

Year 10
Course Manual
2025



Learn. Care.
flourish

CONTENTS

Year 10 Curriculum 2025		4
Year 10 Certificate		5
Acceleration for High Achieving Students		6
Vocational Education & Industry Program (VEIP)		7
Stepping up from Year 10 to Year 11		8
Studies in Year 10 2025		9
Subject Selection Check List		10
General Acronyms for Senior Years		11
Year 10 Core Studies:	Religious Education	13
	English Pathway Flowchart	14
	English	15
	Applied English	16
	Mathematics - Advanced Level	17
	Mathematics - Standard Level	18
	Mathematics - Applied	19
	History or Geography	34/35
	Science	20
	World of Work	21
Year 10 Elective Studies:		
	Art - Drawing, Painting & Printmaking	23
	Art - Sculpture and Ceramics	24
	Automotive – (Rev Heads)	25
	Design & Technology - Microelectronics	26
	Design & Technology - STEM	27
	Drama	28
	English Language	29
	English Literature	30
	Extended Investigation	32
	French	33
	Geography	34
	History – The Modern World & Australia	35
	Health and Human Development	36
	Japanese	37
	Media	38
	Money Tree	39
	Online Gaming and Coding	40
	Music-Making (Semester One) - Musicianship (Semester Two)	41
	Outdoor and Environmental Studies Units 1 & 2 -VCE	43
	Outdoor Recreation	44
	Philosophy	45
	Physical Education	46
	Textiles	47
	Visual Communications	48
VET Studies	Certificate II in Animal Care	50
	Certificate II in Automotive	51
	Certificate II in Business	52
	Certificate II in Cookery	54
	Certificate II in Construction Pathways	55
	Certificate II in Horticulture	57
	Certificate II in Hospitality (Front of House)	58
	Certificate III in Sports, Aquatics & Recreation	60

YEAR 10 CURRICULUM 2025

Year 10 at Sacred Heart College is the final year of a general course for all students, and provides the ideal time for students to explore a wide range of subject options. There is a core curriculum consisting of Religious Education, English, Mathematics and Science. In addition, a semester of either History or Geography must be selected. In addition, all students must study at least one unit (one semester) of Physical Education/Health or related unit, and the remaining 3 units are selected by the student from any area of the curriculum, allowing each student to tailor a course to their own interests and talents.

There is an opportunity for students to accelerate into a VCE or VCE/VET subject. Acceleration provides high achieving students with the opportunity to extend their learning by undertaking a VCE level subject in Year 10, followed by studying that subject at Year 12 level while the student is in Year 11.

All students undertake Work Experience, attend Mock Interviews and participate in Reflection Days, a camp, and excursions.

Whichever subjects Year 10 students undertake, our emphasis is on enabling them to do their personal best and responding to the rigorous program of learning within each subject. To this end, there are semester examinations in all subjects that enable students to consolidate their learning throughout the semester, bringing together the work on individual assessment tasks from earlier in the semester. The examinations are also important preparation for Years 11 and 12, especially Year 12 where the examinations are externally set and marked for VCE studies and scored VET areas.

It is important that Year 10 students and their families are aware from the beginning of the year of the need for students to satisfactorily complete all subjects if they are to have a wide range of choices in Years 11 and 12.

This is an exciting time for students; they are beginning to think of their future careers and to experience the world of work. They are consolidating areas of learning from previous years and experimenting in new areas through electives.

YEAR 10 CERTIFICATE

Year 10 is important as students consolidate and prepare for VCE. We have introduced a Year 10 Certificate that has two main aims:

1. To recognise the achievements of all students
2. To develop sound work habits prior to VCE

Award Requirements:

A student must attain a Satisfactory achievement of a minimum of six semester Units, including Religious Education, English, and Mathematics.

Satisfactory achievement of Units is based on:

- Completion and submission of all Assessment Tasks
- Achievement of the Success Criteria for each topic
- Attendance of a minimum of 80% of all scheduled classes*

Please note that students will have the opportunity to redeem a Not-Satisfactory Unit result through redemption/resit as negotiated with the subject teacher.

A Year 10 Certificate may be awarded in exceptional circumstances if there is documented evidence about pastoral or learning needs that may have prevented a student from achieving the criteria. This decision will be made with consultation by the Senior Programs Team.

*Some extracurricular activities and programs will count towards attendance percentages.

ACCELERATION

Some Year 10 students need an extra academic challenge and are ready to study at least one unit of a Year 11 VCE subject. With the Year 10 -12 timetables aligned, it is possible for students to choose from a range of Year 11 studies as one of their electives. Please note that this range of subjects will vary from year to year and depends on the availability of places.

Criteria for applying to accelerate in one VCE subject

Students applying to accelerate in one VCE subject need to:

- Provide the average mark for English Assessment Tasks for Semester One on their application.
- Have an average of 80% + in a minimum of four subjects*, excluding Religious Education.
- Have achieved Work Habits on their Semester One report that are 'good' or better in all subjects.
- Have achieved Victorian Curriculum levels that are 'At Standard' or higher for Year 9 or 10 students.
- Have satisfactorily completed all Assessment Tasks for Religious Education.

* The subject into which the student wishes to accelerate should be similar to at least one of these subjects. For example, if a student wishes to accelerate into Units 1 & 2 Biology while in Year 10, their results for Year 9 Science should be at an 80%+ average.

Where the subject into which the student wants to accelerate is not studied at the lower level (e.g. Legal Studies), then subjects that would have similar skills will be considered.

Students who meet these criteria can apply for acceleration if they wish to do so. Their applications will be assessed by the Head of School in collaboration with the VCE Coordinator as well as the Deputy Principal – Learning and Teaching.

Students who wish to accelerate in Mathematics are required to complete preparatory work to ensure they are in a position to successfully advance.

Criteria for applying to accelerate in two VCE subjects

Students who wish to accelerate into two or more subjects must apply directly to the Head of School who will meet with relevant subject teachers and the student to consider the request and make a recommendation to the Deputy Principal Learning and Teaching who will decide on the outcome.

Students accelerating in two VCE subject need to:

- Provide the average mark for English for the Semester on their application.
- Have an average of 90% + in a minimum of four subjects, excluding RE.
- Have achieved Work Habits on their Semester One report that are 'very good' or better in all subjects.
- Have achieved Victorian Curriculum levels that are 'At Standard' or higher for Year 9 or 10 students.
- Have satisfactorily completed all Assessment Tasks for Religious Education.

Students who were enrolled in an accelerated subject while in Year 10 will still have to meet the same acceleration criteria in order to accelerate in Year 11 – even if it is accelerating into Units 3 and 4 of the same subject.

In some cases, students who do not exactly meet these criteria may apply to the Head of School to accelerate. After consultation with the year Level Leader and/or relevant subject teachers, the Head of School will decide on the outcome.

Criteria for acceleration in a VET subject

Students applying to accelerate in one VCE subject need to:

- Submit a completed teacher's recommendation form to the Vocational and Applied Learning Leader. The teacher supporting the student's application must have taught the student in the last 12 months.
- Have achieved Work Habits on their Semester One report that are 'good' or better in all subjects.

VOCATIONAL EDUCATION & INDUSTRY PROGRAM (VEIP)

VEIP is a program selected from the core Year 10 subjects, which has been developed at Sacred Heart College, allowing students to undertake weekly Structured Work Place Learning (SWL) arrangements whilst continuing their studies.

Catholic Insurance provides a \$10,000,000 cover for all students on work placement. Employers are required to pay a minimum of \$5 per day. Whilst on a Structured Work Placement students undertake competency-based learning. The employer and Vocational Pathways Leader create a competency-based Assessment Sheet which is completed at the end of each month to monitor and record the student's progress. Some students may be required to undertake the Construction Industry Card Training prior to commencing their Structured Work Placement, depending on the industry.

Students will also be enrolled in the World of Work subject. This unit will require students to:

- Develop negotiating skills
- Communicate workplace information
- Work with others
- Present and apply workplace information
- Participate in OHS processes
- Participate in a practical placement
- Work in a team
- Work with colleagues and customers
- Work in a socially diverse environment (co-assessed with Unit work with colleagues and customers)
- Prepare a resume
- Explore careers with Morrisby Testing
- Undertake Mock Interviews

STEPPING UP FROM YEAR 10 TO YEAR 11

INTRODUCTION

It is important that students who plan to proceed to Year 11 have met minimum standards in their learning, whether they are headed for VCE, VET or VCE Vocational Major subjects.

Each of these post-compulsory courses assumes that students have attained and demonstrated at least:

- appropriate levels in Literacy and Numeracy
- a sound knowledge base in studies which they intend to pursue at the higher level
- a sense of responsibility and independence in learning
- a sound work ethic
- positive, cooperative behaviour and sound personal management practices
- a minimum attendance rate of 80%

HOW CAN READINESS FOR STEPPING UP BE IDENTIFIED?

Each student's semester results, as reflected in the semester reports, are the clearest indicator of a student's progress. The report confirms whether the student has achieved the outcomes for each subject, the Victorian Curriculum Standard is attained and the quality of work completed for each assessment task is satisfactory. (see Year 10 Certificate information on Pg: 5)

Current teacher recommendations are also considered to ascertain a student's suitability for entry into Year 11.

PRE-REQUISITES FOR STUDY AT YEAR 11

- Satisfactory completion (refer above) of every Year 10 subject related to subjects that a student is planning to take at Year 11 level.
- The ability to put together a viable course of study for Years 11-12
- Students entering VCE Vocational Major must attend an interview with their parents and the Coordinator.
- Students whose work is consistently below the expected standard in any subject, or whose behaviour disrupts others' learning in Semester One Year 10, will receive a letter early in Term 3. Following this is an interview with the student and their parents, the Year Level Leader and Head of Senior School to map out a strategy and program for improved study/performance in Semester Two. A further interview will be required later in the same term.

STUDENTS WHO DO NOT MEET THESE PRE-REQUISITES

Students whose progress has not met all the course requirements will be required to attend a meeting with their parents and the Head of Senior School and Deputy Principal - Learning and Teaching to discuss their options.

STUDIES IN YEAR 10 - 2025

1. All students will undertake the following Core Units:
 - Religious Education (whole year)
 - English: Standard **or** Applied (whole year)
 - Mathematics: Advanced **or** Standard **or** Applied (whole year)
 - Science (whole year)
 - World of Work (one semester) **or** VEIP
2. All students must select a semester length study of either History or Geography.
3. All students must undertake one Health and Physical Education related semester study.

Note: no more than two semester studies from the following list:

ONE SEMESTER SUBJECTS:

- Health & Human Development
- Physical Education
- Outdoor Recreation

TWO SEMESTER SUBJECTS: *Acceleration criteria must be met

- VET Certificate III in Sport, Aquatics & Recreation (2 year subject) -
- VCE Outdoor and Environmental Studies

4. All students will undertake three other semester-length studies from the following:

Art - Sculpture and Ceramics	Online Gaming & Coding
Art - Drawing, Painting & Printmaking	Music-Making (Semester One)
Automotive (REV heads)	Musicianship (Semester Two)
Design & Technologies - Microelectronics	Outdoor Recreation
Design & Technologies - STEM	Philosophy
Drama	Physical Education
English Language	Textiles
English Literature	Visual Communication
Excel Monies and Networks	
Extended Investigation (year-long subject)	
French (year-long subject)	Criteria for Acceleration must be met for VET Subjects and Outdoor & Environmental Studies
Geography	Certificate II in Animal Care
History – The Modern World and Australia	Certificate II in Automotive
Health & Human Development	Certificate II in Business
Japanese (year-long subject)	Certificate II in Construction Pathways
Media	Certificate II in Cookery
Money Tree	Certificate II in Horticulture
	Certificate II in Hospitality (Front of House)
	Certificate III in Sports, Aquatics & Recreation
	Outdoor & Environmental Studies Units 1/2 VCE (year-long subject)

Some electives may not run due to insufficient interest from students.

SUBJECT SELECTION CHECK LIST

Students will complete their options online using Web Preferences. Once complete, return a printed and signed copy of the receipt, which includes preferences, to the Homeroom Teacher by Wednesday 21 August 5:00pm.

Subject Selection Check List

- 1. The receipt form is signed by a parent/guardian
- 2. The core subjects: English, Mathematics (Advanced, Standard, Applied levels), Science and History or Geography have been selected.
- 3. World of Work (one semester) has been selected. Prior to entry into VEIP, the student and their parents must have discussed this option with Ms Helen Campbell, VET and Applied Learning Coordinator. This will be changed upon successful application.
- 4. One Health or PE related subject/elective (and no more than two).
- 5. The remaining electives have been chosen. Year length subjects take up two elective spaces.
- 6. **Two reserve subjects/electives have been included.**

Use the section below to organise the **elective subjects** including Health/PE options. Whole year/two semester electives take two places. VEIP will take one core and one elective place.

1. _____ 2. _____

3. _____ 4. _____

Reserves - (in case of timetable blocking issues)

5. _____ 6. _____

GENERAL ACRONYMS FOR SENIOR YEARS

VCAA	-	Victorian Curriculum and Assessment Authority
VQA	-	Victorian Qualifications Authority
VCE	-	Victorian Certificate of Education
VCE VM	-	VCE Vocational Major
VET	-	Vocational Education and Training
SAC	-	School Assessed Coursework
SAT	-	School Assessed Task
ATAR	-	Australian Tertiary Admission Rank
RTO	-	Registered Training Organisation
RPL	-	Recognition of Prior Learning
GAT	-	General Achievement Test
PERIOD 5	-	Class after school hours (3.45pm – 5.00pm) where students complete Assessment Tasks that they have missed due to approved absence. Classes are held every week alternating between Tuesday and Thursday. Formal arrangements are made by the Subject Teacher and parents are notified by letter.

NB: In addition there may be subject specific acronyms of which students will be informed during that unit of study.

CORE STUDIES



RELIGIOUS EDUCATION

SUBJECT OVERVIEW

- Enrich each student's understanding of the history, tradition and rituals of the Catholic Religion
- Enrich each student's understanding of the history, tradition and rituals of other Religious Traditions.
- Foster each student's understanding of their personal and social responsibilities as they grow into adulthood.
- To support each student in the development of their spiritual identity and the formation of their faith.
- To equip each student with the knowledge and understanding to navigate a multi-religious society

WHAT IS STUDIED?

Unit 1 – Ancient and Indigenous Spirituality

In this unit, students will explore Ancient and Indigenous spirituality whilst reflecting on the importance of faith and spirituality for themselves and the world.

Unit 2 – Finding My Inner Peace

In this unit, students will explore contemplative prayer and Christian spirituality, to find their inner peace. Students will reflect on relationship with God and how it may be expressed through both personal and communal prayer.

Unit 3 – World Religions

In this unit, students will learn about the Catholic Religion, along with other religious traditions. This will be done through the history, rituals, symbols, laws and understandings of God.

WHAT TYPE OF WORK IS DONE?

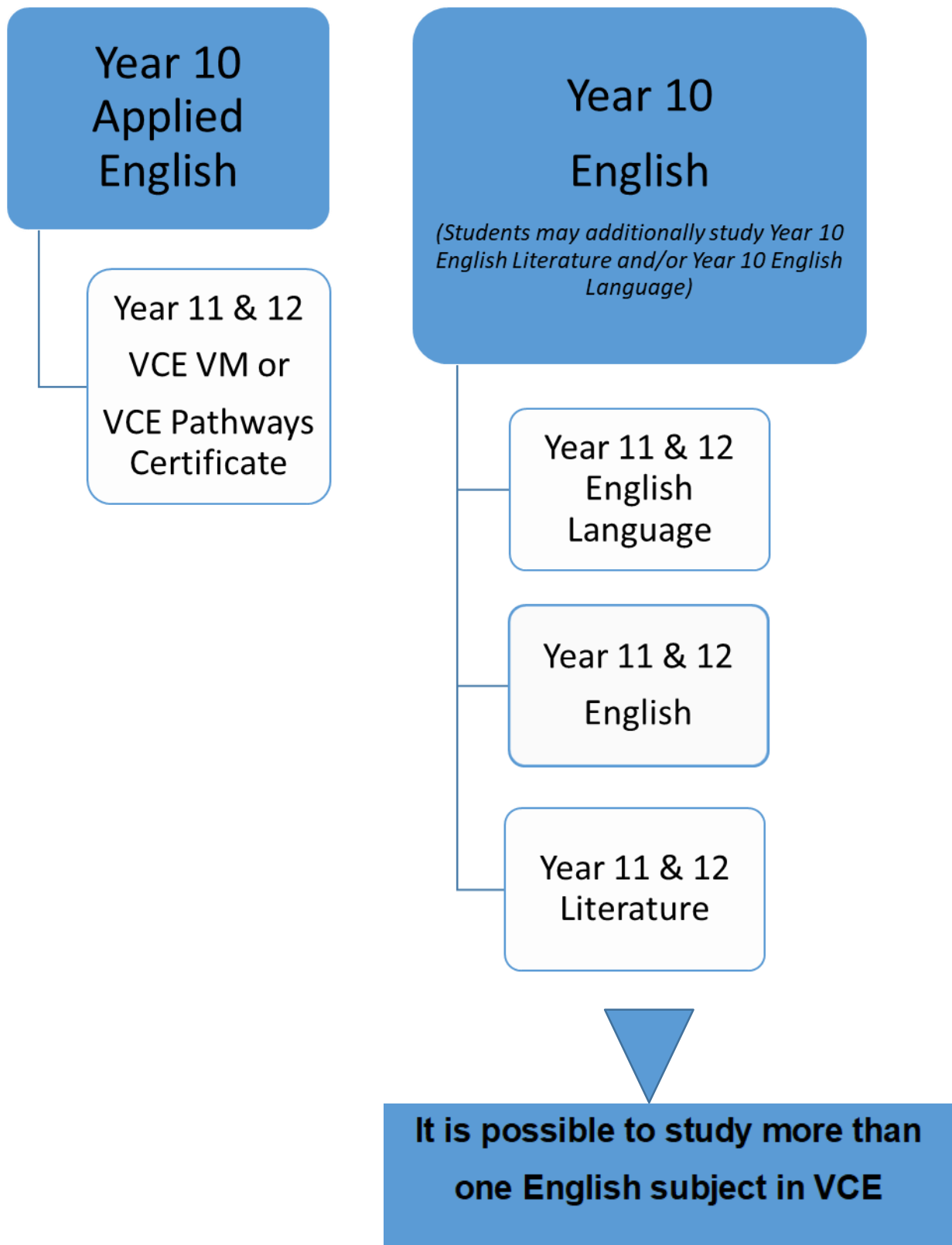
- Socio-historical research and investigations
- Comparative research tasks
- Class discussions
- Dialogue
- Analysis of religious texts
- Visual displays
- Note taking
- Film response tasks
- Case study response tasks

As part of their Religious Education program, all students will also take part in class prayer, Year Level liturgies, and the Year 10 Reflection Day.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This study fosters an appreciation of the complexity of societies where multiple world views coexist, and develops skills in research and analysis, helping students to become informed citizens and preparing them for the global world.

English Pathways



ENGLISH

SUBJECT OVERVIEW

This is a compulsory component of Year 10, which involves the study of language, literature and a range of other texts, including films and visual texts. Students should expect to refine and improve their literacy skills through creative, analytical and persuasive writing tasks. This learning provides the foundation for study across all curriculum areas.

Participation in many aspects of Australian life depends largely on effective communication in Standard Australian English. Australians also participate in a global environment in which proficiency in English is valuable. English plays an important part in developing the understanding and capabilities of young people who will take responsibility for Australia in the future.

WHAT IS STUDIED?

Semesters One and Two

- **A range of texts**
- **Argument & Analysis**
- **Creative Writing**

Texts studied will be:

- A range of media texts
- A wide range of poetry, short stories, novels, non-fiction text
- s and film texts.

WHAT TYPE OF WORK IS DONE?

- **Reading** (including viewing)
- **Writing**
- **Speaking & Listening**

For example:

- Reading, analysing and comparing texts.
- Researching, drafting and presenting persuasive speeches on current issues in the media
- Study of how arguments are constructed and language is used to persuade

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The strengthening of reading, speaking and writing skills across the curriculum.

Note: VCE students must complete three units of English, including English Units 3 & 4. There are three VCE English courses that you can choose from: (see below)

VCE English Units 1 - 4

VCE English Language Units 1 - 4

VCE Literature Units 1 - 4

APPLIED ENGLISH

SUBJECT OVERVIEW

Applied English is designed for Year 10 students who may require a more vocationally orientated approach to English, particularly those students undertaking VEIP. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills. Applied English enables students to improve their skills in comprehending and responding to a variety of texts, and to enhance their overall communication skills. The subject offers scope for teacher discretion to tailor the course to the needs of their cohort. This can be done, for instance, through the selection of appropriate texts. There is the possibility for more emphasis to be given to workplace texts. Applied English is not studied in conjunction with other English subjects.

WHAT IS STUDIED?

- Students will extend their competence and confidence in using Standard Australian English in meeting the demands of further study, the workplace and their own needs and interests
- Students will strengthen and extend their language skills through thinking, reading, writing, speaking and listening
- Students will communicate ideas and information effectively using the conventions of written and spoken language
- Students will listen and speak in a range of informal and formal settings for different audiences and purposes
- Students will read a range of texts to construct personal, creative, comparative and critical responses

WHAT TYPE OF WORK IS DONE?

- Reading, analysing and comparing a range of texts
- Researching, drafting and presenting speeches for a variety of purposes
- Writing different texts for a range of purposes

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This subject leads to an applied learning pathway ie Vocational Major. **This subject does NOT lead to mainstream VCE English.** Selection for this subject will be based on consultation with parents, teacher recommendation and the Learning Support Leader.

A review may occur towards the end of Semester One of Year 10 to determine whether it would be beneficial for students to remain in Applied English.

MATHEMATICS – ADVANCED LEVEL

SUBJECT OVERVIEW

Mathematics is fundamental to the functioning of society.

The Year 10 Mathematics - Advanced Level course provides preparation for students wishing to study Mathematics in Years 11 and 12, particularly Mathematical Methods and Specialist Mathematics. The course aims to extend students' skills and knowledge in the Mathematical Content Strands of: Number and Algebra; Measurement and Geometry; and Statistics and Probability. The Proficiency Strands of Understanding, Fluency, and Problem Solving and Reasoning are also covered.

A TI – Nspire (CAS) calculator is a pre-requisite for Year 10 Mathematics. It is assumed that students have access to a TI – Nspire (CAS) calculator for classwork, homework, examinations and tests.

Selection into this course is based on student results and teacher recommendation.

Progress will be monitored to ensure that students are working at the appropriate level.

WHAT IS STUDIED?

- Algebraic Techniques
- Number Systems
- Mensuration
- Surds and Indices
- Extension and practical problems in Trigonometry and Geometry
- Linear and Non-Linear Relationships
- Parabolas and Quadratics
- Modelling non-routine situations
- Probability

WHAT TYPE OF WORK IS DONE?

- Unit Tests
- Examinations
- Application Tasks
- Bookwork
- Homework Exercises
- Mathspace Tasks

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of Year 10 Mathematics – Advanced Level is a prerequisite for the VCE Mathematics subjects of Mathematical Methods and Specialist Mathematics in Year 11.

MATHEMATICS – STANDARD

SUBJECT OVERVIEW

Mathematics is fundamental to the functioning of society.

The Year 10 Mathematics - Standard Level course provides preparation for students wishing to study General Mathematics in Years 11 and 12. The course aims to extend students' skills and knowledge in the Mathematical Content Strands of: Number and Algebra; Measurement and Geometry; Statistics and Probability. The Proficiency Strands of Understanding, Fluency, and, Problem Solving and Reasoning are also covered.

A **TI-Nspire (CAS) calculator is a pre-requisite for Year 10 Standard Mathematics**. It is assumed that students have access to a TI-Nspire (CAS) calculator for classwork, homework, examinations, and tests.

Selection into the course is based on student results and teacher recommendation. Student's progress will be monitored to ensure that they are working at the appropriate level.

WHAT IS STUDIED?

Area of Study: Number and Algebra
Algebra

- Financial Mathematics Using Recursion

Area of Study: Measurement and Geometry

- Pythagoras and Trigonometry

Area of Study: Probability and Statistics

- Probability

Area of Study: Probability and Statistics

- Data Representation and Interpretation

Area of Study: Measurement and Geometry

- Measurement

Area of Study: Number and Algebra

- Matrices

WHAT TYPE OF WORK IS DONE?

- Skill practice using bookwork and online maths exercises in Mathspace.
- Topic Tests to gauge understanding and knowledge.
- End of Semester Examination
- Application tasks and Investigations in relevant topics.
- Proficient use of TI-Nspire CAS Calculator.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of the Year 10 Mathematics – Standard course is a pre-requisite for VCE General Mathematics Units 1 and 2.

The satisfactory completion of the Year 10 Mathematics – Standard course also enables students to undertake VCE Vocational Major Numeracy Units 1 & 2 in Year 11 and VCE Vocational Major Numeracy Units 3 & 4 in Year 12 if they decide to pursue the VCE Vocational Major certificate instead of the VCE.

MATHEMATICS - APPLIED

SUBJECT OVERVIEW

Mathematics is fundamental to the functioning of society. The **Year 10 Mathematics - Applied** course primarily prepares students for the *VCE – Vocational Major Certificate**.

In this course the emphasis on the practical applications of mathematics enables students to develop confidence and skills to perform familiar numeracy tasks and make sense of mathematics in their daily lives and in society.

The areas of study include *Number and Algebra, Measurement and Geometry, Statistics and Probability*. This course also extends the use of technology beyond just calculators to include software applications such as EXCEL.

Selection into this course is based on students' learning style, chosen educational pathway, results and teacher recommendation.

NOTE: Students undertaking this course will not be able to study a VCE Mathematics subject in Year 11 and 12. However after Semester One students can change to the Year 10 Mathematics - Standard course with diligence and application. Students' progress will be monitored to ensure that they are working at the appropriate level.

* 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 is designed to 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. The *VCE Vocational Major Certificate* replaces the *Victorian Certificate of Applied Learning (VCAL)*.

WHAT IS STUDIED?

- Area of Study: Number and Algebra
 - Consumer Mathematics
- Area of Study: Measurement and Geometry
 - Measurement
- Area of Study: Probability and Statistics
 - Probability
- Area of Study: Probability and Statistics
 - Statistics
- Area of Study: Measurement and Geometry
 - Rates and Ratio
- Area of Study: Number and Algebra
 - Time and Location

WHAT TYPE OF WORK IS DONE?

- Skill practice using worksheets, bookwork and online maths programs.
- Tests and quizzes to gauge understanding and knowledge.
- Application tasks, investigations and projects
- Use of technology and software applications such as EXCEL.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The satisfactory completion of the Year 10 Mathematics – Applied course enables students to:

- Undertake VCE Vocational Major Numeracy Units 1 & 2 in Year 11 and VCE Vocational Major Numeracy Units 3 & 4 in Year 12 as part of their VCE Vocational Major certificate.
- Undertake the Victorian Certificate of Education (VCE) but WITHOUT a mathematic subject.
- Undertake further studies in Further Vocational Education and Training (VET) in a TAFE setting and/or employment.

SCIENCE

SUBJECT OVERVIEW

Science at Year 10 is studied by all students for the entire year. The world of the 21st century is an increasingly scientific world. Being able to consider our world from a scientific perspective broadens our understanding and enables us to make informed choices. Many decisions affecting society that have been or will be made are a result of scientific discoveries or problems requiring a scientific approach. In this subject, students apply scientific methodology to evaluate and interpret data. Subject content will also focus on building scientific knowledge and developing analytical thinking skills. Students consider the impact of science in society and the manner in which science is reported in the media.

Studying this subject is a prerequisite for any of the VCE Sciences:

- Biology
- Chemistry
- Physics
- Psychology
- Environmental Science

WHAT IS STUDIED?

Students will study units from the following branches of Science:

- **Biological Sciences**
Students will learn that the transmission of heritable characteristics from one generation to the next involves DNA and genes. They will discover that the theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence
- **Chemical Sciences**
The atomic structure and properties of elements are used to organise them in the periodic table. Different types of Chemical reactions are used to produce a wide range of products and can occur at different rates.
- **Earth and Space Sciences**
Global systems, including the carbon cycle, rely on interactions involving the atmosphere, biosphere, hydrosphere and lithosphere. The Universe contains features including galaxies, stars and solar systems; the Big Bang Theory can be used to explain the origin of the Universe.
- **Physical Sciences**
Energy flow in the Earth's atmosphere can be explained by the processes of heat transfer. The description and explanation of the motion of objects involves the interaction of forces and the exchange of energy, and can be described and predicted using the laws of physics.

As well, students develop questions and hypotheses, and independently design and improve investigations. They will look at advances in science and emerging sciences and technologies, and how they can significantly affect people's lives.

WHAT TYPE OF WORK IS DONE?

- Experimental work
- Exploration of science issues
- Analytical questions
- Scientific reporting
- Research and investigations
- Presentations
- Group work
- Examinations and tests

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This subject is useful for any career which requires an objective view of applying scientific knowledge. Satisfactory completion of Science is a prerequisite for the VCE Science subjects of Biology, Chemistry, Environmental Science, Physics and Psychology.

WORLD OF WORK (VCE VM WRS UNIT 2)

SUBJECT OVERVIEW

In WoW – World of Work (VM Work Related Skills Unit 2), students will develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. As the nature of work changes over time, so do the skills and capabilities needed for success. Students will collect evidence relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

WHAT IS STUDIED?

Area of Study 1: Skills and capabilities for employment and further education

AT 1 - Career Investigation Report

AT 2 – Morrisby results response

Morrisby Testing

- Complete the testing
- Attend the post test interview with a Careers practitioner
- Respond with a career plan
- Identify and evaluate individual aptitudes and interests
- Identify personal core skills attributes and capabilities for a particular industry of choice

Area of Study 2: Transferable skills and capabilities

AT 3 – Resume and Cover Letter

Mock Interview preparation and participation

- Demonstrate understanding of the relationship between transferable and employability skills
- Prepare an application/cover letter and current Resume for Mock Interviews
- Attend and participate in Mock Interviews
- Reflect on participation in Mock Interviews

AT 4 – Mock Interview response

- Source and plan for Work Experience placement

WHAT TYPE OF WORK IS DONE?

- Mock interview application – requires students to create a resume and cover letter.
- Participation in Morrisby testing
- Career research task – Students explore possible career options using the Career tools program.
- Morrisby testing results
- Online tests, modules and quizzes
- Self-reflection on their Work Experience
- A variety of exercises, internet research tasks and activities via Careers Tools
- Occupational Health and Safety Modules

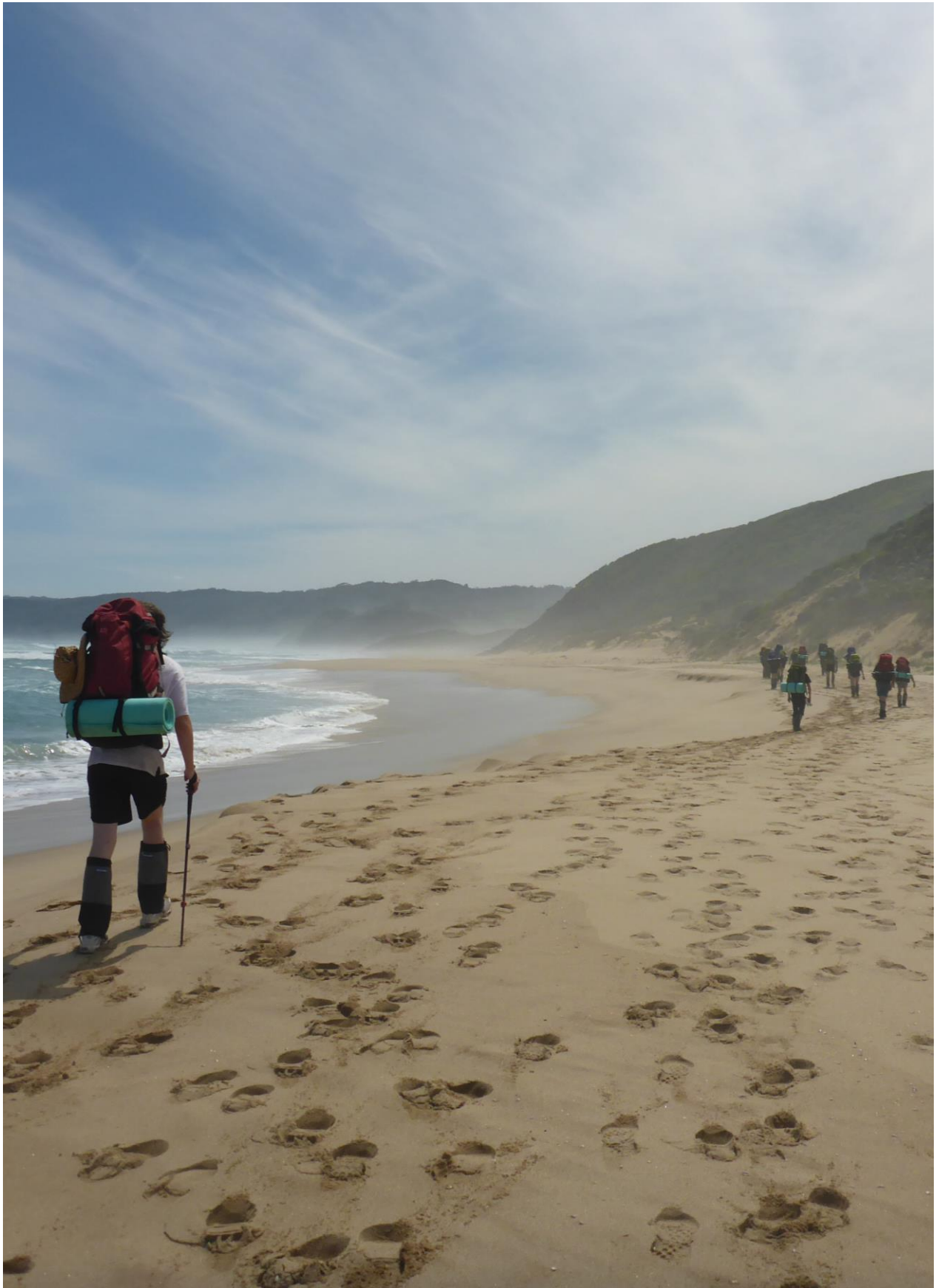
WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This subject helps students to understand, develop and demonstrate work related skills in order to participate effectively within local and global settings. Knowledge from this subject will help guide students with their future subject selections and personal career goals and future career pathways.

Students will learn how to construct necessary documentation required for an interview. This knowledge, combined with the constructive feedback they will receive from their mock interview experience, will help provide sound preparation for future job applications.

WoW is a Unit 2 VCE- VM subject, which will provide a valuable opportunity to prepare students for their senior secondary pathway, and provide a single credit towards their senior secondary certificate.

ELECTIVE STUDIES



ART - Drawing, Painting & Printmaking

SUBJECT OVERVIEW

Focusing on painting , drawing, illustration and printmaking, this subject will allow students to learn new skills and build on those already known. In the world today creative people are needed in a wide range of areas. This subject allows students to be inventive, creative, and develop skills using a wide range of 2D media. It enables them to work imaginatively with their hands and minds in a studio situation, and gain confidence using many different art processes.

Students would study this subject if they:

- Wish to explore their own creativity
- Want to learn more artmaking skills and techniques
- Wish to do VCE Art
- Have a love of painting, drawing, illustration

WHAT IS STUDIED?

- Observational and imaginative drawing in a variety of media
- Painting (Oil or Acrylic)
- Drawing and studying from life
- The skilful application of a variety of 2D media
- Exploring personal ideas and issues through artmaking
- Drawing from observation
- Illustration
- Digital Drawing and Illustration
- Acrylic Painting
- Printmaking
- Digital photography
- Printmaking (Lino/Intaglio/Screen Printing)
- Artists' work from different times and cultures
- How to write about art

WHAT TYPE OF WORK IS DONE?

Creation of a portfolio to record artmaking experiences

Creation of 2D artworks

Experiential learning guides the students through a series of experiences in Making and Responding to art. Students reflect on their experiences and conceptualise the ideas evoked by their experiences. They experiment with and expand upon these ideas in their art practice.

Inquiry learning is an active process of exploration and experimentation where the end result is not fixed or known. Through Making and Responding, students acquire experimental and analytical skills to develop their art practice.

Project-based learning focuses on specific projects that often begin with a challenging question or problem that engages the students in problem-solving, decision-making and reflection using their art practice.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The development of skills to enable students to pursue VCE Art Creative Practise. The confidence to work in creative areas when students leave school, from designer or professional practitioner to craftsperson to teacher to art gallery related careers. The emphasis is on students' own personal fulfillment and the development of their creativity. The stimulation of students' imagination and the development of specific artistic skills should enable students to do this.

ART - Sculpture & Ceramics

SUBJECT OVERVIEW

This subject focuses on 3D studies in Art. 3D studies involve sculpture, installation, and ceramics, and learning how to think and design in space. In the world today creative people are needed in a wide range of areas. This subject allows students to be inventive, creative and develop skills. It enables them to work imaginatively with their hands and minds in a studio situation, and gain confidence using many different art processes. If students have loved creating sculptures or 3D work in the past this is the subject for them.

Students would study this subject if they:

- Wish to explore their own creativity
- Wish to do VCE Art
- Want to develop skills in making and designing 3D art works

WHAT IS STUDIED?

- Functional ceramics
- Decorative/sculptural ceramics
- Mixed media sculpture
- Installation and performance art
- Observational and imaginative drawing in a variety of media
- Artists and designers from different cultures and times
- Handbuilding- Slab Construction and Coil Construction
- Glazing and Ceramic Decoration

WHAT TYPE OF WORK IS DONE?

Creation of a portfolio to record artmaking experiences

Creation of 3D artworks

Experiential learning guides the students through a series of experiences in Making and Responding to art. Students reflect on their experiences and conceptualise the ideas evoked by their experiences. They experiment with and expand upon these ideas in their art practice.

Inquiry learning is an active process of exploration and experimentation where the end result is not fixed or known. Through Making and Responding, students acquire experimental and analytical skills to develop their art practice.

Project-based learning focuses on specific projects that often begin with a challenging question or problem that engages the students in problem-solving, decision-making and reflection using their art practice.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The development of skills to enable students to pursue VCE Art Creative Practise. The confidence to work in creative areas when students leave school, from designer or professional practitioner to craftsman to teacher to art gallery related careers. The emphasis is on students' own personal fulfilment and the development of their creativity. The stimulation of students' imagination and the development of specific artistic skills should enable students to do this.

AUTOMOTIVE - (Rev Heads)

SUBJECT OVERVIEW

Automotive is a semester based subject. It has a theory and practical component which focuses on the principles of the four stroke cycle. It will provide the opportunity for students to learn about small engines, use welding equipment, wire up electrical systems and test and diagnose engine components. The knowledge gained can be used in real life situations and can be a foundation for a Vocational VET Certificate II in Years 11 & 12.

WHAT IS STUDIED?

- Diagnostic skills
- Electrical systems
- Welding basics
- Testing engine systems
- Electronic Circuits

WHAT TYPE OF WORK IS DONE?

- Assembling and disassembling engines
- Diagnosing engine problems
- Working with electrical systems
- Basic welding
- Testing engine components
- Using tools and equipment
- Repairs to vehicles
- Making and testing electronic circuits

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- Apprenticeship
- Automotive Mechanics
- Automotive Electrician
- Parts Interpreting
- Heavy Vehicles
- Light Engines
- Engine Reconditioner
- Marine Mechanics
- Further study at TAFE
- Certificate II in Automotive Studies (VET)

DESIGN & TECHNOLOGIES

MICROELECTRONICS

SUBJECT OVERVIEW

This elective subject builds upon the knowledge that the students have gained in earlier years in robotics, technology and science. Microelectronics enables students to use electrical fundamentals to create simple, prototype products and complete the construction of an electronic circuit board.

WHAT IS STUDIED?

- Students learn to develop design briefs that include considerations and constraints and undertake research relevant to the design brief.
- Students will also learn how to implement a range of production processes using tools, equipment and machines safely.

WHAT TYPE OF WORK IS DONE?

- Use the design process to produce a model.
- Construct circuit boards
- Program microprocessors using Picaxe controller
- Use soldering irons and test equipment.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Students will continue to learn to develop essential skills that are required in today's technological world.

Further study at a University or TAFE in the Design Process, Programming and Engineering.

DESIGN & TECHNOLOGIES

STEM

SUBJECT OVERVIEW

This elective subject builds upon the knowledge that the students have gained in earlier years in wood technology, robotics and science. It enables students to use the design principle and electrical fundamentals to create more complex circuits and prototype products.

The subject appeals to students who:

- Enjoy designing and making products
- Seek to demonstrate skills and knowledge in the use of tools and equipment
- Seek to demonstrate skills and knowledge in the use of a variety of materials

WHAT IS STUDIED?

- Students learn to develop design briefs that include considerations and constraints, and undertake research relevant to the design brief.
- Students will also learn how to implement a range of production processes using tools, equipment and machine safely.

WHAT TYPE OF WORK IS DONE?

- Use the design process to produce a model.
- Use a variety of materials to construct a model
- Assembling different materials using a variety of methods
- Use soldering irons to solder components required to create a circuit board
- Create a materials list and production plans

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Students will continue to learn to develop essential skills that are required in today's technological world.

Further study at a university or TAFE in the design process, programming and Engineering.

- Certificate II in VET Building and Construction at Year 11 and 12
- Certificate II in VET Automotive at Year 11 and 12

DRAMA – SCRIPT TO STAGE

SUBJECT OVERVIEW

This unit caters for those with an interest in acting, as well as elements of drama such as stagecraft and design. Students learn how acting, stagecraft and design combine to create live performances. Students are exposed to different types of plays and performance styles. They attend a professional theatre production and analyse how the various elements convey dramatic meaning, and then apply these ideas to their own ideas, staging their own short play/s, play scenes and filmed productions and assisting in the design and planning of the school production.

WHAT IS STUDIED?

Elements of Drama - *Why do we do it?*

- Introduction to theatre makers and performance styles & use these techniques in live performance.

Stagecraft - *How do we do it?*

- Learn about stagecraft: *lighting, costume, make-up, set, sound & theatre technologies*. Apply these skills to play and short film scripts.
- Interpret scripts: use stagecraft design to create dramatic meaning for an audience

Staging a Play – *What do we do?*

- Present a production/s to an external or 'live streamed' audience. Apply technical aspects (*lights, costume, make-up, set, sound*). Explore rehearsal processes: direction, character development, performance skills.

Creating Drama – *What do I want to say?*

- Improvise with the elements of drama and narrative structure to develop ideas and explore subtext to shape drama and apply stagecraft techniques to live performance.

Responding to Theatre – *Why did they do that?*

- Analyse drama from contemporary and past cultures, including Australian Gothic theatre and the drama of Aboriginal and Torres Strait Islander Peoples

WHAT TYPE OF WORK IS DONE?

Elements of Drama

- Apply conventions to bring playscripts to life and write about how live theatre uses various techniques to engage audiences

Stagecraft Unit

- Practical design workshops in set, lighting, costume, make-up, sound and other theatre technologies
- Apply stagecraft ideas to scripts in live and filmed performances.
- Record designs/ideas in a folio

Staging a Play Unit

- Character work using expressive skills: *voice, movement, gesture, facial expression*.
- Design, direct and stage a short play.

Creating Drama

- Create/devise original drama from current and historical issues.
- Perform a devised play and shape design & stagecraft elements to create meaning

Responding to Theatre

- View live performances and analyse playscript scenes
- Analyse professional theatre performance (*live & recorded*)

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Drama allows students to better understand their place in the world, and is the discovery of human nature through storytelling, studying plays and scripts.

Year 10 Drama - Script To Stage leads directly to Units 1 and 2 VCE Drama and Theatre Studies. Students develop skills in play analysis, which are also transferable to VCE English/Literature Units 1 and 2. Students interested in vocational training develop confidence in public speaking, teamwork, public relations and theatre design. Valuable experience in theatrical production is gained in this Performing Arts course.

ENGLISH LANGUAGE

SUBJECT OVERVIEW

Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. This subject is a linguistics based study that enables students to develop their knowledge and understanding of the complexities and intricacies of the English Language. Students will be introduced to the subsystems of language: phonetics, phonology, morphology, lexicology, syntax and semantics. They will study the history of English as well as examining its role in modern Australian society.

The study of English Language:

- helps to develop skills required in English, a compulsory subject, and also other subjects such as History
- can be utilised to satisfy the compulsory English requirement at VCE level
- provides enjoyment to students who love language and exploring the complexity of grammar and meaning within texts

WHAT IS STUDIED?

- The subsystems of language
- Context, audience, register and purpose in relation to specific texts
- Historical influences on the English language
- An introduction to the formality continuum
- Australian identity

WHAT TYPE OF WORK IS DONE?

- Expository essays
- Close text study and analysis
- Class and group discussions
- Oral presentations
- Research tasks

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The subject leads to VCE Units 1 - 4 in English Language.

ENGLISH LITERATURE

SUBJECT OVERVIEW

This subject enables students to develop effective reading strategies. Students examine ideas and views of life that are presented in the literature studied and draw comparisons with the world around them today. Students are encouraged to broaden their experiences of texts. The study of Literature encourages independent and critical thinking skills, which will assist students in the workforce and in future academic study.

The study of Literature:

- helps to develop skills required in English, a compulsory subject, and also other subjects such as History, Media Studies and Studio Arts
- can be utilised to satisfy the compulsory English requirement at VCE level
- provides enjoyment to students who love reading and exploring the worlds created within texts

WHAT IS STUDIED?

- A wide range of texts including novels, poetry and short stories, plays, essays, films
- Authors' contexts

WHAT TYPE OF WORK IS DONE?

- Analytical and comparative essays
- Close text study
- Creative writing responses
- Class and group discussions
- Oral presentations
- Reading and viewing

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The subject leads to VCE Units 1 - 4 in English Literature, English Language and English. All three studies enable students to satisfy the compulsory English component of a VCE Certificate.

EXTENDED INVESTIGATION

(Note: This is a Unit 3 and 4 VCE Subject)

SUBJECT OVERVIEW

The VCE Extended Investigation subject enables students to develop, refine and extend knowledge and skills in independent research, and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student, or it may be completely independent of any other study in the student's current program. Through this study, students develop their capacity to explore, justify and defend their research findings in both oral and written forms to an educated non-specialist audience.

Students would study this subject if they wish to:

- explore a chosen area of investigation in depth
- develop as independent, critical and reflective learners
- develop research project management knowledge and skills
- develop skills in written and oral presentation of research findings

WHAT IS STUDIED?

- Designing a research question
- Planning and undertaking research in response to the research question
- Techniques and methods to support critical thinking skills
- How to write a report that presents and evaluates the results of the extended investigation
- How to critically evaluate their research process, and defend research findings

WHAT TYPE OF WORK IS DONE?

- Select and evaluate literature, and other resources where available, to inform an investigation
- Organise and critically analyse ideas and information
- Explain and justify selected research methods
- Use conventions of academic report writing
- Use key research concepts and terms

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

A key focus of Extended Investigation is to develop critical thinking and analytical skills, essential to support success and achievement in VCE, further tertiary study and professional employment.

FRENCH

SUBJECT OVERVIEW

French is widely spoken internationally and is an official language for many countries. It is one of the ten most spoken languages in the world.

The study of French enables students to:

- learn the French language
- communicate and facilitate travel in French speaking countries
- see the world from a different perspective
- enhance vocational prospects
- enjoy and enrich independent study habits
- better understand their own language system
- make connections and facilitate future learning of other Latin languages
- build self-esteem and develop social skills
- embrace hidden courage and get out of their comfort zone to communicate
- learn about French culture
- reap the rewards and benefits of bilingualism

WHAT IS STUDIED?

Semester One

Pre-requisite: Satisfactory completion of Year 9 French. Detailed vocabulary, grammar and cultural information are introduced through the following topics:

- **In town** - talking about going to places in a town (daily life or holiday) in the past tense
- **Sport and leisure activities** - describing what we like to do in our free time, health and safety issues
- **Personal relationships** – talking about family/friends and relationships/feelings.

Semester Two

Pre-requisite: Satisfactory completion of Year 10 Semester One French. Detailed vocabulary, grammar and cultural information are introduced through the following topics:

- **The past** - discussing things from the past and comparing to life today
- **The environment** - discussing what we can do as young people
- **The future** – discussing hopes and ambitions for the future

WHAT TYPE OF WORK IS DONE

- Listening and categorising, summarising and interpreting information
- Role-plays and presentations
- Speaking/conversation in everyday situations (during the exchange and/or with French visitors)
- Wider reading of French text and comprehension activities
- Writing in a range of text types using appropriate conventions
- Research on cultural topics using texts and the Internet
- Participation in French excursions, workshops, plays and interactive cultural activities
- Text and workbook chapters

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Year 10 French leads to VCE language studies and further to university studies.

It is the foundation for personal language learning pursuits related to reading and speaking for pleasure, work or travel.

Knowledge of a foreign language can be a valuable asset vocationally, especially in areas such as commerce, education, fashion and hospitality industries, law, media, politics, overseas aid and tourism.

GEOGRAPHY

SUBJECT OVERVIEW

In Year 10 Geography, students consider the natural and built environment and how changes to it must be managed for sustainability. They consider significant spatial distributions and patterns in demographics, and evaluate implications of these changing at different scales. This further develops their understanding of geographical concepts, including place, space and interconnection. There are two topics covered in Year 10 Geography: Geographies of Human Wellbeing and Environmental Change and Management.

WHAT IS STUDIED?

Environmental change and management focuses on investigating environmental geography. It begins with an overview of environmental change and the factors that influence it. Students investigate coastal environmental change in Australia. They examine the causes and consequences of the change and strategies to manage the change.

Geographies of human wellbeing focuses on investigating differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing and spatial differences in wellbeing, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

WHAT TYPE OF WORK IS DONE?

- Mapping and graphing activities utilising spatial technologies
- Data analyses
- Fieldwork day
- Fieldwork reports
- Examination of case studies and media articles
- Discussion of global issues
- Research reports
- Semester Examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

The study of Geography leads directly to VCE Geography Units 1-4 and complements areas studied in Health & Human Development, Biology and Outdoor and Environmental Studies. This subject leads to a wide variety of courses and careers in the following areas:

Climatology, Conservation, Disaster Management, Earth Sciences, Emergency Services, Urban and Town Planning, Environmental Management, Engineering, International Development, Geographical Information Systems (GIS), Outdoor Education, Natural Resource Management, Teaching, Park and Research Management, International Affairs, Geology, Oceanography, Tourism and Ecotourism, Recreation and Surveying.

HISTORY: The Modern World & Australia

SUBJECT OVERVIEW

The Level 10 curriculum provides a study of the history of Australia in its global context from 1918 to the present. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international co-operation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

History provides an opportunity for students to improve literacy skills of reading and writing; evaluate and analyse historical perspectives and interpretations through the study of written and visual sources; draw conclusions; and encourage the general knowledge that will equip them to become effective citizens.

WHAT IS STUDIED?

Elective 1 - Echoes of Conflict: Unraveling the Tapestry of World War II (1939-1945) (Semester 1)

- European Theatre
- The Holocaust
- Pacific Theatre
- Australian home front

Students investigate the causes of World War Two, focusing on the rise of facism in Europe and imperialism in Japan, the key events that led to war in Europe and across the Asian Pacific Region. There is an examination of the Holocaust in Europe and war crimes in the Pacific Theatre. The impact that key events of World War Two had on the Australian Home front.

Elective 2 - Intersections of Freedom: Civil Rights, Cold War, and Cultural Landscapes (1946-present day) (Semester 2)

- United States Civil Rights
- Australian Civil Rights
- Cold War
- Pop culture

Students investigate struggles for human rights, including how rights and freedoms have been ignored, demanded or achieved in Australia and the global context. We investigate the American Civil Rights movement with Martin Luther King and the impact the USA experience had on the Aboriginal and Torres Strait Islander Civil rights Movement. Additionally, students examine the impact of the Cold War on Australia and abroad, undertake an exploration of global influences on Australian popular culture. This can be influenced from Britain and the USA in the areas of music, film and television.

Students who wish to study History for the entire year may do so in 2024 by selecting both Elective 1 and Elective 2 in their program.

WHAT TYPE OF WORK IS DONE?

- Analysis of primary and secondary sources
- Class discussion and debates
- Guided Inquiry Research
- Essay writing/Extended responses
- Source analysis
- Interpreting and debating arguments
- Analysing Historians' opinions
- Referencing/using evidence in academic writing
- Public speaking/presenting
- End of semester Examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

It leads the subject pathways to the study of history and politics at VCE: Units 1 & 2 History and 3 & 4 Revolutions and Global Politics 3 & 4.

This subject leads into the career pathways of media, journalism, law, business, advertising, marketing, and public relations.

HEALTH & HUMAN DEVELOPMENT

SUBJECT OVERVIEW

This unit aims to expose students to the key knowledge, skills and choices that contribute to promoting positive and complete personal wellbeing. Students are introduced to the concepts of health and individual human development throughout the lifespan.

They will gain an improved understanding of the range of sociocultural factors that influence their health and development.

Students will also explore a range of contemporary youth health issues such as nutrition, respectful relationships, and actions that can enhance their own and others health, safety and wellbeing.

WHAT TOPICS ARE COVERED?

- Dimensions of Health and Wellbeing - (Physical, Mental, Emotional, Social and Spiritual)
- Contemporary Youth Health Issues
- Characteristics of Development (Physical, Intellectual, Emotional and Social)
- The Inter-relationship between Health and Development
- Lifespan Stages
- Nutrients – their food sources and body functions
- Nutritional food models and reading food labels
- The sociocultural factors affecting Health and Development
- Indigenous Health
- Global Health

WHAT TYPE OF WORK IS DONE?

- Practical activities
- Creating informative pieces
- Reflections
- Group Work
- Discussions
- Investigations
- Nutritional Analysis
- Film Reviews
- Case Study Analysis
- Data Analysis
- Examination
- Revision Techniques

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- VCE Health and Human Development Units 1-4
- VCE Physical Education Units 1 – 4
- VET Hospitality Units 1 – 4
- VCE Food Studies Units 1 - 4
- Future courses and careers in Alternative Therapies and Health Care
- An increased ability to take responsibility for one's own wellbeing, health and development
- Future employment opportunities in Aged Care, Counselling, OHS, Nursing, Health Promotion and Disability Services

JAPANESE

SUBJECT OVERVIEW

Japanese is one of the most widely taught languages (from the Asia-Pacific region) in Australian schools. The bond between our two countries helps to nurture closer economic, trade and cultural ties between our societies.

The study of Japanese enables students to:

- learn the Japanese language
- build self-esteem
- see the world from a different point of view
- enhance vocational prospects
- enjoy and enrich independent study habits
- better understand their own language system
- communicate with others
- learn about Japanese culture
- develop social skills
- begin lifelong learning for further study or leisure

WHAT IS STUDIED?

Semester One

Pre-requisite: Satisfactory completion of Year 9 Japanese.

Detailed vocabulary, grammar and kanji are introduced through the following topics:

- Shopping - how to purchase goods in Japan
- Japanese cuisine and hospitality
- Describing people

Semester Two

Pre-requisite: Satisfactory completion of Year 10 Semester One Japanese.

Detailed vocabulary, grammar and kanji are introduced through the following topics:

- Homestay experiences – comparing Japanese and Australian homes and schools.
- Part time work and future aspirations
- Travel – talking about school trips
- Locations – asking where something is and giving directions

WHAT TYPE OF WORK IS DONE?

- Cultural exchange and conversation activities with visiting Japanese students
- Listening and categorising, summarising and interpreting information
- Memorisation for roleplays and presentations
- Wider reading of Japanese text and comprehension activities
- Writing in a range of text types
- Research on cultural topics using texts and the Internet
- Participation in Japanese excursions, workshops and interactive cultural activities
- Text and workbook chapters
- Conversation practice
- Consolidating and advancing knowledge of the kanji script.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Year 10 Japanese leads to VCE language studies and further to university courses.

It is the foundation for personal language learning pursuits related to reading and speaking for pleasure, work or travel.

Knowledge of a foreign language can be a valuable asset vocationally, especially in areas such as commerce, economics, education, hospitality, industrial relations, law, media, politics or tourism.

MEDIA

SUBJECT OVERVIEW

- To gain access to the many options that comprise Media in creative, analytical, industrial and career contexts.
- To produce video, photography, publishing (e.g. *Photoshop*), and other media forms of choice.
- To view and study narrative and documentary film, in order to develop analytical skills and understanding of codes, conventions and genre.
- To explore the notion of representation of reality in the media

WHAT IS STUDIED?

- The process of creating media products through pre-production, production and post-production stages
- The relationship between media codes and conventions
- Target audiences: demographics, psychographics and how the media caters for specific groups
- Media production skills including scripting, storyboarding, shooting, publishing, editing, special effects etc
- Different options in technology when producing media (eg: *programs including Final CutProX, After Effects, Photoshop, Still Cameras, Audio Recorders, Lighting etc*)

WHAT TYPE OF WORK IS DONE?

- Moving Image or Audio production
- Advertisement production
- Development of editing skills
- Development of still and video camera skills including audio
- Exploring capacities of programs including Premiere Pro, Davinci Resolve, Photoshop, Final CutProX, After Effects etc.
- Viewing and analysing feature and documentary films re: production elements, story elements and audience
- DSLR manual photography

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Further mastery of media literacy, practical and theoretical skills in preparation for VCE Media. This can in turn lead to a wide range of career, artistic and solid skills-based options such as film making, journalism, advertising, radio and a myriad of other career roles in the Media industry or associated fields.

MONEY TREE

SUBJECT OVERVIEW

Does money grow on trees?

In Year 10 Money Tree students are introduced to topics with specific links to VCE subjects, including Economics, Business Management and Accounting.

It is based on the Victorian Curriculum Economics and Business standard, incorporating Resource Allocation, Consumer and Financial Literacy, The Business Environment, Enterprising Behaviours and Capabilities, and Economic Reasoning and Interpretation.

Students investigate features of Australia's economy. They learn the importance of managing consumer and business financial risks and rewards, and analyse the different strategies that may be used when making decisions. Students discuss the enterprising behaviours and capabilities that could be developed by individuals to assist the business environments.

WHAT IS STUDIED?

- Introduction to Economics
- The concept of money
- Financial Literacy
- Consumer Law
- Enterprise & Entrepreneurialism

WHAT TYPE OF WORK IS DONE?

- Participation in the Share Market Game
- Inquiry based research tasks
- Case studies
- Structured questions and analysis
- End of Semester Examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Economics Units 1 - 4
Business Management Units 1 – 4
Certificate II in Business Administration (VET)
Legal Studies Units 1 – 4

Careers and tertiary opportunities in Accounting, Business, Banking and Finance.

ONLINE GAMING & CODING

SUBJECT OVERVIEW

Online gaming and coding have become interconnected realms, offering a unique blend of entertainment and skill-building opportunities. In this digital era, online gaming provides students an opportunity to design, build and test their own games using the 2D and 3D game design program Unity.

The synergy between gaming and coding allows enthusiasts to explore the technical aspects behind game development, unravelling the mysteries of programming languages and algorithms that make gaming experiences possible. By delving into the world of online gaming and coding, students can cultivate a range of valuable skills, including problem-solving, logical thinking and creativity.

This subject can be studied as a continuation after completing the Year 9 Online Gaming and Coding subject, however it is not necessary.

WHAT IS STUDIED?

- Build a 2D/3D game using the game engine and development tool - Unity
- Understanding theory of algorithms and software development
- Design a game by using mock-up/storyboards

WHAT TYPE OF WORK IS DONE?

- Theory tests on software development
- Design of a 2D and/or 3D game
- Production of a 2D and/or 3D game
- End of Semester Examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

VCE

Students may choose to continue studying information technology in VCE by selecting Unit 1 & 2 VCE Applied Computing and Unit 3 & 4 Analytics in Years 11 and 12, or if students are accelerated they may choose to complete the VCE subject in addition to this Year 10 Online Gaming and Coding subject.

Career

There are many careers to follow when specialising in information technology, these can be IT related such as Game Developer/Designer, Computer Science, AI Developer, Game Production. Additionally, many other jobs and careers are increasingly needing their staff to have IT skills and capabilities. As technology progresses, the need for information technology skills and professionals increases, with IT employment opportunities being an area of demand in the next five years and beyond.

MUSIC-MAKING

(Semester One)

SUBJECT OVERVIEW

For students who are considering Music as a VCE subject and/or want to study Music later in life, this subject provides essential foundation work. Musical performance, in both solo and ensemble environments. Students will work towards a major performance opportunity and learn the skills of event preparation and management through this process.

WHAT IS STUDIED?

This unit develops skills in areas listed below in order to provide a solid foundation for further studies in Year 10 Musicianship and VCE Music.

- Solo Performance
- Group Performance
- Choosing appropriate repertoire
- Creating a biographical musician profile
- Event management
- Rehearsal processes and protocols
- Managing performance anxiety
- Reflection and analysis of performances

WHAT TYPE OF WORK IS DONE?

- Performing for different audiences in various environments
- Masterclass
- Rehearsing in groups
- Listening
- Learning new musical concepts
- Equipment set up and usage
- Assisting in the organisation of a major performance event

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This subject can lead to studying Year 10 Musicianship and VCE Music - Contemporary Performance in years 11 and 12. Studying Music can also lead to a variety of post-secondary education in both the TAFE and University sectors.

Many careers utilise the skills developed in this subject, including teaching, musical theatre, music journalist/critic, live theatre, music recording and production, television, composing and film.

MUSICIANSHIP

(Semester Two)

SUBJECT OVERVIEW

For students who are considering Music as a VCE subject and/or want to study Music later in life, this subject provides essential foundation work. Musical performance is emphasised, supported by music theory, aural comprehension and performance technique. Students will be taught how to perform and how to analyse what they hear.

WHAT IS STUDIED?

This unit develops skills in areas listed below in order to provide a solid foundation for further studies at Year 11 and 12.

- Solo Performance
- Group Performance
- Structure of pieces of music
- Aural Skills (listening skills designed to improve the student's ability to play and perform music)
- Performance techniques
- The language of music
- Music technology using various software packages

WHAT TYPE OF WORK IS DONE?

- Performing for different audiences in various environments
- Master class
- Analysis of musical scores and the music being played as a group in class
- Rehearsing in groups
- Exploration of style and the language of music
- Listening
- Transcribing rhythms, melodies and chords
- Learning new musical concepts

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This subject can lead to studying VCE Music - Contemporary Performance in Years 11 and 12. Studying Music can also lead to a variety of post-secondary education in both the TAFE and University sectors.

Many careers utilise the skills developed in the subject, including teaching, musical theatre, music journalist/critic, live theatre, music recording and production, television, composing and film.

OUTDOOR AND ENVIRONMENTAL STUDIES

WHY STUDY THIS SUBJECT?

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments, and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

** Note that there will be a cost associated with the camps in this subject.*

UNIT 1: Connections with outdoor environments

WHAT IS STUDIED?

Our place in outdoor environments:

Students consider a range of contemporary uses and meanings of the term 'nature' and examine a variety of outdoor environments.

Exploring outdoor environments:

Students understand how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences.

Safe and sustainable participation in outdoor experiences:

This area of study focuses on planning and participating in outdoor experiences. Students will develop key skills such

UNIT 2: Discovering outdoor environments

WHAT IS STUDIED?

Understanding outdoor environments:

This area of study introduces students to a range of understandings of outdoor environments, including those visited during practical outdoor experiences locally and afar. Students investigate different types of outdoor environments from several perspectives, and how these environments are managed.

Observing impacts on outdoor environments:

Although environmental impacts include both natural and human-induced changes on components of the environment, the focus in this area of study is on the observation of impacts of humans, both positive and negative.

Independent participation in outdoor environments:

In this area of study students will analyse one outdoor environment explored during practical experiences. They will further develop their understanding of the chosen outdoor environment and analyse how this environment is impacted upon by human user groups. Within this unit students will plan for, and participate in, their own peer led outdoor experience.

WHAT TYPE OF WORK IS DONE?

UNITS 1 & 2

- Practical investigative experiences such as multi-day camps and field trips
- Research and analysis
- Investigation and experiential learning
- Practical reports in non-text format such as multimedia and annotated visual display
- First aid scenarios
- Short reports of outdoor experiences
- Written responses
- Short answer tests
- End of semester examination

OUTDOOR RECREATION

(Semester Based)

SUBJECT OVERVIEW

This subject provides students with the skills and knowledge to undertake outdoor activities safely with minimal impact on the outdoor environment. Students begin to explore risks and how to manage them in an outdoor setting through trip planning and participation in outdoor recreation activities. Students develop knowledge of equipment, and its use and maintenance for specific outdoor activities. Students participate in theoretical and practical based classes to develop knowledge and skills to navigate within controlled environments.

Participation in practical activities and excursions is compulsory.

Please note this is a single semester subject offered in both semester 1 and 2 dependent on numbers.

** Note that there will be a cost associated with this subject.*

WHAT IS STUDIED?

- Motivations and responses to outdoor activities
- Planning for trips and excursions
- Codes of conducts
- Safety in outdoor activities
- Risk management in outdoor environments
- Navigation
- Technology used in outdoor environments
- Access to outdoor environments and outdoor activities

Practical Skills

- Climbing and Abseiling
- Demonstrate safety in outdoor environments
- Navigation skills in a controlled environment
- Prepare and create healthy menus for camp situations
- Prepare for adventure activities
- Water based adventure activities, eg. Kayaking

WHAT TYPE OF WORK IS DONE?

- Excursions
- Group activities and discussion
- Observations
- Written responses
- Short reports
- Journals
- Practical skill
- End of semester examination

Possible Excursions

School based practical activities

- setting up tents
- camp cooking
- packing for adventure activities
- orienteering compass/map navigation

External

- Indoor Rock Climbing and Bouldering - Melbourne
- Kayaking – Melbourne
- Day Hikes x2 – Macedon and & Hepburn Shires

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Study of VCE Outdoor Environmental Studies Units 1-4. Careers such as:

- Park Ranger
- Outdoor Adventure Guide
- Tour Guide
- Arborist & Forestry
- Environmental Science
- Environmental Engineering
- Outdoor Environmental Studies Educator

PHILOSOPHY

SUBJECT OVERVIEW

What is important in life?

The ability to think clearly and critically is crucial for all people to make good decisions on what to believe and how to live.

This subject will explicitly teach thinking skills and some of the errors we can make in our thinking. It will also look at some of the big questions we face in life from a philosophical (questioning) point of view. Some examples could be: *What is the purpose or meaning of life? What is the mind and consciousness? How do we know what is true or real? What is right and wrong, and how do we know what is right and wrong?*

The broad areas of study are: What is Philosophy, Argument and Critical Thinking Skills, Metaphysics, Epistemology and Ethics.

WHAT IS STUDIED?

- What is philosophy and its history
- Critical thinking skills and philosophical inquiry
- Metaphysics (What exists)
Topics selected from:
What is the mind? Does God exist? What is real?
Do we have freewill? What is time?
- Epistemology (How do we know what exists)
Topics selected from:
What is the difference between belief and knowledge? Are some truths necessary and some contingent? What is the nature and value of science? Can we have objective knowledge?
- Ethics and Value
Topics selected from:
What are the foundations of morality? What is right and wrong? How should society function?
What is art and what is good art?

WHAT TYPE OF WORK IS DONE?

- Class and group discussion
- Argument mapping
- Text Analysis/Structured questions
- Essays/Dialogues
- End of Semester Examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Helping to live a good life.

The skills gained in Philosophy will be useful in all subjects.

The course is also designed to lead to VCE Philosophy Units 1-4

PHYSICAL EDUCATION

SUBJECT OVERVIEW

Theoretical Component:

Students demonstrate proficiency in the execution of movement skills during complex activities. They demonstrate advanced skills in selected physical activities and incorporate the use of training methods to improve their fitness levels. They assume responsibility for conducting aspects of a fitness activity during which they must display appropriate fitness leadership behaviour. Basic anatomy and physiology of exercise are studied along with training principles, fitness components, training methods, data analysis, and energy systems.

Practical Component:

Students participate in various training methods and design a personal training program for a client. Students measure their own fitness and physical activity levels, perform fitness tests and gather test results. They maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity. Students work collaboratively, negotiate roles and delegate tasks in teams.

WHAT IS STUDIED?

- Musculoskeletal System
- Motivations to be physically active
- Barriers to fitness
- Components of Fitness
- Energy Systems
- Training Principles
- Training Methods
- How to design a Training Program

WHAT TYPE OF WORK IS DONE?

- Fitness testing
- Laboratories on fitness
- Presentations
- Training Methods
- Design a training program for a client
- Tests
- Examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- VCE Physical Education Units 1 - 4
- The knowledge on how to maintain an active lifestyle and healthy living habits
- More effective use of training methods and principles for personal fitness requirements.

TEXTILES

SUBJECT OVERVIEW

Do you have a passion for fashion? In this course you will learn to produce garments and design and personalise the things you make. We will complete number of sewing projects, learn how to finish machined items to a high standard, and use design thinking to add the personal, quirky touches making items that are one-off, unique and beautiful statement pieces. We will master the many stitches of the sewing machine, incorporate zippers and buttonholes, experiment with decorative trims and design elements, and work through the process of design thinking. Design thinking involves two key components: investigating, generating and refining ideas; and planning, managing, producing and evaluating projects. At the end of this subject students will have a strong grasp of technical sewing production skills and transferrable skills in design thinking, production and evaluation. Students will present a folio which documents their creative processes, design and research.

WHAT IS STUDIED?

Practical Folio

- Sewing techniques
- Garment construction
- Visualisation Drawing
- Buttonholes and zippers
- Production and finishing techniques
- Safe and correct use of machines and overlockers

Theory Tasks

- Sustainability and fashion design
- Researching cultural and historical importance of fashion
- Documenting the design process
- Properties and characteristics of fabric
- Project planning, production and evaluation

WHAT TYPE OF WORK IS DONE?

- Inquiry based research
- Warm-up projects like roll-up pencil cases, cushion covers and zipper pouches
- Select and produce individual statement garments
- Sewing machine and overlocker trials and construction samples.
- Produce a design folio including drawing and documenting construction
- Produce a garment meeting the needs of the design brief
- Reflection and evaluation of the design process.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

VCE Product Design & Technology (Textiles) Units 1-4 and/or Visual Communication and Design. Cadetships or traineeships are available in the fashion, manufacturing or merchandising sectors of the Textiles Industry. Often students will choose Visual Communication or Studio Arts as complementary subjects to Textiles. Studying textiles can contribute to the entry to many tertiary courses and careers such as Fashion Designer, Costume Maker, Clothing Cutter, Interior Decorator, Leather Goods Maker, Fashion Designer, Fibre Textile worker, Patternmaker, Milliner, Textile Designer, Set Designer, Theatrical Costume and Set Designer, Draftsperson.

VISUAL COMMUNICATION & DESIGN

SUBJECT OVERVIEW

Students complete independent and collaborative design projects to develop their skills with a focus on design thinking (critical, creative and reflective thinking). They use manual and digital drawing methods, combined with a variety of media, to develop their ideas. Students will attempt designing for different fields of design including Environmental, Industrial and Communication Design. Students will also be introduced to design programs including Photoshop and Illustrator to refine and present their ideas.

WHAT IS STUDIED?

- By applying the design process, students respond to a variety of different fields of practice such as: communication design, industrial design, layout design and a range of presentations.
- Students focus on the communication need, purpose, context and audience of a given design brief by exploring the client- designer relationship.
- Students refine ideas using a range of materials and media, such as freehand drawing, instrumental drawing, printing, digital photography, ICT i.e, Photoshop and Illustrator.
- Students research and collect information for ideas and inspiration. Students use appropriate design language to support their personal evaluations on the effectiveness of the design for a specific purpose and audience.

WHAT TYPE OF WORK IS DONE?

Past Projects Include:

- Chocolate bar design (Drawing conventions)
- Soap packaging design (experimenting with media)
- Food truck design (Drawing conventions and logo development)
- Garden design for café (Environmental design drawing)
- Small building design and development of model (Architectural Model Making and Drawing Conventions)
- Poster design for promotion and advertisement (Using Typography and Colour)
- Logo development for Social Enterprise (Motif and shape development)
- Product Packaging for people with a disability (Design for a Target Audience)

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Visual Communication and Design Units 1 – 4

Entry to many tertiary courses and careers such as: Advertising, Animation, Fine Arts, Architectural Drafting, Architecture, Cartography, Cartooning, Costume Design, Desktop Publishing, Education, Fashion Design, Film Making, Fine Arts, Furniture Design, Graphic Design, Illustration, Graphic Reprint and Production, Industrial Design, Interior Decoration, Landscape Architecture, Multi Media Design, Photography, Publishing, Production Design, Set and Theatre Design, Sign writing, Textile Design, Visual Merchandising, Web Design.

VET CERTIFICATE STUDIES



CERTIFICATE II IN ANIMAL CARE

WHY STUDY THIS SUBJECT?

This is a certificate studied over 2 years.

This is a general qualification for entry into sectors of the animal care and management industry, where workers provide care for animals in workplaces such as:

- animal shelters
- kennels
- catteries
- sanctuaries
- veterinary clinics.

At this level, work takes place under direct supervision within clearly defined guidelines for work activities.

As part of the course requirements, it is necessary that students wear personal protective equipment provided by the College. There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

UNITS 1 - 4

WHAT IS STUDIED?

There are 12 units of competency (7 core units and 5 electives) that will be undertaken as part of this certificate. The core units are:

- Work in the animal care industry
- Apply communication skills
- Complete animal care hygiene routines
- Feed and water animals
- Assist in the health care of animals
- Participate in environmentally sustainable work practices
- Participate in workplace health and safety processes

The electives chosen will vary, based on student interest.

WHAT TYPE OF WORK IS DONE?

- Practical experience in an animal workplace environment
- Guest speakers/incursions from various sectors of the animal care and management industry
- Excursions to various animal workplaces
- Student Journal
- Research Tasks
- Assessment of practical skills to show competency
- Assessment of knowledge to show competency

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- Completion of VET Certificate II in Animal Care so that further certificates can be studied
- Work placements, apprenticeships and careers in the animal care and management industry

CERTIFICATE II IN AUTOMOTIVE

WHY STUDY THIS SUBJECT?

By studying this subject, students develop knowledge and skills to understand the many different automotive principles introduced. This area of study aims to provide students with an understanding of the different automotive fields where a student can gain employment. Students are given an excellent opportunity to undertake both practical and theory based activities during the course.

Students undertaking this course are provided with appropriate personal protective equipment for practical classes.

There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

UNITS: 1 - 4

WHAT IS STUDIED?

Units of competency:

- Follow environmental and sustainability best practice in an automotive workplace
- Communicate effectively in an automotive workplace
- Resolve routine problems in an automotive workplace
- Follow safe working practices in an automotive workplace
- Identify automotive electrical systems and components
- Identify automotive mechanical systems and components
- Use and maintain workplace tools and equipment
- Batteries: Remove, inspect, test and service, recharge and refit
- Remove and replace wheel and tyre assembly
- Remove and replace engine cylinder heads
- Set up and use welding equipment
- Disassemble and assemble an engine - four stroke, single cylinder petrol engines
- Carry out basic vehicle servicing operations
- Remove and replace radiators
- Use and maintain basic measuring equipment

WHAT TYPE OF WORK IS DONE?

- Follow safe working practices
- Practical work involved in removal and replacement of components
- Using components to describe operation and determine serviceability
- Dismantle and assemble common components of a motor vehicle
- Practical work involved in the removal, dismantling and inspection of vehicle sub systems
- Dismantle and assemble common components of a motor vehicle
- Set up and use welding equipment

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Gaining employment in the automotive and any of the associated service industries. If employment is not the aim, the student will gain valuable knowledge and skills to assist them to undertake service and repair engines. Certificate II in Automotive is a nationally recognised qualification that leads to Certificate III level at TAFE and an automotive apprenticeship.

CERTIFICATE III IN BUSINESS

WHY STUDY THIS SUBJECT?

The (VCE) VET Business program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training within a range of business and industry settings. The Certificate III in Business provides a pathway for students who wish to continue with their business studies into higher education.

Note:

- VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain the Victorian Certificate of Education (VCE) or the Victorian Certificate of Education Vocational Major (VCE VM), as well as a nationally portable vocational education and training (VET) certificate.
- VCE VET units have equal status with other VCE studies - Scored assessment is available for scored Unit 3-4 sequence of the VCE VET Business Program.

There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

UNIT 1 and UNIT 2

WHAT IS STUDIED?

- Work Effectively in a Business Environment
- Process and Maintain Workplace Information
- Work Effectively with Others
- Communicate in The Workplace
- Use Business Technology
- Produce Digital Text Document
- Write Routine Workplace Texts
- Use Digital Technologies to Communicate Remotely
- Create and Use Spreadsheet
- Contribute To Health And Safety Of Self And Others
- Contribute to Workplace Innovation

WHAT TYPE OF WORK IS DONE?

- Written tasks
- Computer operations
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies
- Assessment tasks

CERTIFICATE III IN BUSINESS

UNIT 3 and UNIT 4

WHAT IS STUDIED?

- Organise personal work priorities
- Organise workplace information
- Design and produce business documents
- Engage in workplace communication
- Deliver and monitor a service to customers

WHAT TYPE OF WORK IS DONE?

- Written tasks
- Computer operations
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Assessment tasks
- End of year external examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Certificate III in Business contributes to your VCE ATAR score and provides a practical basis for many university courses in the administration/management area.

If all four Units are completed a two year TAFE Certificate is awarded for Certificate III in Business.

Further study can be undertaken at TAFE to the level of Advanced Diploma of Business. Students wishing to enter the workforce at the end of Year 12 will have a tertiary qualification to enhance their employment opportunities.

CERTIFICATE II IN CONSTRUCTION PATHWAYS

WHY STUDY THIS SUBJECT?

You will gain skills in the carpentry field of building and construction such as use of carpentry tools and equipment. You will also develop knowledge of industry communication skills, material calculations, reading plans and Occupational Health and Safety issues. This course is designed for people wanting to enter the building and construction industry to become an apprentice carpenter. It provides the knowledge and practical skills associated with working in the building construction industry and equip students with the ability to work safely in the industry.

Students are required to wear personal protective equipment provided by the College.

There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

UNITS 1 – 4

WHAT IS STUDIED?

- Work effectively and sustainably in the Construction Industry
- Plan and organise work
- Carry out measurements and calculations
- Undertake a basic construction project
- Apply WHS requirements, policies, and procedures in the Construction Industry
- Use carpentry tools and equipment
- Handle carpentry materials
- Handle construction materials
- Prepare to work safely in the construction industry (CIC)
- Provide basic emergency life support
- Work safely at heights
- Use wall and floor tiling tools and equipment
- Apply basic levelling procedures

WHAT TYPE OF WORK IS DONE?

- OH&S
- Observations
- Practical use of tools and equipment
- Use of advanced joints
- Construction of products
- Completion of a timber product
- Investigate different joining methods
- Investigate hand tools

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This course may lead on to an apprenticeship in carpentry and when qualified, further employment opportunities as a registered building practitioner, building inspector, leading hand, sub-foreman, foreman and project manager.

On successful completion of the course you will be awarded a Statement of Attainment in Certificate II in Construction Pathways. As part of the Australian Qualifications Framework this program is nationally recognised.

CERTIFICATE II IN COOKERY (SIT20421)

WHY STUDY THIS SUBJECT?

Certificate II in Cookery provides a double certificate for students, i.e. Certificate II in Cookery, which is recognised nationally, as well as VCE Units. It provides the core units for students to gain employment in the hospitality industry or to continue their studies in hospitality orientated TAFE courses.

Certificate II in Cookery requires teamwork and develops interpersonal skills, particularly customer relations. This subject will prepare students to enter the industry with knowledge about the latest trends in the food industry. Many skills learned in this subject will transfer into various other industries.

Students are also required to purchase a hospitality uniform and their own individual knife kits. There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

UNITS 1 and 2

WHAT IS STUDIED?

Units 1 and 2 operate as a year long course.

- Prepare dishes using basic methods of cookery.
- Use food preparation equipment.
- Prepare and present simple dishes.
- Clean kitchen equipment and premises.
- Use hygienic practices for food safety.
- Participate in safe food handling practices.
- Participate in safe work practices.
- Receive, store and maintain stock.
- Prepare and present sandwiches.

WHAT TYPE OF WORK IS DONE?

- Written tests
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies

In 2025 all VET Hospitality students will be required to complete an extended practical class once a week. The class will run from 1:45pm until 3:25pm. This will bring Sacred Heart into line with industry best practice. This class is compulsory and will run throughout the year. These classes will also allow the students to achieve the Work Experience component of the course.

CERTIFICATE II IN COOKERY (SIT20421)

UNITS 3 and 4

WHAT IS STUDIED?

Units 3 and 4 operate as a year long course.

- Work effectively in a commercial kitchen.
- Prepare appetisers and salads.
- Prepare vegetable, fruit, eggs and farinaceous dishes.
- Prepare stocks, soups and sauces.

WHAT TYPE OF WORK IS DONE?

- Written tests
- Observations
- Case Studies
- Role plays
- Work placement
- Project/case work
- Group discussions
- Integrated studies
- Written reports
- Excursions
- End of year external examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Hospitality orientated careers in clubs/bars, hotels/motels, restaurants, casinos, resorts, hospitals, Defence Forces, catering establishments, tourism, airlines and cruises. This could be as a full time career or in a part time capacity, while continuing with other studies or full time employment.

CERTIFICATE II IN HORTICULTURE

WHY STUDY THIS SUBJECT?

By studying this subject, students develop knowledge and skills to understand the many different activities involved in Horticulture. This area of study aims to provide students with hands-on experience in many aspects of local and commercial Horticulture. Students are given an excellent opportunity to undertake both practical and theory based activities during the course.

As part of the course requirements it is necessary that students wear personal protective equipment provided by the College.

There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

UNIT 1 - 2 WHAT IS STUDIED?

The units selected for study from the Horticultural Training Package may vary due to seasonal variations or opportunities that develop. Units selected may include the following:

- Occupational and health procedures
- Environmental work practices
- Effective work in the industry
- Workplace communication
- Application of chemicals under supervision
- Plant recognition
- Planting of trees and shrubs
- Weed treatments
- Construction of low-profile timber or modular retaining walls

WHAT TYPE OF WORK IS DONE?

- Students become involved in practical activities around the College grounds. Different garden areas will be maintained and established
- Students are given the opportunity to undertake different propagation and maintenance activities
- Students learn to use tools and equipment in accordance with occupational health and safety procedures
- Safe at Work Test
- Oral Test
- Workcover Virtual Tests
- Student Journal
- Research Assignment
- Site map

UNIT 3 - 4 WHAT IS STUDIED?

- Observe and report on weather
- Carry out natural area restoration works
- Determine basic properties of soil / growing media
- Lay drainage pipes
- Maintain properties and structures
- Tend nursery plants
- Landscape construction work
- Pruning techniques

WHAT TYPE OF WORK IS DONE?

- The students carry out different practical activities in a variety of locations at the College and locally
- Research Assignment – Climate Conditions
- Research Assignment – Soil Properties and Types
- Student Journal
- Students plan, develop and implement a maintenance program for structures and plants
- Written Assignment

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This subject will prepare the students to work in the Horticulture industry or in any of the service industries associated with Horticulture.

If employment is not the aim, the student will gain valuable knowledge and skills to assist them to establish and maintain gardens and or develop horticultural enterprises.

If all four units are completed a TAFE Certificate is awarded for Certificate II in Horticulture. Further study can be undertaken at TAFE to the level of Advanced Diploma of Horticulture.

CERTIFICATE II IN HOSPITALITY (SIT20322) FRONT OF HOUSE

WHY STUDY THIS SUBJECT?

Hospitality provides a double certificate for students, i.e. Certificate II in Hospitality, which is recognised nationally, as well as VCE Units. It provides the core units for students to gain employment in the hospitality industry or to continue their studies in hospitality orientated TAFE courses.

Hospitality requires teamwork and develops interpersonal skills, particularly customer relations.

Students will learn skills that will be beneficial in other industries.

This certificate will prepare students to work front of house in the hospitality industry.

There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

UNITS 1 and 2

WHAT IS STUDIED?

Units 1 and 2 operate as a year long course

- Work effectively with others.
- Source and use information on the hospitality industry.
- Use hospitality skills effectively.
- Interact with customers.
- Show social and cultural sensitivity.
- Participate in safe work practices.
- Use hygienic practices for food safety.
- Prepare and serve espresso coffee.
- Prepare and present sandwiches.

WHAT TYPE OF WORK IS DONE?

- Written tests
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies

In 2025 all VET Hospitality students will be required to complete an extended practical class once a week. The class will run from 1:45pm until 3:25pm. This will bring Sacred Heart into line with industry best practice. This class is compulsory and will run throughout the year. These classes will also allow the students to achieve the Work Experience component of the course.

CERTIFICATE II IN HOSPITALITY (SIT20322) FRONT OF HOUSE

UNITS 3 AND 4

WHAT IS STUDIED?

Units 3 and 4 operate as a year long course

- Process financial transactions.
- Clean and tidy bars.
- Prepare and serve non alcoholic beverages.
- Provide advice on food.

WHAT TYPE OF WORK IS DONE?

- Written tests
- Observations
- Case Studies
- Role plays
- Work placement
- Project/case work
- Group discussions
- Integrated studies
- Written reports
- Excursions
- End of year external examination

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Hospitality orientated careers in clubs/bars, hotels/motels, restaurants, casinos, resorts, hospitals, Defence Forces, catering establishments, tourism, airlines and cruises. This could be as a full time career or in a part time capacity, while continuing with other studies or full time employment.

CERTIFICATE III IN SPORT, AQUATICS & RECREATION (Year 1)

WHY STUDY THIS SUBJECT?

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping and or administrative assistance. This qualification also provides for multi skilled roles which combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. All job roles are performed under supervision with some degree of autonomy.

There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

UNITS 1 & 2

WHAT IS STUDIED?

- Provide first aid
- Organise personal work priorities and development
- Respond to emergency situations
- Sport Safety (participate in WHS and respond to emergency situations)
- Provide hire equipment for activities
- Maintain activity equipment
- Assist in conducting recreation settings
- Maintain sport, fitness and recreation industry skills
- Provide quality service
- Participate in conditioning for sport activities
- Continuously improve officiating skills and knowledge

WHAT TYPE OF WORK IS DONE?

- Assignment work relating to actual workplace practices done in class time
- Practical exercises to reinforce theory lessons
- Communicating with clients and colleagues to determine and interpret their specific requirements; understanding verbal and written information on sport and recreation products and services; preparing accurate records of client details; completing maintenance records; empathising and negotiating acceptable solutions to client requests and complaints.
- Working as a skilled team member; understanding own role in supporting the operation of sport and recreation facilities and servicing client needs; acknowledging accountability to other team members and working collaboratively with other sport and recreation personnel.
- Collecting, analysing and recording information to provide efficient support for sport and recreation programs and facilities; setting work priorities and scheduling own daily work activities to meet deadlines; following organisation policies and procedures to guide own work; Interpreting program schedules and timetables to determine priority and sequence of own tasks.

CERTIFICATE III IN SPORT, AQUATICS & RECREATION (Year 2)

UNITS 3 & 4

WHAT IS STUDIED?

- Participate in WHS hazard identification, risk assessment and risk control
- Educate user groups
- Conduct sport coaching sessions with foundation students
- Plan and conduct programs

WHAT TYPE OF WORK IS DONE?

- Assignment work relating to actual workplace practices done in class time
- Practical exercises to reinforce theory lessons
- Knowing the sources of new information on the sport and recreation industry; accessing professional development opportunities to regularly update own knowledge and skills; sharing information with colleagues; updating knowledge and skills to accommodate changes in equipment and operating procedures.
- Understanding the operating capability of computer systems and software that assist in selling, planning and delivering sport and recreation products and services; safely using and maintaining sport and recreation equipment according to manufacturer's specifications and organisation policies and procedures.
- Adjusting work procedures to differences in equipment and facilities and changes in work environment; implementing correct action and following established procedures on discovery of an actual or potential emergency, security or safety hazard; identifying and discussing a range of ideas to improve own and colleagues work practices.
- Understanding and complying with the legal and ethical responsibilities that apply to own role in the sport and recreation industry; seeking and reflecting on feedback on own performance; acting on feedback from colleagues and supervisors on areas for improvement.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Gaining employment in Sport & Recreation and any of the associated service industries. For students who are enthusiastic about physical fitness and sport. Studying the Certificate III in Sport and Recreation will build a solid background in the industry, ideal if considering a career such as a sports and recreation officer, fitness instructor, recreation officer or sporting coach.



Learn. Care. Flourish.

94 High Street Kyneton 3444

PO Box 191

Tel 03 5421 1200

Fax 03 5422 3525

Enrolment Enquiries Tel 03 5421 1238

principal@shckyneton.catholic.edu.au

www.shckyneton.catholic.edu.au

A Ministry of Mercy Education Ltd

ABN 69 154 531 870