturing talents. Our senior school curriculum starts at Year 10 where students are given the option to complete VCE Units 1 and 2 or Year 1 of VET courses. This extends to Year 11 where students can complete VCE Units 3 and 4 or the second year of VET courses. Students who are more hands on learners or do nor require an ATAR, may choose the VCE Vocational Major. This Applied Learning Pathway, which can lead straight into the workforce, to apprenticeships or to further TAFE study. VCE students wishing to go on to university will be endeavouring to maximise their study score to increase post secondary course options.

THE VICTORIAN CURRICULUM

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

HOMEWORK/STUDY

Homework and study are integral parts of a student's education. Through regular homework and study, a student is able to develop study habits and skills that are essential for intellectual growth and academic achievement.

Remember, homework is set for the purposes of PRACTICE, PREPARATION and/or EXTENSION. Homework can include:

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

Further study opportunities will be advertised throughout the year.

HOMEWORK RECOMMENDATIONS

YEAR LEVEL	SUGGESTED TIMES PER NIGHT	SUGGESTED TIMES PER WEEK
Year 7	30 min	2-3 hours
Year 8	30min - 1 hr	2-5 hours
Year 9	1-2hr	5 -9 hours
Year 10	3 hours	5 - 12 hours
Victorian Certificate of Education (Units 1/2)	3 hours	Minimum of 1 - 3 hours per weeknight, up to 6 hours on weekends with this time to be increased as exams approach.
Victorian Certificate of Education (Units 3/4)	4 hours	Minimum of 3 - 4 hours per weeknight, up to 6 hours on weekends with this time to be increased as exams approach.

CURRICULUM

Catch-up consists of daily sessions for students who have not submitted work by the due date, or who have not submitted work to the required standard. Catch-up is compulsory and the scheduled sessions will be confirmed at the beginning of the year. Please see below for a breakdown of the Catch-up process. Students have a two week cycle to complete the required work. If students receive a high percentage of Ns in subjects, an Academic Review Meeting will be called.

CATCH-UP PROCESS

- Normal classroom protocols for failure to submit an assessment task are followed by the classroom teacher, including contact made with home.
- Student is advised and placed on Catch-up. Letter emailed home to parents via PAM.
- Student attends Catch-up and completes work.

FAILURE TO ATTEND CATCH- UP AND COMPLETE TASK

- Student fails to attend Catch-up.
- SMS sent to parents/guardians.
- If the task is not completed at the end of the Catch-up sessions, the student receives an N for the assessment task.

REPORTING

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

Parents will also have access to three cycles of formative feedback during a semester. These formative reports will provide feedback on student engagement and organisation along with simple actions that the student can take to further their learning in each subject. We strongly encourage parents and students to check PAM regularly to monitor student progress.

PARENTS STUDENTS TEACHER INTERVIEWS

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

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

CURRICULUM HANDBOOK

The 2025 Curriculum Handbook has been prepared to inform students and parents about the broad range of subjects offered at Catholic College Sale and to enable them to plan a personalised learning program tailored to each student's needs.

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

- Learning Areas
- Core Subjects
- Elective Subjects

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

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

SUBJECT AVAILABILITY

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

GRADUATE CRITERIA

Students wishing to apply to study any of the following are required to submit an application through the normal subject selection process –

- VCE Unit 1/2 when they are in Year 10
- VCE Unit 3/4 when they are in Year 11
- Year 1 or Year 2 VET in Year 10 or 11

They must meet the following criteria to be guaranteed access to enhancement opportunities:

- Perform at a consistently high level in all subjects.
- Students need to achieve above average results across all subjects.
- Demonstrate good organisation and motivation to succeed.
- For a VCE subject, demonstrate strengths in the subject area of the proposed Unit 1/2 or Unit 3/4.
- Display a consistently acceptable level of attendance (above 90%).
- Demonstrate adherence to the behaviour standards that are expected at the College

For a full list of Graduate Criteria please click here

ONLINE COURSE SELECTION

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

ICT AND SIMON

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

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

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

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

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

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

PARENT ACCESS MODULE (PAM)

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

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

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

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

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

BRING YOUR OWN SPECIFIED DEVICE (BYOSD)

BYOSD DEVICE SPECIFICATIONS AND MINIMUM SYSTEM REQUIREMENTS

Years 7 and 8 provide their own Chromebooks and Years 9 to 12 bring their own device. All devices brought to the College must adhere to the minimum specifications listed below:

Device type	Windows Laptop	Apple Mac Laptop	Google Chromebook
Operating System	Windows 10	OSX 10.15 or higher	Google Chrome
Wireless Network *(Wi-Fi)	5Ghz 802.11n	5Ghz 802.11n	5Ghz 802.11n
Screen Size	11 inch	11 inch	11 inch
Storage Capacity	128 Gb Hard disk drive	128 Gb Hard disk drive	16 Gb Flash Storage
RAM (Memory)	4 Gb	4 Gb	2 Gb
Battery Capacity	6 hours minimum	6 hours minimum	6 hours minimum
Anti-Virus & Anti-Malware Protection	Microsoft Security Essentials	ClamXav 2/3 Sentry	N/A
Accessories	Protective case/sleeve	Protective case/sleeve	Protective case/sleeve

* The wireless network installed at Catholic College Sale only operates on the 802.11n 5GHz Wireless Standard. Devices that only support the 802.11n 2.4GHz Wireless Standard will NOT be able to connect to the Internet or network at the College. Please ensure that any device you purchase or wish to use at the College conforms to the 802.11n 5GHz Wireless Standard.

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

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

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

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

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

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

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

The VCE is usually undertaken in Year 11 and 12 but it can be started earlier. More than half of Victorian Year 10 students undertake some VCE or VET units. Units 1 and 2 are normally completed in Year 11 and Units 3 and 4 in Year 12. A significant number of Year 11 students complete a Unit 3 and 4 sequence. There is a criteria that must be met for students to be able to be enrolled in these studies (see page 7 for further details).

VOCATIONAL EDUCATION AND TRAINING

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

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

CAREERS PROGRAM

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

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

At Year 12 a Semester Pathways Program is published at the beginning of each Semester. This Program will be scheduled during students study periods. The Pathways Program offers students an insight into further study or the workforce. Preparing preference applications for the Victorian Tertiary Application Centre are discussed and students requiring assistance are encouraged to ask our Pathways Coordinator.

Students and parents can meet with the Pathways Coordinator at any time.

FurtherPathways and Careers information can be accessed via the

Catholic College Sale website

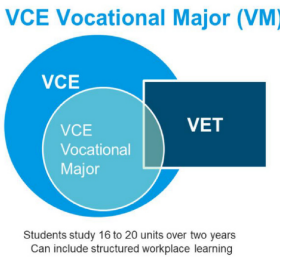
VCE VOCATIONAL MAJOR (VM)

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

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

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

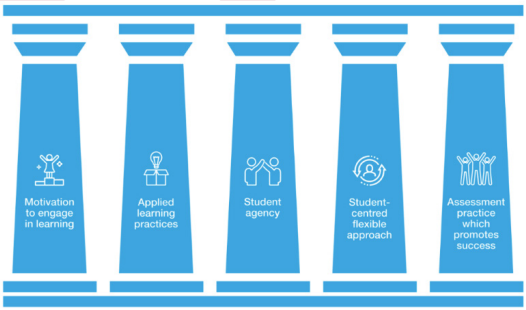
- Three Literacy or VCE English units (including a 3-4 sequence)
- Two Numeracy or VCE Mathematics units
- Two Work Related Skills Units
- Two Personal Development Skills and
- Two VET credits at Certificate II level or above (180 hours)



Students will be required to complete a minimum of four Unit 3-4 sequences.

The VCE VM is best suited to:

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



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

LEARNING ADJUSTMENT TEAM

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

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

IN-CLASS SUPPORT

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

LEARNING ENRICHMENT

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

- understanding and managing their learning
- interpreting, analysing and evaluating texts
- understanding texts in context
- creating texts

MUSIC PROGRAM

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

We offer the following musical opportunities for students:

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

MUSICAL PRODUCTIONS

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

ROCK BAND PROGRAM

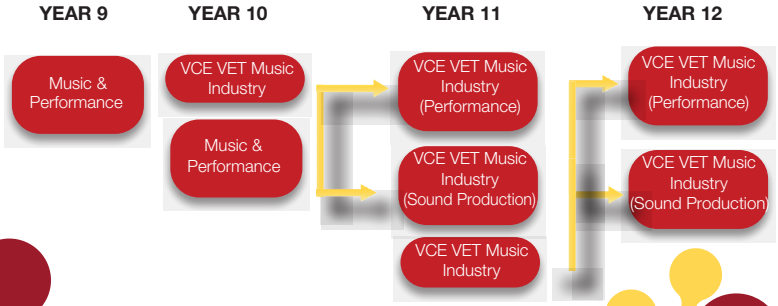
The Rock Band Program is an innovative program that operates in the junior years. It is an introductory program for students who have been playing their instrument for a relatively short period of time. It provides an ideal pathway to the VETiS music industry courses offered in the senior years. The program is designed to teach the art of rock performance. Students learn songs and study arrangement, improvisation, and stagecraft. They also learn the basics of music industry requirements including business and promotion skills.

INSTRUMENTAL MUSIC PROGRAM

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

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

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



RELIGIOUS EDUCATION LEARNING AREA

Curriculum Overview

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

Years 7 to 10

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

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

Year 10

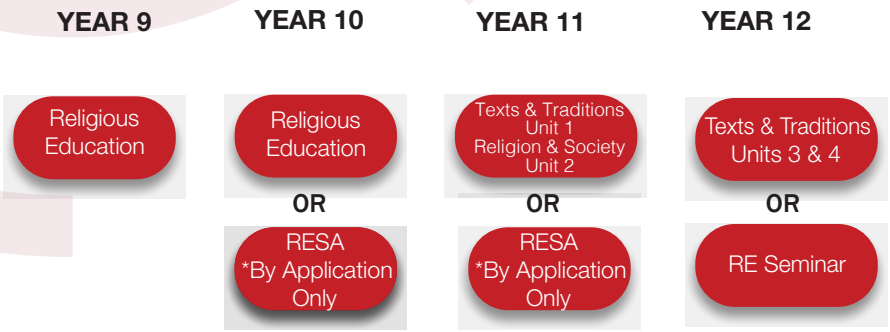
- Students may continue with the Diocese's curriculum
- Or they may apply to become involved in the Religious Education Service in Action (RESA) course
- Opportunities beyond the classroom include liturgies and other celebrations in the Catholic Tradition, the Game Changers Program, the Day of Dialogue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

Year 11

- Students may undertake two VCE units: Texts and Traditions Unit 1 and Religion and Society Unit 2
- Students may choose to apply to either continue with or enter the RESA program which started in Year 10
- Students may choose to accelerate by undertaking Texts and Traditions Units 3&4. Students who take this course in Year 11 will not be required to attend RE Seminar in their Year 12.
- VCE VM students will have a service based RE unit which explores aspects of Catholic Social Teaching in action
- Opportunities beyond the classroom include liturgies and other celebrations in the Catholic Tradition, the East Timor Immersion and Marist Connect events.

Year 12

- Students may choose Texts and Traditions Units 3&4
- If not undertaking the VCE Units, all students, including VCE VM, will attend the RE Seminar program
- Opportunities beyond the classroom include liturgies and other celebrations in the Catholic Tradition, the Year 12 Retreat and Marist Connect events



At Year 11, students can choose any RE Unit 3/4 sequence and a Year 12 sequence will then be optional only.

ENGLISH LEARNING AREA

The English Curriculum focuses on the following key areas:

Communication Skills

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

Individual Development

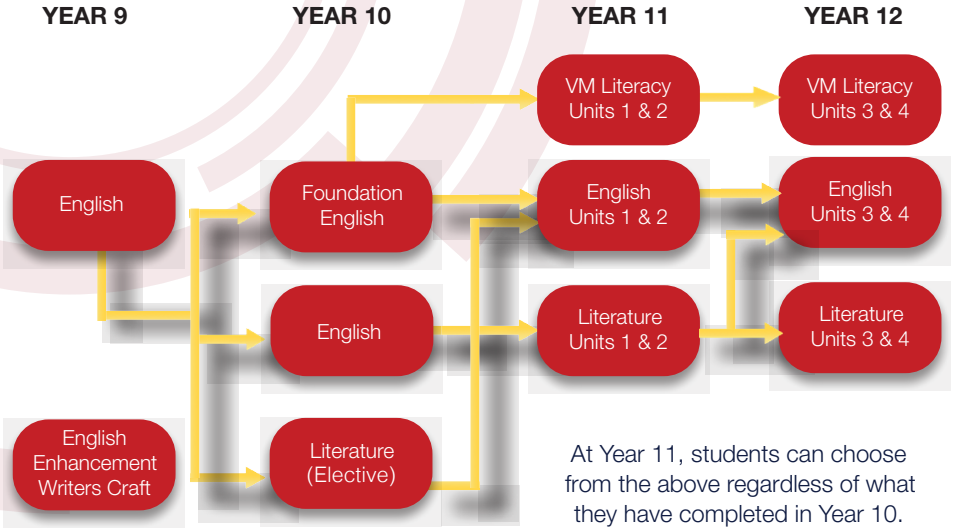
- Focus on developing confident communicators, imaginative thinkers and informed citizens.
- Teach students to analyse, understand, communicate and build relationships with others and the world.
- Learning extends beyond studying novels and structuring essays.

Education and Employability

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

Language and Culture

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



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

SCIENCE LEARNING AREA

Science Education Philosophy:

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

Goals of Our Science Curriculum:

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

Structure of Science Courses:

Years 7-9

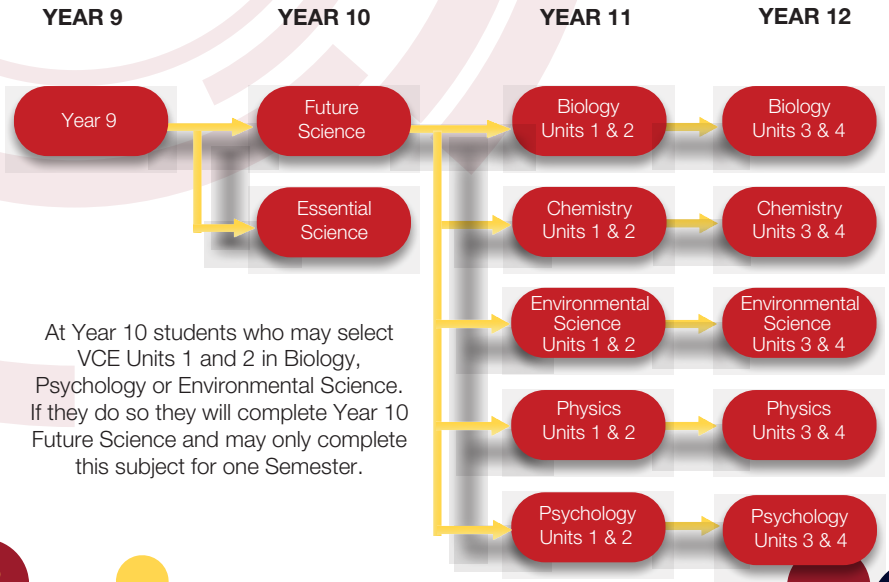
- Covers Chemistry, Biology, Physics, and Environmental Sciences.
- Year-long courses to build foundational knowledge progressively.

Year 10

- Option for a more academically rigorous pathway to prepare for VCE Science or career pathways by selecting to study 'Future Science'.
- Students may opt for 'Essential Science' if not pursuing any of the VCE Sciences listed below in their VCE years.

VCE Science

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



At Year 10 students who may select VCE Units 1 and 2 in Biology, Psychology or Environmental Science. If they do so they will complete Year 10 Future Science and may only complete this subject for one Semester.

HUMANITIES LEARNING AREA

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

Subjects:

Years 7 - 9

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

Year 10

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

VCE

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

Skills:

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

Career opportunities:

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

YEAR 9	YEAR 10	YEAR 11	YEAR 12
History 1 semester (Core)	History 1 semester (Core)	Modern History Units 1 & 2	History Units 3 & 4
Geography 1 semester (Core)	Geography (Elective)	Geography Units 1 & 2	Geography Units 3 & 4
History - Decline of Empires (Elective)	History - World Domination (Elective)	Business Management Units 1 & 2	Business Management Units 3 & 4
Civics and Citizenship (Elective)	Commerce (Elective)	Legal Studies Units 1 & 2	Legal Studies Units 3 & 4

At Year 10 if students select Units 1 & 2 of History, they will not be enrolled in Core History.

MATHEMATICS LEARNING AREA

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

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

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

Understanding

- build and refine knowledge of mathematical concepts
- progressively draw on reasoning skills and applying these to a range of contexts

Fluency

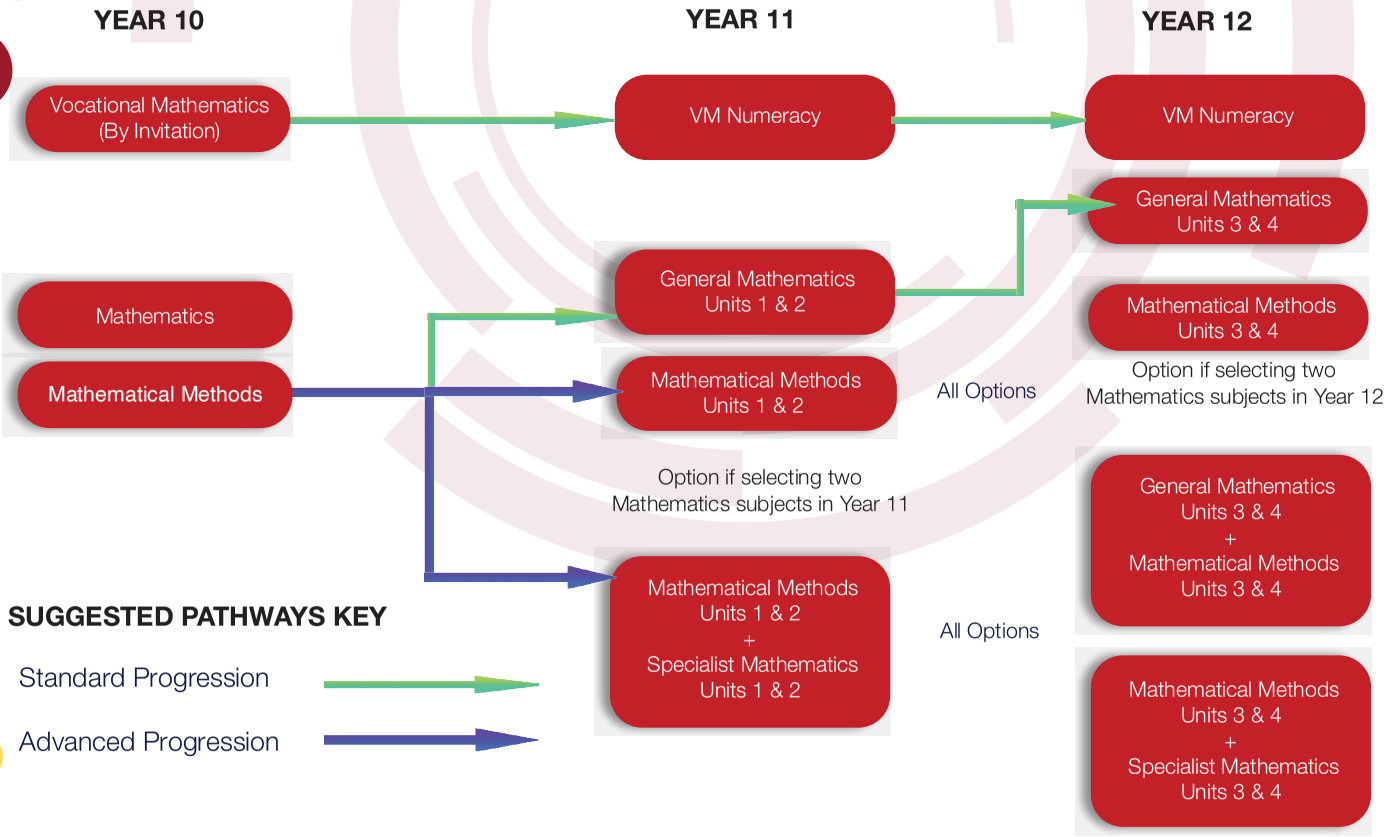
- develop, practise and consolidate skills accurately and efficiently.

Reasoning

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

Problem Solving

- make choices, interpret, formulate, model and investigate problems, communicate solutions effectively, and verify that answers are reasonable within given contexts


YEAR 10
YEAR 11
YEAR 12
Vocational Mathematics (By Invitation)
VM Numeracy
VM Numeracy
General Mathematics Units 3 & 4
Mathematics
General Mathematics Units 1 & 2
Mathematical Methods Units 3 & 4
Mathematical Methods
Mathematical Methods Units 1 & 2
All Options
Option if selecting two Mathematics subjects in Year 12
Option if selecting two Mathematics subjects in Year 11
General Mathematics Units 3 & 4 + Mathematical Methods Units 3 & 4
Mathematical Methods Units 1 & 2 + Specialist Mathematics Units 1 & 2
All Options
Mathematical Methods Units 3 & 4 + Specialist Mathematics Units 3 & 4
SUGGESTED PATHWAYS KEY
Standard Progression
Advanced Progression

HEALTH AND PHYSICAL EDUCATION LEARNING AREA

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

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

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

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

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

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

YEAR 9	YEAR 10	YEAR 11	YEAR 12
HPE (Core)	HPE (Core)	Physical Education Units 1 & 2	Physical Education Units 3 & 4
Sports Academy (Elective)	Sports Academy (Elective)	HHD Units 1 & 2	HHD Units 3 & 4
		VCE VET Sport & Rec Year 1	VCE VET Sport & Rec Year 2
Outdoor Education (Elective)	Outdoor Education can be selected in Year 10 as a single unit or as a VCE option Unit 1 & 2.	Outdoor & Environmental Studies Units 1 & 2	Outdoor & Environmental Studies Units 3 & 4

ACADEMY OVERVIEW

All students enrolled in Sports Academy subjects will continue to develop essential skills to physically and mentally prepare them for sport at an elite level. Students will be introduced to a diverse range of concepts surrounding fitness testing, strength and conditioning, nutrition, recovery, and skill/game analysis and will also be given access to personal trainers, pool facilities, yoga/pilates instructors, and experienced coaches.

As a prerequisite for this program, students must be playing the chosen sport in a domestic or community competition and must have represented, or demonstrated a strong interest in representing, the College in one of the academy sports. Students must also show a willingness to strive for growth and excellence in the chosen sport.

BASKETBALL
CRICKET
FOOTBALL
NETBALL

Year 9

6 Lessons per fortnight dedicated to;

- Introduction to strength and conditioning program
- Pool recovery
- Access to coaching from local talent pathways
- Specialised training and skills sessions
- Fitness and skill testing

Uniform included

$100 /Student

Year 10

7 Lessons per fortnight dedicated to;

- Specialised strength and conditioning program
- Pool recovery/ Rehabilitation activities
- Advanced training and skills sessions
- Access to coaching from local talent pathways
- Pilates/ Yoga/ Mindfulness
- AFL Club visit (Football only)

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

$100 /Student

Year 11+12

* Extra Curricular *

- 2 timetabled lessons per fortnight
- 2 optional before school lessons per fortnight
- Strength and conditioning program
- Individualised program based on athletes needs

No Cost

In association with:

- Aqua Energy
- Gippsland Power
- Sale Health and Fitness
- Victorian Netball League Coaching
- Cricket Victoria

THE ARTS LEARNING AREA

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

Our Visual and Performing Arts Curriculum priorities are:

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

The benefits of choosing an Arts subject:

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

Develop skills and techniques to engage and communicate with a wide

YEAR 9	YEAR 10	YEAR 11	YEAR 12
Visual Arts	Visual Arts	Art Creative Practice Units 1 & 2	Art Creative Practice Units 3 & 4
Performing Arts - Drama	Performing Arts - Drama		
	Please see page 15 for Music options in Year 10 and beyond		
Visual Communication Design	Visual Communication Design	Visual Communication Design Units 1 & 2	Visual Communication Design Units 3 & 4
Visual Media	Visual Media	Media Units 1 & 2	Media Units 3 & 4

TECHNOLOGY LEARNING AREA

Objective of Technology Learning Area:
- Nurtures students to develop innovative solutions to complex problems.
- Encourages contribution to sustainable living patterns.

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

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

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

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

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

YEARS SEVEN AND EIGHT CURRICULUM

The curriculum in both Years 7 and 8 is designed to bridge the transition from primary to secondary education. All subjects are compulsory, thereby providing a balance between traditional subject areas and hands-on learning. Years 7 and 8 consists of a Core Program and a Rotational Program.

CORE PROGRAM

All students complete the following core subjects:

- **RELIGIOUS EDUCATION**
- **ENGLISH**
- **MATHEMATICS**
- **SCIENCE**
- **HUMANITIES**
- **HEALTH AND PHYSICAL EDUCATION**
- **LANGUAGES**

ROTATION PROGRAM

Over the course of Years 7 and 8, students will complete four year long subjects which have as their purpose the expansion of a hands-on educational experience. All of these subjects have an optional pathway into Year 9. Students will study two of these subjects each year, completing the entire rotation throughout Years 7 and 8.

In 2023 the following rotations are available to Year 7 and Year 8 students:

- **FOOD AND NUTRITION**
- **ARTS**
- **PERFORMANCE**
- **TECHNOLOGY**

LANGUAGES

At Catholic College Sale our chosen second language is French, in line with the traditions of the founders.

The learning of a second language in addition to English is well documented to support students in a variety of forms. Established evidence points to the many cognitive benefits of developing an understanding of a second language, both in increasing general cognitive function and supporting learning across other areas. Multiple studies have shown that learning a second language improves overall academic performance as well as improving memory, concentration and creativity. Language learning often results in increased confidence and employment opportunities for students. Learning additional languages also gives students far greater confidence in their ability to express themselves in their first language, and introduces them to a new culture and appreciation of the world around them.

LEARNING ENRICHMENT

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

- understanding and managing their learning
- interpreting, analysing and evaluating texts
- understanding texts in context
- creating texts

LEARNING ENHANCEMENT

Students may wish to take part in either Mathematics or English Enhancement. Participation is by invitation, however it is voluntary. Students will usually complete Enhancement for a set period of time. It will take place via withdrawal from other subjects on a rotation timetable.

YEAR 7 RELIGIOUS EDUCATION

In Religious Education across the Diocese of Sale units are offered to each year level under the four central strands of 'Life and Mission of Jesus', 'The Triune God', 'Christian Life and Catholic Social Teaching' and 'The Sacramental Church'. Each of these areas will be studied using 'Scripture', 'Tradition', 'Religion and Society' and 'Prayer and Liturgy' as key elements in a student's learning.

Students will be introduced to the Catholic Church and the traditions of the Marist Brothers and Sion Sisters. They will explore the person and influence of Jesus, explore what it means to live a Christian life and develop an understanding of the sacraments in the life of the Catholic Church.

YEAR 7 ENGLISH

Students communicate in a range of face-to-face and online/virtual environments. They experience learning in contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop their understanding of how texts are influenced. They create a range of imaginative, informative and persuasive types of texts and are beginning to create literary analyses and transformations of texts.

YEAR 7 HEALTH AND PHYSICAL EDUCATION

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

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

YEAR 7 SCIENCE

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

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

Light is experimented with, in order to discover the spectrum, and the impact of lenses and mirrors.

YEAR 7 HUMANITIES

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

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

Students will examine the workings of democracy and explore Australia's parliamentary system.

YEAR 7 MATHEMATICS

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

The areas of study for Year 7 & 8 Mathematics are:

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

YEAR 7 FRENCH

Students become familiar with the sounds of French and recognise similarities with many English words, noting differences in pronunciation. They develop speaking skills and confidence to communicate with the teacher and each other. Students understand and apply elements of French grammar. They are given opportunities to listen to, speak, read and write French in a range of interactions. Occasionally, they improve their listening skills by viewing and listening to dialogue and songs in entertaining animations and video clips. As students adjust language use to suit different purposes, contexts and situations, they notice how culture shapes language. Students gradually build a vocabulary and grammatical base that allows them to comprehend, compose and present different kinds of simple texts.

YEAR 8 RELIGIOUS EDUCATION

In Religious Education across the Diocese of Sale units are offered to each year level under the four central strands of 'Life and Mission of Jesus', 'The Triune God', 'Christian Life and Catholic Social Teaching' and 'The Sacramental Church'. Each of these areas will be studied using 'Scripture', 'Tradition', 'Religion and Society' and 'Prayer and Liturgy' as key elements in a student's learning.

Students will explore the beginnings of the Christian Church and then study the beginnings of the monotheistic tradition through the scriptural tradition of the Hebrew people. In the second semester students will study what it means to live a life of justice communally and develop an understanding of the concept of individual justice and responsibility.

YEAR 8 ENGLISH

Students communicate in a range of face-to-face and online/virtual environments. They experience learning in contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop their understanding of how texts are influenced. They create a range of imaginative, informative and persuasive types of texts and are beginning to create literary analyses and transformations of texts.

YEAR 8 HEALTH & PHYSICAL EDUCATION

Health and Physical Education in Year 8 further develops the knowledge and skills gained in Year 7. In practical classes, students build upon their motor skills and game sense through participation in a number of sports such as Hockey, Netball, and European Handball. Students are also encouraged to take a more active role in other aspects of sports participation such as coaching, umpiring and planning.

In theory classes, students investigate and evaluate health issues within the local and global community. They examine outcomes of risk taking behaviours, evaluate harm minimisation strategies and identify health concerns of young people.

YEAR 8 SCIENCE

Students revise and expand laboratory skills. They use microscopes to study plant and animal cells and examine the need for, and structure of, systems of the body. Students identify energy forms and energy transformations, and are introduced to sound energy in the form of waves.

The students describe and examine physical changes of matter, developing an understanding of how the states of matter can be explained by particle movement. They will define and detect chemical changes as they investigate reactions. Basic rock types are identified along with their formation through forces and processes of the earth. The use and effect of natural resources in rocks is considered.

YEAR 8 HUMANITIES

In Civics and Citizenship, students explore the rights and responsibilities of citizens, the role of the Government and political parties, as well as the voting process.

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

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

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

YEAR 8 MATHEMATICS

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

The areas of study for Year 7 & 8 Mathematics are:

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

YEAR 8 FRENCH

Students become familiar with the sounds of French and recognise similarities with many English words, noting differences in pronunciation. They approximate the pronunciation and phrasing of single words and short phrases. They understand and apply elements of French grammar. Students are encouraged to listen to, speak, read and write French in a range of interactions. As they adjust language use to suit different purposes, contexts and situations, they notice how culture shapes language. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.

YEAR 7/8 FOOD/NUTRITION

In Food Technology and Nutrition, students investigate and select from a range of equipment and ingredients. The course offers students the opportunity to explore food in an exciting and practical way. Students study food as an essential need for the function of the human body and its relationship with good health. Students also learn about the importance of safety and hygiene in the kitchen environment and preparing food. Students learn through developing their practical skills and being exposed to a range of food ingredients and preparation techniques.

In practical classes, students prepare a variety of recipes using a number of different cooking methods and begin to develop skills in the kitchen which will become an invaluable tool for the rest of their life. They consider the ways characteristics and properties of food can be combined to create designed solutions to problems for individuals and the community, considering culture and ethics, economic, environmental and sustainability factors. They explore the current tools we have to promote healthy eating in Australia and analyse their own diet according to these.

Students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including researching ingredients and recipes, planning to meet design specifications and managing safe and responsible use of materials and tools to successfully complete design tasks. Students evaluate the advantages and disadvantages of design ideas and technologies and evaluate design processes used and designed solutions.

YEAR 7/8 PERFORMANCE

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

In Music, students listen to, compose and perform music in a wide range of styles from diverse cultures, times and locations. Listening underpins all music learning. Students compose and perform music using the voice, body, instruments, found sound sources, and digital technologies.

Learning in Drama involves students making, performing, analysing and responding to drama. As they learn, students draw on human experience as a source of ideas. Students engage with the knowledge of drama, developing skills, applying techniques and processes and using materials and technologies to explore a range of forms, styles and contexts.

YEAR 7/8 ARTS

This course offers our students the opportunity to learn to reflect critically on their own experiences and the artworks and design that they are constantly exposed to. Students are provided with the chance to study the Visual Arts, Media Arts and Visual Communication Design.

Within the Visual Arts students respond to the work of artists, craftspeople and designers and to develop their own arts' knowledge. They learn, with growing sophistication, to express and communicate experiences through and about Visual Arts.

In the Media Arts students explore, view, analyse and participate in media culture from a range of viewpoints and in a variety of contexts. They acquire the knowledge and skills to work in a range of media forms and styles.

Visual Communication Design practice includes the use of design thinking skills and design as a process. Drawing conventions and the use of design elements and principles are the primary components of the visual language that students use to represent concepts, in relation to a specific purpose and audience.

YEAR 7/8 TECHNOLOGY

In this course, students create quality, designed solutions across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future. Students also take into account the ethical, legal, aesthetic and functional factors that inform the design processes.

Students will have the opportunity to design creative solutions, to provide design briefs and produce their designs in a range of different materials. This course will enable students to develop skills in traditional techniques as well as new and emerging production techniques and processes including laser cutting and 3D printing.

YEAR 9 CURRICULUM

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

- **RELIGIOUS EDUCATION**
- **HISTORY/ GEOGRAPHY**
- **COMMUNITY PROJECT**
- **ENGLISH**
- **SCIENCE**
- **MATHEMATICS (By CCS Allocation)**
- **HEALTH AND PHYSICAL EDUCATION**

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

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

Student experiences at Year 9 will help guide the choices they make as they move into the senior years.

Students must choose four electives over the course of the year. When choosing electives, students can only select a maximum of two subjects from any of the four groups. Please note the French language elective runs for a full year and equates to two elective choices.

GROUP ONE

- **METAL TECHNOLOGY**
- **AUTOMOTIVE TECHNOLOGY**
- **WOOD TECHNOLOGY**
- **DIGITAL TECHNOLOGY**
- **FOOD TECHNOLOGY**

GROUP TWO

- **VISUAL ARTS**
- **VISUAL MEDIA**
- **PERFORMING ARTS - DRAMA**
- **VISUAL COMMUNICATION DESIGN**

GROUP THREE

- **FRENCH (all year - two electives)**
- **MATHEMATICAL MINDS**
- **CIVICS AND CITIZENSHIP**
- **HISTORY - DECLINE OF EMPIRES**
- **ENGLISH: THE WRITER'S CRAFT**

GROUP FOUR

- **OUTDOOR EDUCATION**
- **SPORTS ACADEMY - BASKETBALL**
- **SPORTS ACADEMY - NETBALL**
- **SPORTS ACADEMY - FOOTBALL**
- **SPORTS ACADEMY - CRICKET**

YEAR 9 RELIGIOUS EDUCATION

In Religious Education across the Diocese of Sale units are offered to each year level under the four central strands of 'Life and Mission of Jesus', 'The Triune God', 'Christian Life and Catholic Social Teaching' and 'The Sacramental Church'. Each of these areas will be studied using 'Scripture', 'Tradition', 'Religion and Society' and 'Prayer and Liturgy' as key elements in a student's learning

Students will be given an overview of the history of the Christian Church and its development in Australia. They will then explore the relevance of the Christian story to an understanding of death and the rituals associated with the celebration of a person's life. In the second semester students will study the lives of some of the great inspirational prophets, saints and martyrs and will complete the year with a unit on the sacraments with a focus on the Eucharist.

YEAR 9 ENGLISH

Students interact in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. They develop a critical understanding of the contemporary media, and the differences between media texts. Students create a range of imaginative, informative and persuasive types of texts.

YEAR 9 MATHEMATICS

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

The areas of study for Year 9 Mathematics are:

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

YEAR 9 MATHEMATICAL MINDS

Mathematical Minds has been designed to facilitate students to pursue their keen interest in, and passion for, Mathematics, thereby better equipping them for VCE Mathematics and beyond.

This subject is made up of the following components: problem solving, physical Maths, competition Maths and Mathematical investigations and assignments. Each component will be assessed using a variety of assessment methods.

YEAR 9 SCIENCE

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

YEAR 9 HISTORY/GEOGRAPHY

The curriculum provides a study of the history of the 'Making of the Modern World' from 1750 to 1918. Students study the industrialisation and rapid change in the way people lived, worked and thought. They examine nationalism, imperialism, and the colonisation of Australia. They investigate the Gold Rush and World War I (1914-1918), 'the war to end all wars'.

Geography's focus is sustainability and geospatial skill development. Students examine biomes of the world and their significance to agriculture. We consider the challenges of expanding future food production and the issue of food security at home and abroad. They also investigate the interconnections between people and places through consumption and the effect this production has on the people and places where they are made.

YEAR 9 HEALTH AND PHYSICAL EDUCATION

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

YEAR 9 COMMUNITY PROJECT

Year 9 Community Project builds awareness for students of the importance of becoming active learners and citizens through personal involvement within our wider community. It involves students working with a group of peers to reach out and help in different areas of our local community. The projects are completely student driven. They gain experience in communicating with various organisations and project/event coordination.

YEAR 9 METAL TECHNOLOGY

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

YEAR 9 WOOD TECHNOLOGY

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

YEAR 9 AUTOMOTIVE TECHNOLOGY

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

YEAR 9 FOOD TECHNOLOGY

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

YEAR 9 DIGITAL TECHNOLOGY

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

YEAR 9 VISUAL ARTS

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

YEAR 9 PERFORMING ARTS - DRAMA

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

YEAR 9 PERFORMING ARTS - MUSIC

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

YEAR 9 VISUAL COMMUNICATION DESIGN

Visual Communication Design allows students to investigate the world through the practices of designers. They build an understanding of the important role of visual communication design in contemporary society and apply this knowledge in their own visual communications.

Students will have an opportunity to gain knowledge and skills in manual design and digital design including the use of design software including Adobe Creative Cloud (including Photoshop and Illustrator) and fusion 360. Students will learn how they can apply the skills and knowledge learnt to develop a number of original designs and prototypes.

YEAR 9 VISUAL MEDIA

Students will complete tasks that allow them to practise and explore the basics of photography, film making and video games. They will also produce their own music video, film and TV advertisement.

If students think they may have an interest in the media industry, taking photographs and making their own movies, then this elective is designed to allow them to explore that interest and develop their practical skills in the area of production.

YEAR 9 ENGLISH - WRITER'S CRAFT

At the heart of all good writing is a beautiful, powerful or interesting idea, but obviously a lot more is required. Some authors suggest that good writing involves the unhinging of the soul to release our inner novel, while for others it is a construction only brought about by hours of writing, rewriting and more rewriting. Ultimately, it is both; this is the writer's craft. In this elective we will be exploring the secrets that writers use to captivate their audiences. You will learn to write in different styles, although the focus is on narrative/imaginative writing. Students will also become familiar with the pitfalls of the publishing industry. This course is aimed to be strongly student driven in order to 'surgically' (or poetically) remove the novel that is trapped inside their soul.

YEAR 9 MATHEMATICAL MINDS

Mathematical Minds has been designed to facilitate students to pursue their keen interest in, and passion for, Mathematics, thereby better equipping them for VCE Mathematics and beyond.

This subject is made up of the following components: problem solving, physical Maths, competition Maths and Mathematical investigations and assignments. Each component will be assessed using a variety of assessment methods.

YEAR 9 CIVICS AND CITIZENSHIP

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

YEAR 9 HISTORY - DECLINE OF EMPIRES

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

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

YEAR 9 FRENCH

Students' vocabulary and grammar usage is increased and experimentation occurs with different forms of communication. Students use French to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. They use words with more complex syllable combinations and become more fluent and accurate in both spoken and written language production. They develop strategies for self-correction by referencing their developing understanding of grammar and context. Students learn to construct more extended texts and continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in French.

YEAR 9 SPORTS ACADEMY

Catholic College Sale Sports Academy is designed to provide students with the opportunity to further develop their sporting skills in Australian Rules football, netball, basketball or cricket, whilst building confidence and leadership skills.

6 Lessons per fortnight dedicated to;

- Introduction to strength and conditioning program
- Injury prevention program
- Pool recovery
- Specialised training and skills sessions
- Fitness and skill testing

The course is designed to assist those students who already display a high level of aptitude for Australian Rules football, netball, basketball or cricket. As a prerequisite for this program, students must be playing the chosen sport in a domestic or community competition. Students must also show a willingness to strive for growth in the chosen sport, and be open to participation in extracurricular activities.

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

YEAR 9 OUTDOOR EDUCATION

Outdoor Education has been designed to give students a safe introduction to outdoor adventure activities in an environment that fosters teamwork, but values individual achievement. Students will be expected to participate to the best of their ability in the Outdoor Education camp and other sessions outside of the classroom. However, this subject is not all practical work and students will be expected to apply themselves equally well during theory work within the classroom. Students in this elective will learn how to evaluate risk and demonstrate the organisational ability to enjoy and preserve natural environments.

This course of study will incur an extra cost of $160.

YEAR 10 CURRICULUM

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

• RELIGIOUS EDUCATION	• RELIGIOUS EDUCATION • RELIGIOUS EDUCATION SERVICE IN ACTION (RESA)
• ENGLISH	• ENGLISH • FOUNDATION ENGLISH (By CCS Allocation)
• MATHEMATICS	• MATHEMATICS • VOCATIONAL MATHEMATICS (By CCS Allocation) • MATHEMATICAL METHODS
• SCIENCE	• ESSENTIAL SCIENCE • FUTURE SCIENCE
• HISTORY	• AUSTRALIA IN THE 20TH CENTURY
• HEALTH AND PHYSICAL EDUCATION	• HEALTH AND PHYSICAL EDUCATION
• CAREERS	• CAREERS

YEAR 10 PATHWAYS

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

YEAR 10 MAINSTREAM PATHWAYS

In a mainstream Year 10 pathway students will complete two semesters of Religious Education, English and Mathematics. (Allocation to Vocational Mathematics and Essential English classes will be based on previous assessments and teacher judgement). Students must complete units in Humanities (History), Science and Health and Physical Education.

They will then have a minimum of three 'free choice' electives in which they can pursue their own interests or goals. For breadth of curriculum, students may not choose more than two of the three 'free choice' electives from the same Learning Area.

YEAR 10 VET PATHWAY

In this Pathway students can apply to complete a Year 1 VET study in an area of special interest. Students may be interested in pursuing work in this area in the future. For further information about VET please refer to page 94. Choosing a VET subject will replace two 'free choice' electives.

YEAR 10 VCE PATHWAY

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

YEAR 10 ELECTIVES

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

• **ENGLISH**	• **LITERATURE** • **FRENCH**
• **TECHNOLOGY**	• **FOOD TECHNOLOGY: A TASTE OF HOSPITALITY** • **PRODUCT DESIGN: WOOD/METAL** • **AUTOMOTIVE SYSTEMS ENGINEERING**
• **THE ARTS**	• **PERFORMING ARTS - DRAMA** • **VISUAL ARTS** • **VISUAL MEDIA** • **VISUAL COMMUNICATION DESIGN** • **MUSIC & PERFORMANCE**
• **HUMANITIES**	• **GEOGRAPHY** • **COMMERCE** • **HISTORY - WORLD DOMINATION!**
• **HEALTH AND PHYSICAL EDUCATION**	• **SPORTS ACADEMY - NETBALL** • **SPORTS ACADEMY - FOOTBALL** • **SPORTS ACADEMY- BASKETBALL** • **SPORTS ACADEMY- CRICKET**

YEAR 10 RELIGIOUS EDUCATION

In Religious Education across the Diocese of Sale units are offered to each year level under the four central strands of 'Life and Mission of Jesus', 'The Triune God', 'Christian Life and Catholic Social Teaching' and 'The Sacramental Church'. Each of these areas will be studied using 'Scripture', 'Tradition', 'Religion and Society' and 'Prayer and Liturgy' as key elements in a student's learning.

Units in the Year 10 Core are "Diversity in the World – World Religions", "Stewardship – God the Creator," "Christian Moral Decision Making" and "An Introduction to the Bible." These last two units feed into the VCE units offered in Year 11.

YEAR 10 RELIGIOUS EDUCATION SERVICE IN ACTION (RESA)

The chosen Year 10 students examine the foundations of Catholic faith and investigate the relevance of the life, death and resurrection of Jesus for young people today. They develop an understanding of the core principles of youth ministry and participate in youth ministry experiences. All students are involved in planning and participating in a variety of youth ministry experiences.

These units are then expanded on in Year 11 with many practical applications. The Year 11 RESA unit has a specific focus on Leadership and planning within a Youth Ministry setting.

All students who wish to participate in the RESA unit must fill in an application form and commit to attending some activities outside of normal class time. Entry will be limited and chosen from all applications.

YEAR 10 ENGLISH

Students interact in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. They develop a critical understanding of the contemporary media, and the differences between media texts. Students create a range of imaginative, informative and persuasive types of texts.

YEAR 10 FOUNDATION ENGLISH

Foundation English in Year 10 is designed for students who may require a more vocationally oriented approach to English or who may be aiming to directly enter the workforce upon completing their secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English or VM Literacy. It integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of written and oral language. It allows students to improve their skills in comprehending and responding to a variety of texts and to enhance their communication skills. Students will be nominated for this subject and parents/guardians will be consulted to determine if this is an appropriate pathway.

YEAR 10 LITERATURE

This course is designed to give students a basic introduction to the skill and knowledge requirements for VCE Literature. Students will engage with the course through the study of key movements in Literature, and the influential authors of each period. In this study students will focus on the historical context of texts and the views and values implicit through an author's use of language. On completion of this course students will be familiar with the requirements of each of Literature and core English.

YEAR 10 MATHEMATICS

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

All topics are non-calculus based and are designed to provide general preparation for employment or further mathematical study, particularly where data analysis, financial maths and number patterns are important.

General mathematics is often the minimum mathematics required for many university courses or trades.

The areas of study for Year 10 mathematics are:

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

YEAR 10 MATHEMATICAL METHODS

Year 10 Mathematical Methods has a greater focus on theory and the various methods that can be used to solve problems. The topics covered include a large focus on various algebra topics, as well as geometry, trigonometry, probability, and measurement. Commented [EM33]: Updated 18.06.24

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Mathematical Methods is often a prerequisite to many STEM university courses such as Engineering, Information Technology or Medicine.

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

The areas of study for Year 10 Mathematical Methods are:

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

YEAR 10 VOCATIONAL MATHEMATICS

Year 10 Vocational Mathematics is an accessible course that engages students in the practical applications of mathematics and provides the knowledge that they will require to be successful in the workplace, for both finances and for their own interests. Students develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives.

The areas of study for Foundation Mathematics are:

- Consumer & Financial mathematics
- Geometry
- Pythagoras' Theorem & Trigonometry
- Measurement
- Statistics
- Probability

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

YEAR 10 HISTORY - AUSTRALIA IN THE 20TH CENTURY

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

YEAR 10 SCIENCE

Students will be choosing which Science best suits their future pathway.

'Future Science' is aimed at students considering VCE sciences and students that consider a possible career path that have some science in the career path. This includes Engineering, Health, Agriculture and Science research. Students explore the biology of heritable characteristics and develop some understanding of the mechanisms of inheritance such as DNA, genes, mutations and dominant and recessive modes of transmission. Evidence is examined which supports the theory of evolution by natural selection. The origin and development of the Universe is investigated, with a focus on galaxies and the birth and death of stars. Through experimentation, an understanding is developed of the arrangement of elements in the Periodic Table and students predict the products of several types of chemical reactions. Students learn about ion formation and how this can be used to predict ionic compounds. They write chemical equations and develop an understanding of naming conventions of chemical compounds. The Physics Units have students learn about Newton's Laws of Motion and how these can be used in describing examples in our everyday lives. Students then describe and explore energy conservation and transfer between objects and types of potential and kinetic energy. Students use terminology to qualitatively describe motion and perform calculations to quantitatively describe motion.

'Essential Science'. Science is a core subject through to year 10 in the Victorian curriculum. If students do not wish to continue with science in their future studies and science is not involved in the career pathway - then they would select essential science. Students explore each of the main branches of science including Biology, Chemistry and Physics. Including such things as inheritance, the basics of DNA and natural selection. The origin and development of the Universe is investigated. Students will look at matter and how it is classified in the periodic table and chemical reactions between chemicals. The Physics Units have students learn about Newton's Laws of Motion and Energy and how these can be used in describing examples in our everyday lives.

YEAR 10 HEALTH AND PHYSICAL EDUCATION

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

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

YEAR 10 CAREERS

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

YEAR 10 FOOD TECHNOLOGY: A TASTE OF HOSPITALITY

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

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

YEAR 10 PRODUCT DESIGN - METAL/ WOOD

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

YEAR 10 AUTOMOTIVE SYSTEMS ENGINEERING

This subject is designed to enable students to learn about the many types of systems used in today's technologies, such as electrical, mechanical and hydraulic. Students will have a balance of theory and practical tasks to investigate, build and evaluate small mechanical and electrical projects focusing on, but not limited to, automotive systems. They will learn skills such as soldering, manufacturing, and gear systems whilst gaining a greater understanding of how everyday things work.

YEAR 10 PERFORMING ARTS - DRAMA

Students will have the opportunity to develop acting skills and apply them to both improvised and scripted drama. They explore ways of creating characters with depth and credibility, and how to interact with other characters in scenes and plays. An opportunity to design and construct sets, costumes and props, and develop knowledge of stagecraft will be offered.

Students will develop their knowledge of dramatic elements, theatre history, theatrical conventions and stagecraft in preparation for VCE studies. The rehearsal and refinement of work for particular audiences will culminate in the performance of a scripted piece..

YEAR 10 VISUAL ARTS

This subject involves the study of a range of different art forms including drawing, painting, photography, printmaking and mixed media. Students explore and comment on their own ideas and concepts through their art practice and engage in critiquing the work of other artists. Students are introduced to both traditional and contemporary materials and techniques through the study of artists from a wide range of historical and cultural contexts. Each students' creative process, including annotated ideas and images used for inspiration are documented in a Visual Journal. Visual Arts is designed to prepare students for arts studies in senior years including VCE Art Making & Exhibiting, VCE Media and VCE Visual Communication Design.

YEAR 10 VISUAL MEDIA

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

YEAR 10 VISUAL COMMUNICATION DESIGN

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

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

YEAR 10 MUSIC & PERFORMANCE

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

YEAR 10 GEOGRAPHY

This exciting, field trip based, elective looks at environmental change and human wellbeing at a local and global level. Students will look at the causes and consequences of different environmental changes such as climate change, urbanisation, pollution and soil degradation. Students will investigate these causes and consequences at a local level through a series of field trips to places such as the Heart Morass and Sale Wetlands, Tarra Bulga National Park, the Gippsland Lakes, Dinner Plain and Mount Hotham. Students will look at environmental change at a global level through virtual tours of Vietnam. Students would then have the opportunity to explore Vietnam during the International Study Tour in 2024. This subject links in perfectly with VCE subjects such as VCE Geography, Outdoor Education and Health and Human Development.

YEAR 10 COMMERCE

Students develop a general understanding of business in a rapidly changing business and economic environment. This subject aims to equip students with the knowledge, understanding and practical skills that can be transferred into everyday life. They will learn essential skills such as managing their own personal finances, creating a budget and basic accounting. Students will investigate the concept of business from the ground up. They will look at everything from the operations and structure of business, to business ventures. This course provides students with an opportunity to demonstrate their knowledge and understanding of business through a variety of practical and theoretical learning experiences.

YEAR 10 HISTORY - WORLD DOMINATION!

This subject examines ideologies and the ways in which different groups attempt to dominate the political, social and economic features of society through the promotion of their particular ideology. Communism, Neoliberalism, Marxism, Capitalism, Fascism, Imperialism, Feminism, Cosmopolitanism, Utilitarianism and Secularism are all “isms” which have dominated the modern landscape. This elective encourages students to explore ideas, beliefs and frameworks that can empower or, conversely, suppress the human spirit.

YEAR 10 SPORTS ACADEMY

Catholic College Sale Sports Academy is designed to provide students with the opportunity to further develop their sporting skills in Australian Rules football, netball, basketball or cricket, whilst building confidence and leadership skills.

8 Lessons per fortnight dedicated to;

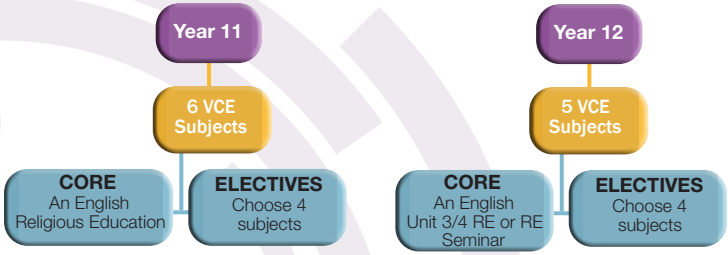
- Specialised strength and conditioning program
- Tailored injury prevention
- Pool recovery
- Advanced training and skills sessions
- Pilates/ yoga/ mindfulness
- Fitness and skill testing
- Diet and nutrition
- Elite sport facility visits

The course is designed to assist those students who already display a high level of aptitude for Australian Rules football, netball, basketball or cricket. As a prerequisite for this program, students must be playing the chosen sport in a domestic or community competition. Students must also show a willingness to strive for growth in the chosen sport, and be open to participation in extracurricular activities

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

PATHWAY VCE - ATAR

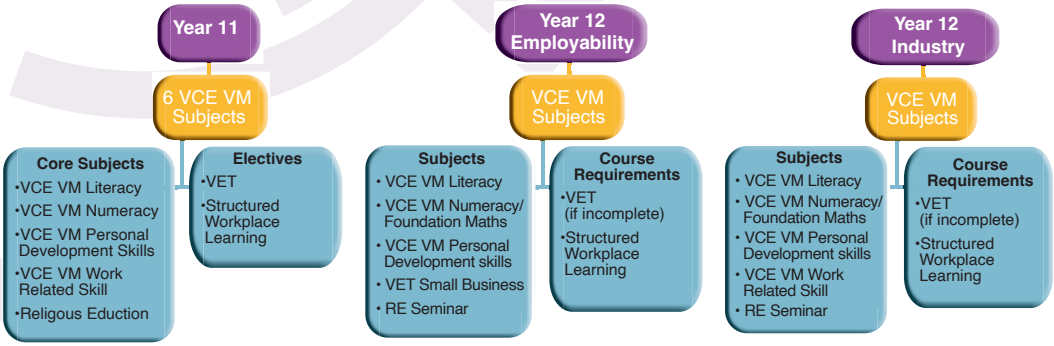
A traditional VCE Pathway will give students an ATAR for direct entry into university. Students must complete five Unit 3/4 sequences in Year 12. This does not include any Unit 3/4 sequence they may have completed in Year 11. There is also the option for students to complete one Unit 1/2 sequence in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



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

VCE VM (NON - ATAR)

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



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

LIST OF VCE AND VET SUBJECTS

Listed below are available options for the VCE and VCE VET studies on campus at Catholic College Sale in 2025 (subject to class size limits and sufficient student numbers).

Some VET off campus are also available.

- **ART CREATIVE PRACTICE**
- **BIOLOGY**
- **BUSINESS MANAGEMENT**
- **CHEMISTRY ***
- **ENGLISH**
- **ENVIRONMENTAL SCIENCE**
- **EXTENDED INVESTIGATION *(Units 3/4)**
- **FOOD STUDIES**
- **GEOGRAPHY**
- **HEALTH AND HUMAN DEVELOPMENT**
- **LEGAL STUDIES**
- **LITERATURE ***
- **GENERAL**
- **MATHEMATICS**
- **SPECIALIST MATHEMATICS ***
- **MATHEMATICAL METHODS ***
- **MEDIA**
- **MODERN HISTORY**
- **OUTDOOR AND ENVIRONMENTAL EDUCATION**
- **PHYSICAL EDUCATION**
- **PHYSICS ***
- **PRODUCT DESIGN AND TECHNOLOGY**
- **TEXTS AND TRADITIONS**
- **VISUAL COMMUNICATION DESIGN**
- **VCE VET AGRICULTURE**
- **VCE VET BUILDING AND CONSTRUCTION**
- **VCE VET ENGINEERING**
- **VCE VET FURNITURE MAKING PATHWAYS**
- **VCE VET INFORMATION, DIGITAL MEDIA AND TEACHNOLOGY**
- **VCE VET HEALTH**
- **VCE VET HOSPITALITY**
- **VCE VET MUSIC INDUSTRY**
- **VCE VET SPORT AND RECREATION**

* Subjects NOT available to Year 10 students.

UNITS 1 & 2 ART CREATIVE PRACTICE

UNIT 1 – INTERPRETING ARTWORKS AND EXPLORING THE CREATIVE PRACTICE

In Unit 1 students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

UNIT 2 - INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE

In Unit 2 students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

UNITS 1 & 2 BIOLOGY

UNIT 1 - HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

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

UNIT 2 - HOW DOES INHERITANCE IMPACT ON DIVERSITY?

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

UNITS 1 & 2 BUSINESS MANAGEMENT

UNIT 1 - PLANNING A BUSINESS

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. They will also have the opportunity to create their own business plan.

UNIT 2 - ESTABLISHING A BUSINESS

This unit focuses on the establishment phase of a business life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping,staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

UNITS 1 & 2 CHEMISTRY

UNIT 1 - HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

UNIT 2 – HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

UNITS 1 & 2 ENGLISH

UNIT 1

Students are encouraged to read and view texts with the aim of making personal connections with them. They are assessed on their ability to gain inference from a text, work with others to discuss and analyse texts and draft and refine their own writing.

Students also focus on creating effective and cohesive writing for a specific context and audience to achieve a stated purpose. Students are also required to describe individual decisions made about the vocabulary, text structures, language features and conventions used during their writing process.

UNIT 2

Students explore and analyse texts, with an emphasis on how the vocabulary, text structures, language features and ideas are used.

Students also analyse persuasive texts on current issues, specifically highlighting the ways in which argument and language are used to position an audience. They also draft, refine and present an oral presentation, developing the skills to communicate effectively and concisely in a range of formats.

UNITS 1 & 2 ENVIRONMENTAL SCIENCE

Environmental science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth systems.

UNIT 1 – HOW ARE EARTH'S DYNAMIC SYSTEMS INTERCONNECTED TO SUPPORT LIFE?

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

UNIT 2 – WHAT AFFECTS EARTH'S CAPACITY TO SUSTAIN LIFE?

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

UNITS 1 & 2 FOOD STUDIES

UNIT 1 - FOOD ORIGINS

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. They explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

Students look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

UNIT 2 - FOOD MAKERS

In this unit students investigate food systems in contemporary Australia. They gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small scale food producers by exploring.

UNITS 1 & 2 GEOGRAPHY

UNIT 1 - HAZARDS AND DISASTERS

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

UNIT 2 - TOURISM: ISSUES AND CHALLENGES

In this unit students investigate the characteristics of tourism, where it has developed, it's various forms, how it has changed and continues to change and its impacts on people, and where they live. Tourism is studied at the local, regional and global scales and we emphasise the interconnection within and between places. We look at the rapid growth of tourism and how it can be managed to ensure environmentally sustainable and economically viable communities. Students undertake a field trip to Melbourne.

UNITS 1 & 2 HEALTH AND HUMAN DEVELOPMENT

UNIT 1 - UNDERSTANDING HEALTH AND WELLBEING

In this unit, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They come to understand that it occurs in many contexts and is subject to a wide range of interpretations, with different meanings for different people. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

In this unit, students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

UNIT 2 -MANAGING HEALTH AND DEVELOPMENT

In this unit, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

UNITS 1 & 2 LEGAL STUDIES

UNIT 1 - THE PRESUMPTION OF INNOCENCE

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

UNIT 2 - WRONGS AND RIGHTS

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

UNITS 1 & 2 LITERATURE

UNIT 1

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

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

UNIT 2

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

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

UNITS 1 & 2 GENERAL MATHEMATICS

UNIT 1 & 2

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

The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

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

UNITS 1 & 2 MATHEMATICAL METHODS

UNIT 1 & 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, while the focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study in both units are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'.

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

UNITS 1 & 2 SPECIALIST MATHEMATICS

UNIT 1 & 2

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.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

UNITS 1 & 2 MODERN HISTORY

UNIT 1 – MODERN HISTORY: CHANGE AND CONFLICT

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

World War One was a significant turning point in modern history. It represented a complete departure from the past and heralded changes that were to have significant consequences for the rest of the twentieth century. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures and led to the creation of many new nation states. These changes had many unintended consequences that would lay the foundations for future conflict and instability in Europe, the Americas, Asia, Africa and the Middle East. Economic instability caused by the Great Depression contributed to great social hardship as well as to the development of new political movements.

UNIT 2 – THE CHANGING WORLD ORDER

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

The establishment of the United Nations (UN) in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. However, despite internationalist moves, the second half of the twentieth century was dominated by the Cold War, competing ideologies of democracy and communism and proxy wars. By 1989 the USSR began to collapse. Beginning with Poland, Eastern European communist dictatorships fell one by one. The fall of the Berlin Wall was a significant turning point in modern history.

The beginning of the twenty-first century heralded both a changing world order and further advancements in technology and social mobility on a global scale. However, terrorism remained a major threat, influencing politics, social dynamics and the migration of people across the world. The attack on the World Trade Centre on 11 September, 2001 was a significant turning point for what became known as the war on global terror and shaped the first decade of the twenty-first century, including the wars in Afghanistan and Iraq. The Global Financial Crisis challenged and contributed to some change in the social, political and economic features and structures; however, many continuities remained. Technology also played a key role in shaping social and political change in different contexts.

UNITS 1 & 2 MEDIA

UNIT 1 - MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STUDIES

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

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

UNIT 2 - NARRATIVE ACROSS MEDIA FORMS

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

UNITS 1 & 2 OUTDOOR AND ENVIRONMENTAL STUDIES

UNIT 1 - EXPLORING OUTDOOR EXPERIENCES

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

UNIT 2 - DISCOVERING OUTDOOR ENVIRONMENTS

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments.

In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

An extra cost of $675 is incurred to cover camps within this course of study.

UNITS 1 & 2 PHYSICAL EDUCATION

UNIT 1 - THE HUMAN BODY IN MOTION

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

UNIT 2 - PHYSICAL ACTIVITY, SPORT AND SOCIETY

This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

UNIT 1 – HOW IS ENERGY USEFUL IN SOCIETY?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

UNIT 2 – HOW DOES PHYSICS HELP US UNDERSTAND THE WORLD?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

Students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

UNITS 1 & 2

UNIT 1 - POLITICS, POWER AND POLITICAL ACTORS

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

UNIT 2 DEMOCRACY: STABILITY AND CHANGE

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

UNITS 1 & 2 PRODUCT DESIGN AND TECHNOLOGY

UNIT 1 - SUSTAINABLE PRODUCT REDEVELOPMENT

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. In this unit students examine claims of sustainable practices by designers. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

UNIT 2 - COLLABORATIVE DESIGN

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end- users' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Students also use digital technologies to facilitate teams to work collaboratively online. They design a product within a range, based on a theme, or a component of a group product. They research and refer to a chosen design style or movement.

UNIT 1 - HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non- Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviors. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behavior and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

UNIT 2 - HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behavior of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. Student also have the opportunity to conduct their own research, collect data, and draw conclusions.

UNIT 2 RELIGION AND SOCIETY

UNIT 2 - RELIGION AND ETHICS

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 these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories. In this unit students 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 the light of their investigations into ethical decision-making and ethical perspectives, and moral judgments in society.

RELIGIOUS EDUCATION SERVICE IN ACTION (RESA)

The chosen Year 10 students examine the foundations of Catholic faith and investigate the relevance of the life, death and resurrection of Jesus for young people today. They develop an understanding of the core principles of youth ministry and participate in youth ministry experiences. All students are involved in planning and participating in a variety of youth ministry experiences.

These units are then expanded on in Year 11 with many practical applications. The Year 11 RESA unit has a specific focus on Leadership and planning within a Youth Ministry setting.

All students who wish to participate in the RESA unit must fill in an application form and commit to attending some activities outside of normal class time. Entry will be limited and chosen from all applications.

UNIT 1 TEXTS AND TRADITIONS

UNIT 1 - TEXTS IN TRADITIONS

Students examine the place of texts and their literary forms within a religious tradition. Story-telling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. Students explore the importance of texts at the source of a tradition and how their meaning for the earlier and continuing tradition might be found and described.

The process of searching for and giving expression to the meaning of text is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how texts came about, and the meaning of texts to the religious tradition. This unit requires the study of texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.

UNITS 1 & 2 VISUAL COMMUNICATION DESIGN

UNIT 1 – FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS

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

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

UNIT 2 – DESIGN CONTEXTS AND CONNECTIONS

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

UNITS 3 & 4 ART CREATIVE PRACTICE

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

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

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

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

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

UNITS 3 & 4 BIOLOGY

UNIT 3 - HOW DO CELLS MAINTAIN LIFE?

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

UNIT 4 - HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. They examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

UNITS 3 & 4 BUSINESS MANAGEMENT

UNIT 3 - MANAGING A BUSINESS

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

UNIT 4 - TRANSFORMING A BUSINESS

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

UNITS 3 &4 CHEMISTRY

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

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

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

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

UNITS 3 & 4 ENGLISH

UNIT 3

Students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning.

Students also build on the knowledge and skills developed through Unit 1, reading and engaging imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. They further consider mentor texts through their understanding of the ways that purpose, context and specific and situated audiences influence and shape writing.

UNIT 4

Students further sharpen their skills of reading and viewing texts. They consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students also analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. They develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

UNITS 3 & 4 ENVIRONMENTAL SCIENCE

UNIT 3 - HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

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

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

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgments about accuracy and validity of evidence.

UNITS 3 & 4 EXTENDED INVESTIGATION

UNIT 3 - DESIGNING AN EXTENDED INVESTIGATION

In this unit students develop skills in question construction and design, explore the nature and purpose of research and various research methodologies, critically review research literature and identify a specific research question. Students undertake initial research and document their progress in their Extended Investigation Journal. They use their Journal to record the progressive refinement of a selected area of interest and the distillation of an individual research question.

UNIT 4 - PRESENTING AN EXTENDED INVESTIGATION

This unit is comprised of two parts that together constitute the student's completion of their investigation. The results of the investigation are presented in a final written report and in an oral presentation incorporating a defence to an educated non-specialist audience.

UNITS 3 & 4 FOOD STUDIES

UNIT 3 - FOOD IN DAILY LIFE

This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. They investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students focus on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

UNIT 4 - FOOD ISSUES, CHALLENGES AND FUTURES

Students examine debates about global and Australian food systems. They focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

UNITS 3 & 4 GEOGRAPHY

UNIT 3 - CHANGING THE LAND

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

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

UNIT 4 - HUMAN POPULATION : TRENDS AND ISSUES

This unit focuses on the geography of human populations. We explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

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

UNIT 3- GLOBAL ACTORS

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

UNIT 4 - GLOBAL CHALLENGES

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

UNITS 3 & 4 HEALTH AND HUMAN DEVELOPMENT

UNIT 3 - AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

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

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

UNIT 4 - HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

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

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

UNITS 3 & 4 HISTORY

UNITS 3 & 4 - REVOLUTIONS

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

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

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

UNITS 3 & 4 LITERATURE

UNIT 3

Students focus on how the form of a text contributes to its meaning. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation.

Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text. They then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Informed by the supplementary reading, students develop a second interpretation of the same text.

UNIT 4

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

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

UNITS 3 & 4 LEGAL STUDIES

UNIT 3 - RIGHTS AND JUSTICE

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

UNIT 4 -THE PEOPLE, THE LAW AND REFORM

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

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

UNITS 3 & 4 GENERAL MATHEMATICS

UNITS 3 & 4

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

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

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

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

UNITS 3 & 4 MATHEMATICAL METHODS

UNITS 3 & 4

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

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

UNITS 3 & 4 SPECIALIST MATHEMATICS

UNITS 3 & 4

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

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

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

UNITS 3 & 4 MEDIA

UNIT 3 - MEDIA NARRATIVES AND PRE-PRODUCTION

Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4

UNIT 4 - MEDIA PRODUCTION; AGENCY AND CONTROL IN AND OF THE MEDIA

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

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

UNITS 3 & 4 OUTDOOR AND ENVIRONMENTAL STUDIES

UNIT 3 - RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia.

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

UNIT 4 - SUSTAINABLE OUTDOOR RELATIONSHIPS

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

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

An extra cost of $675 is incurred to cover camps within this course of study.

UNITS 3 & 4 PHYSICAL EDUCATION

UNIT 3 - MOVEMENT, SKILLS AND ENERGY FOR PHYSICAL ACTIVITY, SPORTS AND EXCERCISE

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

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

UNIT 4 - TRAINING TO IMPROVE PERFORMANCE

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

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

UNIT 3 - HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

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

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena. Ideas that attempt to explain how the Universe works have changed over time, with some experiments and ways of thinking having had significant impact on the understanding of the nature of light, matter and energy. Wave theory, classically used to explain light, has proved limited as quantum physics is utilised to explain particle-like properties of light revealed by experiments. Light and matter, which initially seem to be quite different, on very small scales have been observed as having similar properties. At speeds approaching the speed of light, matter is observed differently from different frames of reference. Matter and energy, once quite distinct, become almost synonymous.

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

UNITS 3 & 4 PRODUCT DESIGN AND TECHNOLOGY

UNIT 3 - APPLYING THE PRODUCT DESIGN PROCESS

Students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

UNIT 4 - PRODUCT DEVELOPMENT AND EVALUATION

Students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors. Students evaluate the quality of their product with reference to criteria and end-user/s' feedback. Students make judgments about possible improvements. They produce relevant user instructions or care labels that highlight the product's features for an end-user/s.

UNITS 3 & 4 PSYCHOLOGY

UNIT 3 - HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

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

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

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

UNIT 4 - HOW IS WELLBEING DEVELOPED AND MAINTAINED?

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

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

UNITS 3 & 4 TEXTS AND TRADITIONS

UNIT 3 - TEXTS AND THE EARLY TRADITION

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

UNIT 4 - TEXTS AND THEIR TEACHINGS

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

UNITS 3 & 4 VISUAL COMMUNICATION DESIGN

UNIT 3 - VISUAL COMMUNICATION IN DESIGN PRACTICES

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

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

UNIT 4 – DELIVERING DESIGN SOLUTIONS

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

LIST OF VCE VOCATIONAL MAJOR SUBJECTS

- **LITERACY**
- **NUMERACY**
- **PERSONAL DEVELOPMENT SKILLS**
- **WORK RELATED SKILLS**
- **CERT II IN SMALL BUSINESS**

UNITS 1 & 2 LITERACY (VCE VM)

UNIT 1 & 2

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

Unit 1: Literacy for Personal Use & Understanding and Creating Digital texts

Unit 2: Understanding Issues and Voices and Responding to Opinions

UNIT 1 & 2 NUMERACY (VCE VM)

UNIT 1 & 2

VCE VM Numeracy is about developing student's numeracy skills to make sense of their personal, public and vocational lives under the subject headings: number and quantity, measurement, shape, dimensions and directions, data and chance, systems and processes, and mathematical relationships and thinking. This knowledge is then applied to tasks which are part of the students' daily routines and practices in their immediate personal environment, such as the workplace and community. Tasks are framed in terms of personal, financial, civic, health, recreational and vocational classifications, and skills developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting. These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society

UNITS 1 & 2 PERSONAL DEVELOPMENT SKILLS (VCE VM)

UNIT 1 & 2

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

Unit 1: Healthy Individuals:

- Personal identity and emotional intelligence
- Community health and wellbeing
- Promoting a healthy life:

Unit 2: Connecting with Community

- What is community?
- Community cohesion
- Engaging and supporting community

UNITS 1 & 2 WORK RELATED SKILLS (VCE VM)

UNIT 1 & 2

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

Unit 1: Careers and learning for the future

- Future careers

Presentation of career and education goals

Unit 2: Workplace Skills and Abilities

- Skills and capabilities for employment and further education
- Writing job applications and participating in mock interviews

CERT II IN SMALL BUSINESS

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

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

Students course is for students completing the Employability Pathway.

UNITS 3 & 4 LITERACY (VCE VM)

UNIT 3 - INFORMATIONAL, ORGANISATIONAL AND PROCEDURAL TEXTS

Accessing and understanding information, organisational and procedural texts

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

UNIT 4 - LITERACY FOR ADVOCACY

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

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

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

UNITS 3 & 4 NUMERCAY (VCE VM)

UNIT 3 & 4

VCE VM Numeracy focuses students further developing their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies under subject headings: number and quantity, measurement, shape, dimensions and directions, data and chance, systems and processes, and mathematical relationships and thinking. This knowledge is then applied to tasks which are part of the students' daily routines and practices and applied in their immediate personal environment, such as the workplace and community. Tasks are framed in terms of personal, financial, civic, health, recreational and vocational classifications, and skills developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

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

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

UNITS 3 & 4 PERSONAL DEVELOPMENT SKILLS (VCE VM)

UNIT 3: LEADERSHIP AND TEAMWORK & UNIT 4: COMMUNITY PROJECTS

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

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

UNITS 3 & 4 WORK RELATED SKILLS (VCE VM)

UNIT 3 & 4

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

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

VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training are courses delivered to students and designed to expand opportunities, predominately in trades. These provide a nationally recognised VET qualification to contribute towards the completion of either the VCE or VCE VM.

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

All students must meet the Graduate Criteria and complete a VCE VET Expression of Interest Form to be considered for a VET course. This form will be available via a google form that can be accessed during the subject selection process. Courses are correct at time of publication and places will depend on local RTO availability. Scored Assessment – all of these contribute to the ATAR.

VET UNIFORM

BUILDING AND CONSTRUCTION

- Orange Hi Vis Shirt.
- Blue Work Shorts or Pants.
- Orange Hi Vis Windcheater.
- Steel Capped Boots.





HOSPITALITY

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




AUTOMOTIVE/ENGINEERING/ELECTROTECHNOLOGY

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


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




VCE VET ON CAMPUS SUBJECTS

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

VCE VET SPORT AND RECREATION

(SCORED ASSESSMENT)

VCE VET Sport and Recreation can be undertaken in either of the following ways:

- 2 year program - Units 1 - 4. Certificate III in Sport and Recreation will be awarded at the end of the two years. Students will also be awarded a study score for the Units 3 and 4 sequence.
- 1 year program - Units 3 and 4 VCE subject, where students will be awarded a study score and a statement of attainment for the units of competency completed.

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

The Certificate III in Sport and Recreation can provide students with the skills and knowledge that will enhance their employment prospects in the sport and recreation industries. Possible employment areas may include maintaining grounds and playing surfaces, providing customer service, housekeeping or administrative services. Employment opportunities exist in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

There is no duplication between VCE VET Sport and Recreation and any other VCE study. Students are able to complete VCE Physical Education and/or VCE Outdoor Environmental Studies as well as VCE VET Sport and Recreation and they will all contribute equally to an ATAR score. Please note that VET Sport and Recreation is timetabled in the same manner as other subjects. Students do not spend all day on this VET course.

VET AGRICULTURE

The AHC20122 Certificate II in Agriculture describes the skills and knowledge for general job roles in rural and regional Australia, and supporting job roles in agriculture including livestock production, cropping or in the case of mixed farming workplaces, both cropping and livestock. This certificate reflects the role of new agricultural workers or farm hands. Workers will undertake routine tasks under supervision. Your training will focus on:

- How to participate in sustainable practices
- How to participate in health and safety processes
- How to work effectively in the chosen stream of agriculture, could include:
- Operating machinery
- Working with livestock
- Install and maintain fencing

VCE VET BUILDING AND CONSTRUCTION

VCE VET Building and Construction is a two year course that provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. The Certificate II in Building and Construction provides partial completion of the pre-apprenticeship program in three trade specific streams; bricklaying, carpentry and painting and decorating.

First Aid and the Construction Industry Card are included in this program.

This course will contribute 10% towards your ATAR. This 10% is the average of your top four score.

There is an additional cost associated with the purchase of a tool kit that the student will keep post schooling.

AST Access Skills Training
TOID 4603

VCE VET ENGINEERING

(SCORED ASSESSMENT)

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

VCE VET INFORMATION AND COMMUNICATIONNS TECHNOLOGY (SCORED ASSESSMENT)

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

The program is designed to deliver entry-level vocational outputs in areas such as basic cloud computing, basic cyber awareness, generalist IT support services, networking, programming, and systems.

VCE VET AUTOMOTIVE

The VCE VET Automotive course is a work ready pre-employment course designed to meet the needs of students wishing to pursue a career in the automotive industry through study pathway options, such as an apprenticeship or higher education. It is a state accredited curriculum which offers students the opportunity to develop their skills and knowledge across a range of automotive sectors including automotive mechanical and electrical, vehicle body panel beating, spray painting, trimming and making; and vehicle engine reconditioning.

This course will contribute 10% towards your ATAR. This 10% is calculated as the average of your top four study scores.

VCE VET HEALTH (SCORED ASSESSMENT)

Certificate III in Health Services Assistance will be offered as a two year course. However, because it is a scored assessment, students are able to complete the Unit 3/4 sequence of the program only and obtain a study score that will contribute to the ATAR. Units 1 and 2 involve learning about the workplace environment in Health Services. Units 3 and 4 focus on healthy body systems and appropriate terminology use in health services. Please note that VET Health is timetabled in the same manner as other subjects. Students do not spend all day on this VET course.

AST Access Skills Training
TOID 4603

VCE VET HOSPITALITY (SCORED ASSESMENT)

The VCE VET Hospitality course (also known as Certificate II Kitchen Operations) is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering, and food and beverage service.

VET FURNITURE MAKING PATHWAYS

The MSF20522 Certificate II in Furniture Making Pathways is designed for students who are looking at a career in furniture making, utilizing carpentry skills and craftsmanship to develop broad skills and knowledge in furniture-making tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a furniture manufacturing environment or related workplace.

Your training will focus on:

- How to undertake a basic furniture-making project
- Understanding measurements and calculations
- How to design furniture in a sustainable manner
- How to apply safe practices at work

VCE VET MUSIC INDUSTRY
(SCORED ASSESSMENT)

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

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

CUA30920 Certificate III in Music (Sound Production) Year Two provides students with the practical skills and knowledge to record, mix and edit sound sources. This program is delivered through COSAMP (41549).

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

Please note that VET Music is timetabled in the same manner as other subjects. Students do not spend all day on this VET course.

COSAMP
A READCLOUD COMPANY • RTO 41549

VET OFF CAMPUS SUBJECTS

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

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

CERTIFICATE II IN COMMUNITY SERVICES (WITH EARLY CHILDHOOD ELECTIVE UNITS)

In our community, there is a significant need for support to enhance the wellbeing of various groups including: the elderly, individuals with disabilities, and children in their formative years of learning. These sectors are expanding, offering promising career prospects and the chance to positively impact lives. Students will have the opportunity to cultivate skills and expertise in roles spanning aged care, individual support, and early childhood, allowing exploration into each industry, and giving students the knowledge they need to choose a career pathway. This qualification does not require any placement component.

This course will provide credits into qualifications from the Community Services, Individual Support and Early Childhood sectors.

TAFE GIPPSLAND

CERTIFICATE IN ELECTROTECHNOLOGY
(SCORED ASSESSMENT)

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

Assessment includes theoretical, practical and skills examinations.

There is an additional cost associated with the OH&S compliant uniform (see page 100).

HAIR AND BEAUTY SKILLS SET

This skills set includes 17 units from within the Hairdressing and Beauty Training Package to offer as a two year VET program focussing on practical skills, hands on learning and Industry experiences. Students will get to create a hair and makeup look for a professional photoshoot. Students will listen

to guest speakers, salon owners and senior stylists will visit to share their insight and knowledge on how you can have a successful career in the Hair and Beauty Industry. Product and Equipment sessions with Educators from Kryolan Makeup, GHD Styling, NAK Haircare and Lish Nails.

TAFE GIPPSLAND

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ATAR (AUSTRALIAN TERTIARY ADMISSIONS RANK)

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

COURSEWORK ASSESSMENT

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

EXAMS

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

GAT (GENERAL ACHIEVEMENT TEST)

The General Achievement Test is a test of general knowledge and skills in written communication; mathematics, science and technology; and humanities, the arts and social sciences. All students enrolled in one or more VCE Unit 3 and 4 sequences and VCE VM must sit the GAT. GAT results are used to check that VCE external assessments and School- based Assessments have been accurately and fairly assessed. The GAT is used in these checks because its results are a good predictor of final assessment for VCE studies.

OUTCOMES

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

SATISFACTORY COMPLETION

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

SCHOOL ASSESSED COURSEWORK (SAC)

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

SCHOOL ASSESSED TASKS (SAT)

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

- **STATEMENT OF RESULTS**

A set of documents which formally state the results students achieved in the VCE, and whether they have graduated.

- **STATISTICAL MODERATION**

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

- **STUDENT ACCESS CODE/PASSWORD**

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

- **STUDY DESIGN**

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

- **STUDY SCORE (RELATIVE POSITION)**

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

- **SCALED STUDY SCORE**

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

- **UNIT**

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

- **VCAA**

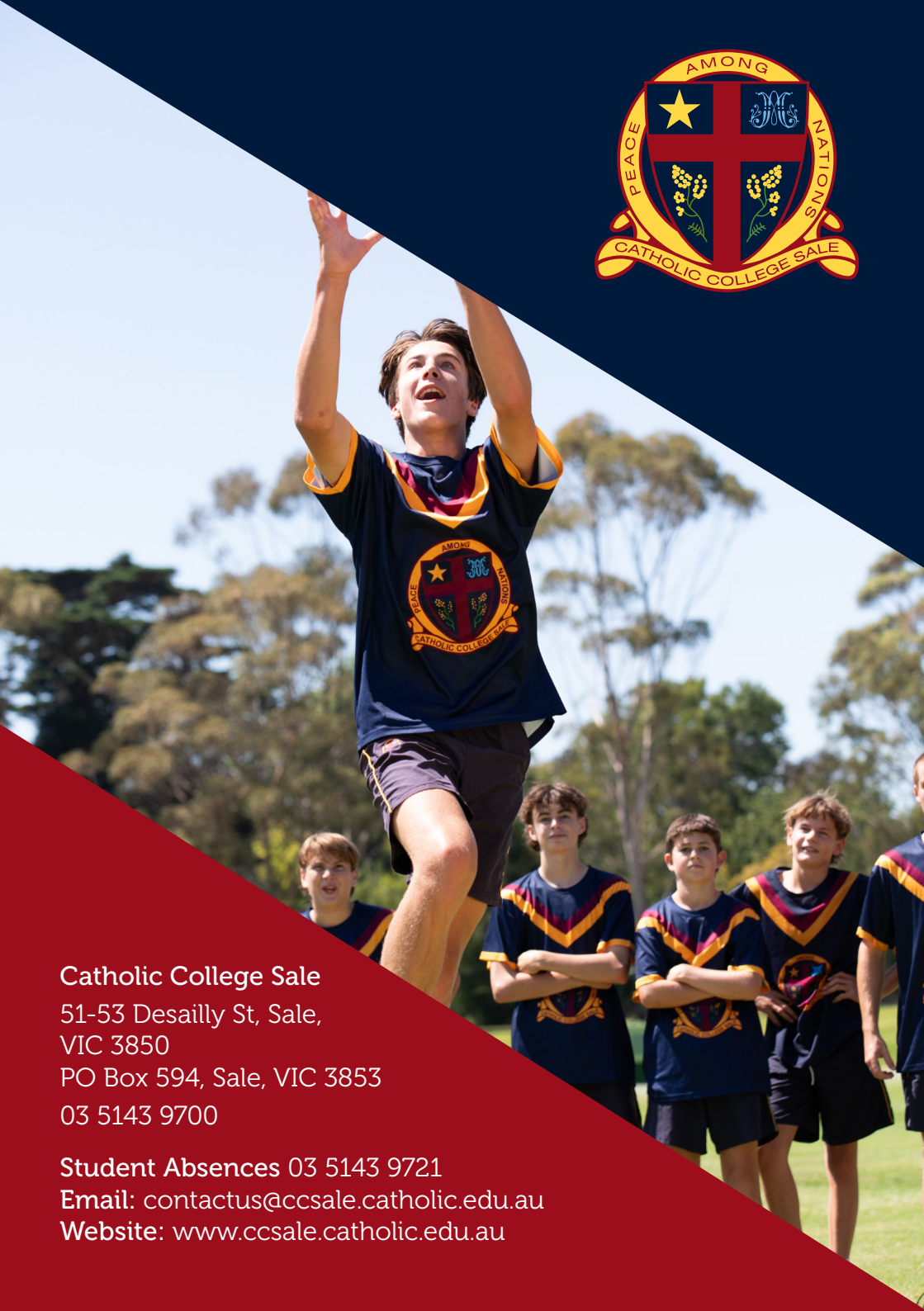
Victorian Curriculum and Assessment Authority: the body which administers all primary and secondary education in the state of Victoria.

- **VTAC**

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

- **WEB PREFERENCES**

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



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