Penola
CATHOLIC COLLEGE
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Curriculum Handbook
2025

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College Report

Penola Catholic College is committed to educating the whole person so that each student can strive to achieve their potential. We provide meaningful pathways for students to enrich their God-given gifts and talents and offer a broad and comprehensive curriculum. The subjects on offer include internal subjects as well as VCE including the Vocational Major and Vocational Education and Training (VET) to cater for the diversity of pathways for our student population.

The key aspect of this handbook is to enable families to make informed decisions regarding the appropriate programs for their sons or daughters. Students can seek guidance from our Careers Advisors and members of the teaching staff to assist them.

Religious Education Program

A very important part of the College's life is the Religious Education Program. While all staff at Penola Catholic College share a responsibility for Pastoral Care and are witnesses to the Gospel values, the formal expression of the College's commitment to our faith is the Religious Education Program that operates at each level of the College.

All students will take part in the compulsory Religious Education Program. The Religious Education Program will have two components.

- All students will study Religious Education units in every year that they are at Penola Catholic College.
- All students will attend retreats during their time at Penola Catholic College. In Years 7-11 this will be a one-day retreat experience and in Year 12, students will take part in a three single day retreat experiences.

The Religious Education program and the retreat experiences are compulsory parts of the Program at Penola Catholic College.

Curriculum Overview

Learning at Penola Catholic College offers all students a contemporary education based on Real Life Learning. The aims of the curriculum are supported by caring and experienced staff who strive to develop students' gifts, encourage the pursuit of excellence, and provide a positive learning environment. The curriculum is supported by teachers using evidence-based practice with a strong focus on improvement and growth, regardless of a student's starting point.

Year 7 and 8 students are located on the Glenroy campus. The curriculum at these levels offers both breadth and depth across a range of core subjects. At Year 7, the core curriculum also includes two semester-based units of Languages chosen from French, Japanese and Italian. In Year 8, students select one language which continues into Year 9. Penola Catholic College also offers students the opportunity to study Content and Integrated Language Learning (CLIL) in all languages across different year levels.

A feature of the Glenroy Campus is its commitment to addressing issues associated with middle schooling and the transition from primary to secondary school education. Matters such as building a strong sense of belonging, providing a safe and positive learning environment and teaching students how to build and sustain better relationships are emphasised.

The needs of students are addressed through a rich and varied curriculum and through differentiation. Students undertake PAT Literacy and Numeracy tests at Years 7 and 8 so that teachers can use data to personalise learning for students. They also participate in the Renaissance Reading program.

In Years 9 and 10, students begin to design their own program within a structured subject selection process. During Year 9, students undertake year-long studies in the core subjects and choose elective units. Students continue their studies in the language chosen at Year 8.

In Year 10, through the Accelerated Studies Program, capable students can apply to undertake VCE Units 1 & 2 and Units 3 & 4 in Year 11. Year 10 students who might have a vocational Pathway are offered the opportunity to participate in Pre-Vocational Learning.

The Work Experience Program is a significant activity for Year 10 students. Over a period of one week, students engage in the world of work undertaking employment positions that they seek out and organise. Students are encouraged to complete extra days during the school holidays if they can make those arrangements.

In Years 11 and 12, approximately 50 subjects are offered to students in preparation for employment or tertiary education after Year 12. In addition, students have the option of undertaking studies under the Vocational Education in Schools (VETiS) program as part of their VCE here at Penola. The VCE Vocational Major is also available to those students who have a vocational pathway in mind.

Year 7 - 10

Curriculum Offerings

Year 10 Pre Vocational Program

Year 10 Accelerated Program

Year 7 - 10 Curriculum Overview

Learning Areas	Year 7 (2025)	Year 8	Year 9	Year 10
The Arts	Drama Music Art	Drama Music Art Media	Drama Dance Music Art Visual Communication Design Media Studies	Dance Drama Music Music Performance Theatre Studies & Design Art Visual Communication Design - Environmental Visual Communication Design Media
English	English / EAL	English / EAL	English / EAL	English / EAL English Language Literature
Health & Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education	Physical Education Exercise Science Cert II Outdoor Recreation
Humanities	Humanities	Humanities	Humanities	Humanities
Digital Technology - IT	Digital Technologies	Digital Technologies	Programming and Robotics Creative IT, Basics for Animation	Programming and Game Development IT Business Applications Creative IT for Business Decision Making
Languages	French Italian Japanese	French Italian Japanese CLIL Japanese (Japanese & Humanities) CLIL Italian (RE, Humanities & Italian) CLIL French (Humanities & French)	French Italian Japanese CLIL Italian (Italian, RE & Humanities) CLIL Japanese (Japanese RE or Humanities) CLIL French (Humanities & French)	French Italian Japanese Italian Language Advanced Japanese Language Advanced French Language Advanced
Mathematics	Mathematics	Mathematics Essential Mathematics	Mathematics Enrichment Mathematics Essential Mathematics	Mathematics Enrichment Mathematics Essential Mathematics
Religious Education	Religious Education	Religious Education	Religious Education CLIL (Italian) Religious Education CLIL (Japanese) Religious Education	Religious Education CLIL (Italian) Religious Education CLIL (Japanese) Religious Education
Science	Science	Science	Science	Science
Technology	Design & Technology Food Studies	Food Studies	Design & Technology (Wood) Electronics Food Studies Textiles Technology	Design & Technology (Wood) Electronics Engineering Food Design Food & Culture Textiles - Recyclable Fashion Textiles - Fibres & Fabrics Introduction to VET Salon Assistant & Retail Cosmetics Introduction to VET Hospitality
Pre-Vocational Program				Pre-Vocational Program

Year 9 Pathways Program

Compulsory Full Year Subjects	Compulsory Semester Subjects	Free Choice Semester Subjects
• English • Mathematics • Science • Humanities or CLIL Humanities (Iltalian, French or Japanese) • Religious Education or CLIL RE (Italian or Japanese) • Health & Physical Education • Languages	**Students must complete Health and choose at least one unit from each of the Learning Areas:** • Arts • Technology	**Your free choice subjects are to be chosen from the list below from any of the Learning Areas:** • Arts • Technology

Complete list of Semester Subjects available to Year 9 students

The Arts	Technologies
Performing Arts • Drama • Dance • Music **Visual Arts** • Art • Visual Communication Design • Media	**Digital Technologies - IT** • Programming and Robotics • Creative IT, Basics for Animation **Technology** • Food Studies • Electronics • Textiles Technology • Design and Technology (Wood)

Year 9 Structure

Semester 1		Semester 2	
Pastoral	2	Pastoral	2
RE	5	RE	5
English	10	English	10
Health & PE	5	Health & PE	5
Humanities	5	Humanities	5
Maths	10	Maths	10
Languages	5	Languages	5
Science	6	Science	6
Arts - Elective	6	Technology - Elective	6
Elective	6	Elective	6
Total	**60**	**Total**	**60**

Languages / CLIL Focus

Semester 1		Semester 2	
Pastoral	2	Pastoral	2
RE - CLIL	5	RE - CLIL	5
English	10	English	10
Health & PE	5	Health & PE	5
Humanities - CLIL	5	Humanities - CLIL	5
Maths	10	Maths	10
Languages - CLIL	5	Languages - CLIL	5
Science	6	Science	6
Arts - Elective	6	Technology - Elective	6
Elective	6	Elective	6
Total	**60**	**Total**	**60**

Year 10 Pathways Programs

Compulsory Full Year Subjects

- English
- Mathematics
- Humanities
- Science
- Religious Education or CLIL RE (Italian or Japanese)
- Health & Physical Education

Semester Subjects

Choose at least one from each of the Learning Areas:

- Arts
- Technology

Free Choice

Choose your remaining subjects from the list below from any of the Learning Areas including H&PE, English and Languages.

Eligible students can also apply for VCE or VET as part of an Accelerated Students Program.

Complete list of Semester Subjects available to Year 10 students

The Arts

Performing Arts

- Drama
- Dance
- Music (Semester)
- Music Performance (year long)
- Theatre Studies and Design

Visual Arts

- Art
- Visual Communication Design - Environmental
- Visual Communication Design
- Media

English

- Literature
- English Language

(in addition to English)

Languages

Languages run as a year long subject and require 2 elective choices (1 per semester)

- Italian
- Italian Language Advanced
- French
- French Language Advanced
- Japanese
- Japanese Language Advanced

Health & Physical Education

- Exercise Science
- Cert II Outdoor Recreation (Year long)

Pre-Vocational Program

Pre-Vocational Program

Technologies

Digital Technologies - IT

- Programming and Game Development
- IT Business Applications
- Creative IT for Business Decision Making

Technology

- Design & Technology (Wood)
- Electronics
- Engineering Metal
- Textiles - Recyclable Fashion
- Textiles - Fibres and Fabrics
- Food Design
- Food & Culture
- Introduction to Hair & Make Up
- Introduction to Hospitality

Year 10 Structure

Semester 1		Semester 2	
Pastoral	2	Pastoral	2
RE	5	RE	5
English	9	English	9
Health & PE	5	Health & PE	5
Humanities	6	Humanities	6
Maths	9	Maths	9
Science	6	Science	6
Arts - Elective	9	Technology - Elective	9
Elective	9	Elective	9
Total	**60**	**Total**	**60**

Languages / CLIL Focus

Semester 1		Semester 2	
Pastoral	2	Pastoral	2
RE - CLIL	5	RE - CLIL	5
English	9	English	9
Health & PE	5	Health & PE	5
Humanities - CLIL	6	Humanities - CLIL	6
Maths	9	Maths	9
Science	6	Science	6
Arts - Elective	9	Technology - Elective	9
Languages / CLIL	9	Languages / CLIL	9
Total	**60**	**Total**	**60**

Year 10 Accelerated Studies Program

Starting a VCE Study in Year 10

Students who demonstrate very high levels of achievement in Year 9 subjects may be accepted in the Accelerated Studies program allowing students to start a VCE Unit 1 & 2 subject in Year 10. Students selected for this program should be receiving predominantly 80% or better in the equivalent subject in Year 9. For example, a Year 9 student wishing to accelerate in Biology needs to have 80% or better in Science. Applicants are also required to be 80% or better students in English and have a 75% average in all other Year 9 subjects.

Listed below are the Year 11 units being offered as part of the Accelerated Studies Program:

- 20th Century History 1 & 2
- Accounting 1 & 2
- Applied Computing 1 & 2
- Biology 1 & 2
- Business Management 1 & 2
- Cert II in Engineering (VET)
- Cert II in Kitchen Operations (VET)
- Cert II in Retail Cosmetics (VET) *
- Cert II in Salon Assistant (VET) *
- Cert II Workplace Skills (VET)
- Cert III in Information Technology (VET)
- Certificate III in Sport Aquatics and Recreation (VET)
- Cert III in Music (Sound Production) (VET)
- Classical Studies 1 & 2
- Dance 1 & 2
- Drama 1 & 2
- Environmental Science 1 & 2
- Food Studies 1 & 2
- French 1 & 2
- Health & Human Development 1 & 2
- Italian 1 & 2
- Japanese 1 & 2
- Legal Studies 1 & 2
- Media 1 & 2
- Outdoor & Environmental Studies 1 & 2
- Physical Education 1 & 2
- Psychology 1 & 2
- Product Design & Technology (Textiles) 1 & 2
- Product Design & Technology (Wood) 1 & 2
- Systems Engineering 1 & 2
- Environmental Science 1 & 2

Students can apply to accelerate in VET subjects. These are nationally accredited courses. Students must complete the 2-year courseof study in order to gain a Certificate. This excludes those VET studies marked with an asterisk (*) which are one-year Certificate courses.

Conditions of Acceptance
Acceptance into this program is dependent upon:

- Very high levels of achievement in your Year 9 subjects. Students must be receiving predominantly 80% or better in the equivalent subject in Year 9 and in English as well as a 75% average in all other subjects.
- Whether sufficient numbers of Year 11 students have selected the subject to warrant the subject being run.
- Class sizes and the availability of a place within a Year 11 class. Year 11 students take precedence when there is high demand.
- Having demonstrated excellent work practices throughout Year 9 in all subjects.
- Recommendations from a number of Year 9 teachers and the Year Level Co-ordinators.
- Staffing and timetabling needs of the College.
- The signing of a declaration to accept the conditions of the program by both parents and the student.
- The return of the declaration by the specified date.

It is desirable that in Year 11 students continue the Units 3 & 4 studies in the VCE subject commenced in Year 10. By doing this, students gain a bonus on their VCE study score at the end of Year 12 .

Undertaking a Year 11 study in Year 10 **does NOT mean that you do one subject less in Year 11.**

Completing one Unit 3 & 4 study in Year 11 **does NOT mean one less subject in Year 12.**

The aim of accelerating is to have successfully completed six subjects by the end of Year 12 to gain bonus credit towards your ATAR.

Students undertaking Unit 1 will be continually reviewed throughout the year to determine the suitability of continuing into Unit 2.

Year 10 Pre Vocational Program

The Pre-Vocational Program is offered to Year 10 students interested in applied learning. The program is designed to provide students with an introduction into our pathways program known as VCE Vocational Major, which is a two-year program that commences at the beginning of Year 11 and concludes at the end of Year 12.

Students enrolled in the Pre-Vocational Program undertake Pre-Vocational Literacy and Pre-Vocational Work-Related Skills. Furthermore, students will also be enrolled in semester-based VET options at the Certificate II level.

Pre-Vocational Literacy
The Year 10 Pre-Vocational Literacy subject is made up of two units, Unit 1 delivered in Semester 1 and Unit 2 delivered in Semester 2. The course content is consistent with Year 10 mainstream English curriculum with a strong focus on applied learning that is relevant to work-based literacy skills. Reading, writing, and oracy are the core learning areas delivered in the Year 10 Pre-Vocational Literacy subject, with ample opportunities for students to demonstrate a satisfactory level of achievement indicated by an S in their Semester reports.

Pre-Vocational Work-Related Skills
The Year 10 Pre-Vocational Work-Related Skills subject focuses on key learning areas that prepare students for work and the VCE VM pathway program. Students will study the various aspects to Occupational Health and Safety (OHS) and workplace issues in different settings. They will learn about the various employability skills required for employment across different industries and will prepare an employment application. Furthermore, students will work collaborativly to plan and develop a simple work-related skills activity that encompasses these key learning areas.

Pre-Vocational Structure

Semester 1		Semester 2	
Pastoral	2	Pastoral	2
RE	5	RE	5
Literacy	9	Literacy	9
Health & PE	5	Health & PE	5
Maths	9	Maths	9
VET Skills for Work & Vocational Pathways	6	VET Skills for Work & Vocational Pathways	6
VET Taster	9	VET Taster	9
Work Related Skills	6	Work Related Skills	6
Elective	9	Elective	9
Total	**60**	**Total**	**60**

Senior Programs

Year 11 & 12 Overview

VCE Program

Vocational Education & Training (VET)

Accelerated Program

Senior Studies Programs

Overview Years 11 & 12 VCE Program

Learning Areas	Year 11	Year 12
The Arts **Performing Arts** **Visual Arts**	Theatre Studuies 1 & 2 Drama 1 & 2 Dance 1 & 2 Music Performance 1 & 2 Certificate III in Music (Sound Production) (VET) Art Making & Exhibiting 1 & 2 Visual Communication Design 1 & 2 Media 1 & 2	Theatre Studuies 3 & 4 Drama 3 & 4 Dance 3 & 4 Music Performance 3 & 4 Certificate III in Music (Sound Production) (VET) Art Making & Exhibiting 3 & 4 Visual Communication Design 3 & 4 Media 3 & 4
English	English / EAL 1 & 2 English Language 1 & 2 Literature 1 & 2 Bridging EAL (Unit 1 & 2 only - no Year 12 equivalent)	English / EAL 3 & 4 English Language 3 & 4 Literature 3 & 4
Health & Physical Education	Health & Human Development 1 & 2 Outdoor & Environmental Studies 1 & 2 Physical Education 1 & 2 Certificate III in Sport Aquatics and Recreation (VET)	Health & Human Development 3 & 4 Outdoor & Environmental Studies 3 & 4 Physical Education 3 & 4 Certificate III in Sport Aquatics and Recreation (VET)
Humanities	Accounting 1 & 2 Business Management 1 & 2 Classical Studies 1 & 2 20th Century History 1 & 2 Legal Studies 1 & 2 Economics 1 & 2 Politics 1 & 2	Accounting 3 & 4 Business Management 3 & 4 Classical Studies 3 & 4 Australian History 3 & 4 Legal Studies 3 & 4 Economics 3 & 4
Digital Technology - IT	Applied Computing 1 & 2 Certificate III in Information Technology (VET) Certificate II Workplace Skills (VET)	Software Development 3 & 4 Data Analytics 3 & 4 Certificate III in Information Technology (VET) Certificate III in Business (VET)
Languages	French 1 & 2 Italian 1 & 2 Japanese 1 & 2	French 3 & 4 Italian 3 & 4 Japanese 3 & 4
Mathematics	Specialist Mathematics 1 & 2 Mathematical Methods 1 & 2 General Mathematics 1 & 2 Foundation Mathematics 1 & 2	Specialist Mathematics 3 & 4 Mathematical Methods 3 & 4 Further Mathematics 3 & 4 Foundation Mathematics 3 & 4
Religious Education	Religion & Society 1 & 2	Religious Education Religion & Society 3 & 4
Science	Biology 1 & 2 Chemistry 1 & 2 Environmental Science 1 & 2 Physics 1 & 2 Psychology 1 & 2	Biology 3 & 4 Chemistry 3 & 4 Environmental Science 3 & 4 Physics 3 & 4 Psychology 3 & 4
Technology	Food Studies 1 & 2 Product Design & Technology (Textiles) 1 & 2 Product Design & Technology(Wood) 1 & 2 Systems Engineering 1 & 2 Certificate II in Engineering (VET) Certificate II in Hospitality (VET) Certificate II in Salon Assistant (VET) Certificate II in Retail Cosmetics (VET)	Food Studies 3 & 4 Product Design & Technology (Textiles) 3 & 4 Product Design & Technology(Wood) 3 & 4 Systems Engineering 3 & 4 Certificate II in Engineering (VET) Certificate II in Hospitality (VET) Certificate II in Salon Assistant (VET) Certificate II in Retail Cosmetics (VET)
VCE VM	VCE VM Numeracy VCE VM Literacy VCE VM Personal Development VCE VM Work Related Skills	VCE VM Numeracy VCE VM Literacy VCE VM Personal Development VCE VM Work Related Skills
VET ***NOTE: Students cannot choose external VET subjects if they are doing VCE.**	Building and Construction* Early Childhood* Plumbing* Nothern Melbourne VET Cluster Option* Community Services* Animal Studies* Horticulture* Allied Health* Automotive* Business Information Technology Outdoor Recreation (Year 10 only) Sport, Aquatics & Recreation Technical Production Engineering Hospitality Retail Cosmetics Salon Assistant Active Volunteering	Building and Construction* Early Childhood* Plumbing* Nothern Melbourne VET Cluster Option* Community Services* Animal Studies* Horticulture* Allied Health* Automotive* Business Information Technology Outdoor Recreation (Year 10 only) Sport, Aquatics & Recreation Technical Production Engineering Hospitality Retail Cosmetics Salon Assistant Active Volunteering

Australian Tertiary Admission Rank (ATAR)
The ATAR is a nationally agreed ranking based on all people of a comparable age throughout the nation. Calculation is based on the scaled scores for English (i.e., any English subject taken from the English group), the next best three scaled scores and 10% of any fifth and sixth scaled score that is available. Study scores will be available for VCE-VET (Multimedia, Hospitality, Community Recreation, Engineering, Business Administration, and Information Technology).

These units can be in the "best four" or the "primary four" when calculating ATAR Score. The remaining VET Certificates will not be scaled, based on the information available from the VCAA at the time of this booklet being printed. However, they contribute a 10% increment as the 5th and/or 6th subject, by averaging grades of the "best four" or the "primary four".

Subject Selection Requirements / Entry Requirements for VCE Units 1 & 2
At Penola Catholic College, Year 10 students take part in the subject selection and transition program in Term 3, to guide them as they make their subject choices from the wide range of Senior Programs offered at the College, including VCE, VET and VCE Vocational Major studies. While the College encourages students to pursue their interests, we realise that sometimes the career pathways, and consequently the subject choices, are not always realistic and appropriate to the student's academic ability.

Penola Catholic College recommends that students must be able to achieve an average of 60% or better in any subject before he/she may continue with that same subject in Units 1 & 2. In the case where a student selects a VCE subject which is not directly studied or offered by the College in Year 10, his/her general level of achievement in a similar area of study will be taken into account.

Vocational Education & Training (VET)

VET Programs

VET Programs are offered for VCE & VCE Vocational Major (VCE VM) Students VCE VET programs are VET (Vocational Education & Training) qualifications approved by the VCAA to contribute to your VCE or VCE VM. There are numerous VCE VET units that can be used to create pathways to a diverse range of industries including health, engineering, science, IT, construction, and the creative industries.

VET courses have a practical "hands- on" component enabling students to "learn by doing" either at school, at the Registered Training Organisation (RTO) or out on a work placement. VET can give students an advantage into employment, apprenticeships, and traineeships.

For VCE students, it is not compulsory to choose a VCE VET, however if you do, it will contribute to the VCE in the same way as a VCE subject. They count as a Unit 1 & 2 study at Year 11 and as a Unit 3 & 4 sequence at Year 12. Some VCE VETs are scored, and others are non-scored. The scored VETs will have an exam and thereby contribute to your ATAR score. A maximum of only two VET studies which can obtain a study score, will be counted by the VCAA in the primary four subjects that contribute towards an ATAR score.

If you do not want the subject "scored" towards an ATAR, that is your choice. In that case it will simply count towards your VCE certificate.

For VCE Vocational Major (VCE VM) students, it is compulsory to choose a VET subject. These subjects contribute to your VCE VM through meeting the requirements of the Industry Specific Skills or Work-Related Skills Strands. There will be no exams in these VET subjects as you will be assessed under competency-based principles.

By combining both vocational and general education, VET enables VCE and VCE VM students to create more options towards further training or work and enhances existing pathways to TAFE and University. A student who successfully completes two years of study in either VCE or VCE VM and includes a VET subject as part of their program, can therefore achieve two certificates because any VET subjects taken have "dual recognition". In other words, students will be awarded a TAFE certificate plus the VCE certificates. It also may allow any VCE or VCE VM student to enter TAFE at a higher level than other students without a VET qualification.

As most VET subjects are a two-year certificate course, so should only be taken at the beginning of Year 11. A subject change into a VET subject may prove very difficult or impossible for Semester 2 of Year 11 or at the beginning of Year 12, so students must choose wisely at the start of Year 11.

Penola Catholic College offers a wide range of VET subjects through a network of Registered Training Organisations (RTO) that includes Kangan Institute, Holmesglen, NCAT, Educational Living and IVET, as well as running VET subjects on our Penola Broadmeadows Campus. If Penola does not run your chosen VET course on-site, you would be required to attend one of the RTO sites offering the course, providing these fit in with your VCE or VCE VM timetable.

NB Students selecting a VCE VET MUST provide their USI (Unique Student Identifier) code to the VET Co-Ordinator before the last day of the subject selection period or they cannot be accepted and enrolled in VET. If they delay providing their USI, they will usually miss out on a place in their chosen VET Subject.

Apprenticeship Programs

School Based Apprenticeships & Traineeships (SBATs) can be set up for some Year 12 VCE Vocational Major (VCE VM) students and their week would involve three days at school and two days working with an employer. They must also attend a one-week block of TAFE training every 6 weeks just like a normal full-time apprentice. This part-time apprenticeship is a nationally recognised qualification but is only suitable for those students who know the industry they want to work in, and most importantly, know an employer who is committed to them as a future apprentice.

The SBAT is recognised by VCAA as contributing to the Learning Strands of VCE Vocational Major (VCE VM) and therefore counts towards their VCE VM certificate. The SBAT includes a Training Contract and qualifications registered with Skills Victoria. Through Penola, the Training Plan is signed with a Registered Training Organisation (RTO). It is responsible for training and assessment of the SBAT and forms a key part of the VCE VM program.

NB This SBAT Program is ONLY available to Year 12 VCE VM students who have done their Year 11 work placement in the industry AND have an employer who genuinely wants to put them on as an apprentice. There must be no possibility of the SBAT "falling through" as this would mean the student may not gain their Senior VCE Vocational Major (VCE VM) certificate, thereby not completing their Year 12 studies.

SBAT Areas include Automotive, Business, Carpentry, Community Services, Electrotechnology, Info Tech, Plumbing and Warehousing.

Students considering an SBAT must contact the Careers Centre at school for advice.

VET Subjects Offered

VET Fee Payments

Penola Catholic College pays all VET & SBAT tuition fees for students. However, as we are dealing with VET training providers (RTOs) who are outside of Penola, there needs to be a small parent contribution for each VET subject just like VCE and VCE VM subjects. This covers materials used, registration, certification, and RTO administration requirements.

Please note: These costs are based on 2024 figures and are subject to change for 2025.

VET offered onsite to VCE and VCE VM Students

Subject	Key Learning Area	Family Contribution
Business	Digital Technology IT	$100
Information Technology	Digital Technology IT	$140
Outdoor Recreation (Year 10 only)	Health & PE	$180
Sport & Recreation	Health & PE	$180
Technical Production	Performing Arts	$150
Engineering	Technology	$200
Hospitality	Technology	$240
Retail Cosmetics	Technology	$260
Salon Assistant	Technology	$270
Active Volunteering		$200

VET Subjects offered off Campus to VCE VM Students Only

Subject	Family Contribution
Allied Health	$180
Animal Studies	$180
Automotive	$180
Beauty	$200
Building and Construction	$225
Community Services	$160
Early Childhood	$160
Electrotechnology	$225
Horticulture	$160
Plumbing	$225
Northern Melbourne VET Cluster Option	Varied costs

Accelerated Program

Penola Catholic College offers students the opportunity to accelerate. It must be noted that selection of students to undertake these studies is based on availability of places in the classes and demonstrated academic ability. The aim of accelerating is to have successfully completed six subjects by the end of Year 12 so as to gain bonus ATAR points.

Year 12 Subjects in Year 11
First year VCE students are able to apply for one Unit 3 & 4 study. Students applying to accelerate must be achieving 80% or better in the study area selected and in English, as well as having a 70% average in all other Year 10 subjects. The list of Unit 3 & 4 subjects are indicated below. By taking a Year 12 subject in Year 11 and five subjects in Year 12, students will be able to maximise their ATAR by successfully completing six Unit 3 & 4 sequences.

If you complete one Unit 3 & 4 study in Year 11, it does NOT mean you undertake one less subject in Year 12.
Most VET subjects are completed over 2 years.

Religious Education
- Religion and Society

Health and Physical Education
- Outdoor and Environmental Studies
- Physical Education
- Health and Human Development
- Sport & Recreation (VET)

Humanities
- Business Management
- Legal Studies
- Accounting (Units 1 & 2 pre-requisite)
- History

Information Technology
- Applied Computing
- Data Analytics
- Cert III Information Technology
- Software Development

Languages
- Italian (Units 1 & 2 pre-requisite)
- Japanese (Units 1 & 2 pre-requisite)
- French (Units 1 & 2 pre-requisite)

Performing Arts
- Drama

Science
- Psychology
- Biology

Technology
- Product Design and Technology – Wood & Textiles
- Systems and Technology (Electronics)
- Food Studies
- Hospitality (VET)
- Salon Assistant (VET) - 1 year only
- Retail Cosmetics (VET) - 1 year only
- Engineering (VET)

Visual Arts
- Art Making and Exhibiting
- Media
- Visual Communication Design

VCE Vocational Major

Literacy

Numeracy

Work Related Skills

Personal Development Skills

Planning your VCE Vocational Major Program

VCE Vocational Major

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

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

Why was it developed?
The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- Equipping them with the skills, knowledge, values, and capabilities to be active and informed citizens, lifelong learners, and confident and creative individuals; and
- Empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Curriculum
The new curriculum is engaging, based in real life and gives students in-demand skills needed for the future world of work.

Applied learning teaches skills and knowledge in the context of 'real life' experiences. Students apply what they have learnt by doing, experiencing, and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interests, goals, and experiences.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition.

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

How might a VCE VM program look?
The VCE VM course is tailored to meet a student's interest and career pathway needs. Students who select VCE VM will have an interest in developing a range of general and specific skills to better prepare them for life and for employment.

VCE Vocational Major

The subjects available are as follows:

VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills and VCE VM Personal Development Skills.

Industry Specific Skills will be developed via selected VET Certificate Units. It is compulsory to have a VET Study as part of the VCE VM Program. In most cases a VET program may be delivered by an offsite provider. It is mandatory that students attend their VET provider.

VCE VM Work Related Skills are developed by participating in two VCE VM Work Related Skills Units. In addition to these compulsory units, work skills are further developed by work placements or Christian Services that the student may do throughout the year.

Is it possible to move from VCE scored to VCE VM?
Under certain conditions, it is possible to move from VCE scored to VCE VM. A student who has completed eight or more VCE Units 1-2 sequence may be deemed eligible to enrol in VCE VM and complete the 3 & 4 sequences.

How is VCE VM assessed and awarded?
Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

There are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences. The VCE VM Certificate issued at the end of the year by the Victorian Curriculum and Assessment Authority (VCAA) will have a statement of results that includes all VCE, VCE-VET and VCE VM units students undertake in their VCE VM program.

Pathways
VCE VM prepares students for entry into TAFE Certificate courses, apprenticeships, traineeships, and general employment. VCE VM programs are not designed to give an ATAR score and will not lead directly to university. Achieving the VCE VM certificate opens many options for students. Penola VCE VM Students will exit with a full account of recorded achievements through use of platforms that enable all experiences to be captured.

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Literacy will help students develop the skills and knowledge to read and write a range of texts on everyday subject matters where practical, relevant documents will be utilised to provide examples of what will be required in the workplace.

Unit 1

Area of Study 1 Literacy for personal use

In this area of study students will develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F–10: English, Victorian Pathways Certificate: Literacy and EAL Pathway C (Level 3).

This area of study focuses on the structures and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Through discussions and class activities students will develop their understanding of the structures and features of these text types, and examine how they are influenced by purpose, context, audience and culture.

Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings. Students will employ a variety of strategies to develop their understanding of the purpose and key ideas within the written and spoken language. They will extend their knowledge of the layout and format of a range of text types and use indexes, headings, subheadings, chapter titles and blurbs to locate and extract information.

In their study of visual and film texts, students will examine how purpose, language and structure influence the audience of a text.

Area of Study 2 Understanding and creating digital texts

In this area of study students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts. As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

Students will read, view and interact with different digital texts and participate in learning activities to develop their capacity to explore and discuss their impact. They will identify the ways a visitor encounters and experiences digital texts, considering their purpose and the social, cultural, vocational and workplace values associated with it. They will explore text through the prism of their own experience, knowledge, values and interests, and those of others.

As a part of this exploration of the digital world, students participate and engage in learning practices that will equip them to deal safely and respectfully with others in the digital and virtual world.

Unit 2

Area of Study 1 Understanding issues and voices

In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group. Students should consider the language and purpose of different text types and consider how this language is used to influence an audience.

Students will engage with a range of content from print, visual, aural and multimodal sources. Selection of text types should take into consideration the interests and abilities of the student cohort and the text types that students typically read, including social media. Students will discuss and explain how personal and vested interests, including those of particular vocations or workplaces, affect their own responses to an issue.

Students will practise notetaking and responding to short-answer questions as well as formulating their own oral and written opinions.

Area of Study 2 Responding to opinions
In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Students consider the arguments presented and critically analyse the language, evidence and logic of the arguments of others so that they can create their own response. In constructing their own responses, students select evidence that supports their viewpoint. Students learn to accurately reference and acknowledge the evidence they select.

In developing their responses, students draft, revise, check and edit their writing to improve the clarity and meaning of their work.

Unit 3
Area of Study 1 Accessing and understanding informational, organisational and procedural texts
In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

As a part of this exploration of texts and content, students will participate and engage in activities that equip them to access, understand and discuss these text types.

Area of Study 2 Creating and responding to organisational, informational or procedural texts
This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Unit 4

Area of Study 1 Understanding and engaging with literacy for advocacy

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

Students will consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

Students will read, discuss, analyse and create texts that influence or advocate for self, a product or a community group of the student's choice.

Area of Study 2 Speaking to advise or to advocate

In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills. If students are not undertaking either of these studies, they may select an option from either of the two outlined below: Literacy for civic participation or Literacy for everyday contexts.

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

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

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating, acting on and using mathematics, evaluating and reflecting, and communicating and reporting.

Numeracy study components

VCE Vocational Major Numeracy is designed around four complementary and essential components:

- Eight areas of study (four in each unit) that name and describe a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.
- Outcome 1 is framed around working mathematically across six different numeracy contexts:
  - Personal numeracy
  - Civic numeracy
  - Financial numeracy
  - Health numeracy
  - Vocational numeracy
  - Recreational numeracy.
- Outcome 2 elaborates and describes a four-stage problem-solving cycle that underpins the capabilities required to solve a mathematical problem embedded in the real world.
- Outcome 3 requires students to develop and use a technical mathematical toolkit as they undertake their numeracy activities and tasks. Students should be able to confidently use multiple mathematical tools, both analogue and digital/technological

Unit 1
In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies. These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of study
There are four areas of study for Unit 1:
- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 2
In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies. These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of study
There are four areas of study for Unit 2:
- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 3
In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies. These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The progression of learning is evident in Units 3 & 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 & 2.

Areas of study
There are four areas of study in Unit 3:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 4
In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies. These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The progression of learning is evident in Units 3 & 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 & 2.

Areas of study
There are four areas of study for Unit 4:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

VCE Vocational Major Work Related Skills

VCE Vocational Major Work-Related Skills (WRS) examines a range of skills, knowledge, and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

In VCE VM Work Related Skills, 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. The study of WRS leads to opportunities across all industries and areas of work as well as in further education and provides young people with the tools they need to succeed in the future.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

This study enables students to:

- understand and apply concepts and terminology related to the workplace
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- understand the relationship between skills, knowledge, capabilities, and the achievement of pathway goals
- develop effective communication skills to enable self-reflection and self-promotion
- apply skills and knowledge in a practical setting.
- Please note it is compulsory for students to find a work placement.

Unit 1

Learning Outcome 1 Future Careers

On completion of this unit the student should be able to identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve their future career prospects.

Learning Outcome 2 Presentation of career and education goals

On completion of this unit the student should be able to forecast potential employment possibilities and evaluate several education pathways that would support the acquisition of skills and knowledge required for the selected industry growth area.

Unit 2

Learning Outcome 1 Skills and capabilities for employment and further education

On completion of this unit the student should be able to identify and evaluate their individual aptitudes and interests as they relate to broad industry groups and create an inventory of evidence of their identified core skills, attributes and capabilities required by an industry of their choice.

Learning Outcome 2 Transferable skills and capabilities

On completion of this unit the student should be able to demonstrate, through participation in a mock recruitment and selection process, their development of knowledge of the process itself, and of the essential and technical skills required by broader industry groups.

Unit 3

Learning Outcome 1 Workplace wellbeing and personal accountability

On completion of this unit the student should be able to analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment.

Learning Outcome 2 Workplace responsibilities and rights

On completion of this unit the student should be able to outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination, and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.

Learning Outcome 3 Communication and collaboration

On completion of this unit the student should be able to apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

Unit 4

Learning Outcome 1 Portfolio development

On completion of this unit the student should be able to analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.

Learning Outcome 2 Portfolio development

On completion of this unit the student should be able to present their personal skills and attributes in the form of a physical and/or digital portfolio in a formal interview with a panel and evaluate their evidence and artefacts for future enhancement.

The course aims to develop practical abilities and appreciation of a range of values essential to Christian communal life, including:

- Personal self-esteem and confidence
- Social justice and responsibility
- Care for the needs of others
- Respect for individual rights and democratic process
- Participation in community action
- Active participation in the school community

Course time will be divided between off-campus participation in the activities of a particular community institution or agency and class time devoted to:

- Developing an understanding of cultural self, family identity and connection to the community, places and religion
- The study of community structures and operations
- Reflection on placement experiences
- Work on assessment outcomes
- Practical project on campus
- Development of a health, strength and wellbeing program incorporating physical activity

Foundation Personal Development Skills (PDS)

Unit 1

This unit focuses on the development of appropriate knowledge, skills and attributes in relation to resilience, self-esteem and efficacy, health and wellbeing, family and social connectedness, environmental awareness, critical and creative thinking, planning and organisational skills, problem-solving and interpersonal skills.

The learning outcomes in this unit require the students to:

- Plan, organise and carry out a simple activity.
- Demonstrate knowledge specific to a simple activity.
- Demonstrate skills specific to a simple activity.
- Solve a problem specific to a simple activity.
- Demonstrate teamwork skills in a simple activity.

Unit 2

This unit focuses on the development of appropriate knowledge, skills and attributes in relation to community engagement, social and environmental awareness, participation in a democratic society, social connectedness, critical and creative thinking, planning and organisational skills, problem-solving and interpersonal skills.

The learning outcomes in this unit require the students to:

- Identify the roles of members of a community.
- Plan and organise an activity concerning an environmental, cultural or social issue within a community.
- Communicate information about a simple environmental, cultural or social activity within a community.
- Identify problems related to a simple environmental, cultural or social activity within a community.
- Demonstrate teamwork skills in a simple activity within a community.

VCE VM PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Studentswill develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community, and personal environment

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

VCE VM Personal Development Skills enables students to explore and address important social challenges and questions. Who am I? What is community? How can we improve the health and wellbeing of individuals? What are my goals as an individual and as part of a community? How do I seek and critique reliable information? How do I build meaningful connections with others? What actions can be taken to respond to issues that affect us as a society?

Through independent and collaborative activities, PDS builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety, and resilience.

The course aims to develop practical abilities and appreciation of a range of values essential to Christian communal life, including:

This study enables students to:

- develop a sense of identity and self-worth
- understand and apply concepts that support individual health and wellbeing
- access, critique, synthesise and communicate reliable information
- explain the role of community and the importance of social connectedness
- practise the rights and responsibilities of belonging to a community
- recognise and describe the attributes of effective leaders and teams
- set and work towards the achievement of goals
- work independently and as part of a team to understand and respond to community need
- evaluate and respond to issues that have an impact on society
- develop capacities to participate in society as active, engaged and informed citizens.

Unit 1 Healthy individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing.

Area of Study 1 Personal identity and emotional intelligence

In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Area of Study 2 Community health and wellbeing
In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing, and evaluating a purposeful activity that aims to achieve a clear objective.

Area of Study 3 Promoting a healthy life
In this area of study, students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

Unit 2 Connecting with community
This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

Area of Study 1 What is community?
In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship. Students investigate community participation and recognise that there are a range of ways to participate in community life.

Area of Study 2 Community cohesion
In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion. Students will explore the enablers and barriers to problem solving and strategies to foster community cohesion.

Area of Study 3 Engaging and supporting community
In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

Unit 3 Leadership and teamwork
This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Area of Study 1 Social awareness and interpersonal skills
In this area of study, students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others. They will investigate the contexts and settings in which people demonstrate social awareness and apply interpersonal skills (both in everyday life and when using digital technologies), and the processes people use to research a range of issues.

Area of Study 2 Effective leadership
In this area of study, students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society. Students will consider how effective leaders foster innovation and creativity to solve problems and achieve goals.

Area of Study 3 Effective teamwork
In this area of study, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members and reflect on personal contribution and leadership potential as they participate in a team or group activity. Students will evaluate the effectiveness of teamwork and explore the steps involved when putting a solution into action.

Unit 4 Community project
This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved.

Area of Study 1 Planning a community project
In this area of study, students will complete an extended community project that addresses an environmental, cultural, economic or social issue. They will conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project. Students will seek to understand the issue's significance to the community, develop a project focus, and investigate previous or current responses to the area of concern. They will explore opportunities to build awareness of the chosen issue in the community.

Area of Study 2 Implementing a community project
In this area of study, students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion. Students will consider the possible health, safety and ethical risks of a project, document evidence and make decisions on how findings will be organised, analysed and presented.

Area of Study 3 Evaluating a community project
In this area of study, students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings, and engage with audiences. Students will determine a suitable audience to present findings, identify and practise appropriate presentation skills, and make decisions about how a community project will be evaluated.

VCE VM students are required to express their interest to participate in the VCE VM program, which is followed up with an interview. Successful applicants are required to abide by the conditions outlined in the declaration they have signed. Successful applicants will be required to undertake the first unit of Work-Related Skills prior to being eligible to commence work placement.

To qualify for the VCE VM award students must complete a minimum of 16 VCE units over a 2-year program. VCE VM students will also need to complete 180 hours of VET at Certificate 2 level or above in one training course. Students must complete a minimum of four Unit 3–4 sequences as part of their program with Literacy 3-4 as mandatory.

Students will be enrolled in VCE Religion and Society Unit 2 in Year 11, delivered over the full year and will participate in the College's school based RE Program in Year 12, delivered over the full year. Students can also include other selected VCE subjects in their VCE VM program.

The program can lead to extensive pathways and career options. Students may also be offered the opportunity to participate in RSA, RSF, RSG and Barista Training.

VCE scored options for VCE VM students may be possible by negotiation but must directly complement a VET program whilst not compromising other subjects.

** VET courses through Kangan or other TAFE institutes could be full or half day programs. These can have varying starting and finishing times, therefore students will be expected to be at Penola Catholic College when not at TAFE on these days. Programs such as Hospitality may go into the evening, so students must organise travel arrangements and must notify both TAFE and school of their non-attendance.

Participation in College Events: On occasions, students will be required to participate in college activities on TAFE days. This will be pre-arranged, and the TAFE institutions will be informed, where work placement is affected, students will be required to notify employers.

VCE Maths: The new VCE VM certificate allows students to choose between Foundation, General or Further Mathematics Units 1 – 4 as part of their VCE VM Program. VCE VM students will be required to attend a regular program during VCE exams.

Work Placement: Year 11 & 12 students must complete Work Placement. Students are to organise their own placements and have Work Placement Agreement Forms completed a minimum of 2 weeks prior to commencing their placements. The VCE VM Pathways Liaison will also assist students in completing their documentation prior to commencement of work placement.

CHC24015 Certificate II in Active Volunteering Services

This certificate provides students and schools with the ability to engage with their local school and wider community. The program enables learning to be provided in an environment which reflects the working circumstances of volunteers in our community under direct supervision. Students have the opportunity to incorporate their existing community partnerships and further strengthen student links to the community. Students will explore the varied dimensions of volunteering, basic emergency life support-skills, communication, and organisational skills to effectively equip themselves moving into the workforce post-secondary schooling.

This qualification builds on the foundation skills required by all volunteers including:

- Undertaking administrative tasks that involve basic operational knowledge, accessing and recording information and decision making.
- Acquiring strategies to communicate more effectively with clients and be able to apply known solutions to a limited range of predictable problems.
- Engaging in safe work practices, and applying basic operational knowledge in a moderate range of areas relevant to the job

This course has 4 compulsory core units and 3 elective units. There is also a compulsory work placement and students will achieve approximately 200 nominal hours.

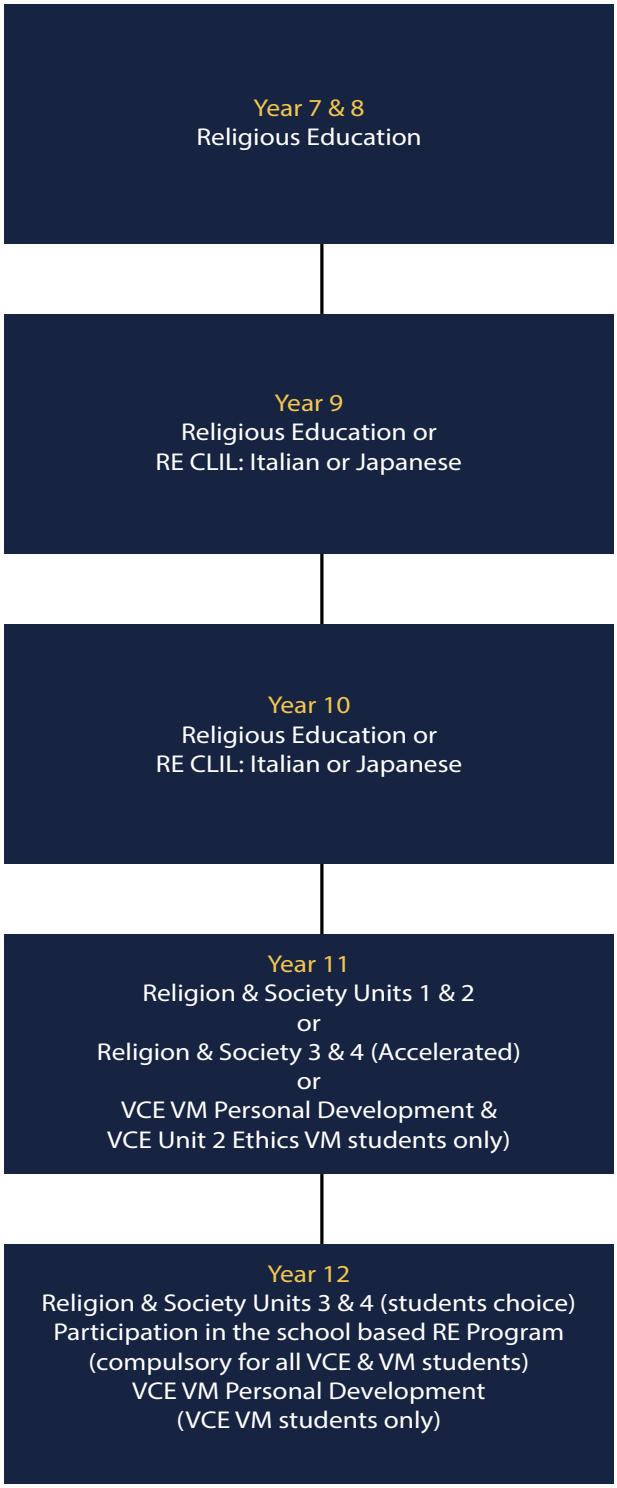
Religious Education

Year 7 - 10 Religious Education

VCE Religion and Society

Religious Education Year 12

Religious Education Pathways



The program respects the Gospel vision of the whole person, the basic human need for salvation, and the interplay of God's revelation within the personal and social life of the individual.

Consequently, the diversity of prior formation and dimensions of the student's faith is respected and nurtured within the context of our program. The Religious Education Program seeks to incorporate features of the Enhancing Catholic School Identity (ECSI) project to enable students to develop post-critical belief thinking skills, and to be active participants in the re-contextualisation of their faith.

It is anticipated students will reach Level 8 of Melbourne Archdiocese of Catholic Schools - Pedagogy of Encounter Framework.

In reaching this level, students will have skills in each of the learning strands: Knowledge and Understanding, Reasoning and Responding; Personal and Communal Engagement. In addition, they will have developed knowledge and understanding related to each of the five content areas:

Jesus and Scripture; Church and Community; God, Religion and Life; Prayer, Liturgy and Sacrament; Morality and Justice.

Year 7 Religious Education Students undertake four units of study which explore the following guiding questions:

- Do I belong?
- How can looking back help us move forward?
- Is there something about Mary?
- What give us hope?

Students also engage in a range of additional experiences which complement the RE program:

- College Feast Day Celebrations
- Exploration of College Theme
- 'Closer to God' lessons
- An annual Reflection Day experience
- Opportunities to engage in prayer, Liturgies and Masses

Year 8 Religious Education Students undertake four units of study which explore the following guiding questions:

- What tells me I belong?
- Who is this man Jesus anyway?
- Why do Christians do what they do?
- Is there still hope in the world?

Students also engage in a range of additional experiences which complement the RE program:

- College Feast Day Celebrations
- Exploration of College Theme
- 'Closer to God' lessons
- An annual Reflection Day experience
- Opportunities to engage in prayer, Liturgies and Masses Religious Education

CLIL Italian Content and Language Integrated Learning (CLIL)
Is offered to enhance language fluency in Italian in Year 8 using the content of Religious Education. Students study the mainstream units of Year RE as outlined in the mainstream curriculum with all lessons, assessment, and resources undertaken in Italian.

The program respects the Gospel vision of the whole person, the basic human need for salvation, and the interplay of God's revelation within the personal and social life of the individual. Consequently, the diversity of prior formation and dimensions of the student's faith is respected and nurtured within the context of our program. The Religious Education Program seeks to incorporate features of the Enhancing Catholic School Identity (ECSI) project to enable students to develop post-critical belief thinking skills, and to be active participants in the re-contextualisation of their faith.

It is anticipated students will reach Level 9 of Melbourne Archdiocese of Catholic Schools - Pedagogy of Encounter Framework. In reaching this level students will be able to explain aspects of the Catholic Tradition. Students interpret their life in dialogue with the Catholic Tradition and the cultural context by critically evaluating differences in interpretation, demonstrating sensitivity to other points of view and openness to religious imagination. Students reflect on experiences that provoke spiritual and religious insights. They integrate new insights by revealing connections and disconnections between their personal stance and possible responses to cultural, historical, and political issues.

Year 9 Religious Education Students undertake four units of study which explore the following guiding questions:

- Decision Making – Which way should I go?
- Discipleship - Why should I respond?
- Stewardship - How should I treat my Home?
- Advent– What is hopeful waiting?

Students also engage in a range of additional experiences which complement the RE program. For example:

- College Feast Day Celebrations
- Exploration of College Theme
- Project Based Learning
- Regular 'Closer to God' lessons
- An annual Reflection Day experience
- Opportunities to engage prayer, Liturgies and Masses Religious Education

Year 9 Religious Education CLIL Italian/Japanese/French

Content and Language Integrated Learning (CLIL) is offered to enhance language fluency in Italian and Japanese in Year 9 using the content of Religious Education. Students study the mainstream units of Year 9 RE as outlined in the mainstream curriculum with all lessons, assessment, and resources undertaken in the respective chosen language

The program respects the Gospel vision of the whole person, the basic human need for salvation, and the interplay of God's revelation within the personal and social life of the individual. Consequently, the diversity of prior formation and dimensions of the student's faith is respected and nurtured within the context of our program. The Religious Education Program seeks to incorporate features of the Enhancing Catholic School Identity (ECSI) project to enable students to develop post-critical belief thinking skills, and to be active participants in the re-contextualisation of their faith.

It is anticipated students will reach Level 10 of Melbourne Archdiocese of Catholic Schools - Pedagogy of Encounter Framework. Students will be able to explain the Catholic Tradition by making distinctions and connections between different perspectives from both within and external to the tradition. Students interpret their life in dialogue with the Catholic Tradition and the cultural context by unpacking the complexities of global issues using historical and future perspectives. Students reflect on experiences that provoke spiritual and religious insights by articulating the role of the inner voice and ways they attend to its formation. They integrate new insights by applying their personal stance to global trends and ethical issues.

Year 10 - Religious Education
Students undertake four units of study which explore the following guiding questions.

- Identity - What makes me who I am?
- Relationships - What is Love?
- Social Justice - What is the purpose of my life?
- Universal - What does it mean to be Catholic?

Students also engage in a range of additional experiences which complement the RE program. Such as

- College Feast Day Celebrations
- Regular 'Closer to God' lessons
- An annual Reflection Day experience
- Opportunities to engage in Prayer, Liturgies and Masses

RE CLIL Italian/Japanese
Content and Language Integrated Learning (CLIL) is offered to enhance language fluency in Italian and Japanese in Year 10 using the content of Religious Education. Students study the mainstream units of Year 10 RE as outlined in the mainstream curriculum with all lessons, assessment, and resources undertaken in the respective chosen language.

VCE Religion & Society

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. The study of Religion and Society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple world views coexist. Students explore how such societies, and their religious traditions negotiate significant ethical issues. Through the study of VCE Religion and Society students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today. It is anticipated that students will develop a capacity to understand and appreciate different faith perspectives while learning to deepen and nurture their own faith.

Unit 1 The Role of Religion in Society
In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the complex relationships that exist between individuals, groups, new ideas and religious traditions.

Areas of Study include:

- The nature and purpose of religion
- Religion through the ages
- Religion in Australia

Unit 2 Ethics and Morality
Choosing which values to live by in principle and in practice is fundamental to being human. This is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what 'right' and 'wrong', and 'good' and 'bad' mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices - identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level. In this unit, students survey various approaches to ethical decision- making and then explore at least two religious' traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision making and ethical perspectives, and moral viewpoints in religious traditions. Students participate in a Christian Service Program which provides an opportunity for students to investigate ethical issues as part of their studies in this unit and a one day placement on a service organisation in the community.

Areas of Study include:

- Ethical decision making and moral judgement
- Religion and ethics
- Ethical issues in society

VCE Religion & Society VCE Assessment Units 1 & 2
Students complete assessment tasks that comply with VCAA requirements such as Tests consisting of Multiple Choice, True/False and Short Answer Questions. They may also be asked to complete descriptive reports and oral presentations.

Unit 3 The Search for Meaning
In this unit, students study the purposes of religion generally and then consider the religious beliefs developed by one, or more than one, religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one, or more than one, religious tradition or denomination may be expressed through the other aspects of religion and explore how this is intended to foster meaning for adherents.

Areas of Study include:

- Responding to the search for meaning
- Expressing meaning
- Significant life experiences, religious beliefs and faith

Unit 4 Religion, Challenge and Change
This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. In this unit, students explore challenges that religious traditions have faced in the past and in more recent times.

Areas of Study include:

- Challenge and response
- Interaction of religion and society

VCE Assessment Units 3 & 4
Students complete assessment tasks that comply with VCAA requirements.

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- End of year external examination 50%

All students in Year 12 are required to undertake College-based Religious Education. This program is outlined below.

Unit 1 Faith, Community & Excellence
Students explore the values of Faith, Community and Excellence which underpin College's Mission and Vision Statement. They will consider how they can live out these values in the context of their life, their studies during their final school year and the future.

The unit promotes exploration of the values in the context Sacred Scripture, the College theme and the life of our college patron, St. Mary MacKillop. Students will also be presented with content that will invite an opportunity for reflection on their own faith position, the faith position of others and an opportunity to appreciate the Catholic Faith position which offers an invitation to a relationship with Jesus and a Transcendent God.

Unit 2 Faith & Film
This unit uses the medium of film as an avenue for reflection upon the meaning and truth of the Christian faith which stems from the Gospel accounts of the life, death, and resurrection of Jesus.

The unit will challenge students to think critically about film from a variety of theoretical and theological perspectives. A combination of film screenings and the use of reflection and discussion questions on themes in the films will be utilised to enhance the learning experience and opportunities to further develop and enrich the personal faith perspectives of students.

The unit will use 2-3 films to explore aspects central to the Christian Faith and create opportunities to broaden and clarify understanding of the portrayal of the Resurrection and the life of Jesus through the films such as "The Case for Christ", "Risen" and "Mary Magdalene".

Unit 3 Theology of the Body
The program consists of a series of presentations linked to Saint John Paul II's Theology of the Body. "Theology of the Body" is St. John Paul II's integrated vision of the human person.

The human body has a specific meaning, making visible an invisible reality, and can reveal answers regarding fundamental questions about us and our lives. John Paul II encourages a true reverence for the gift of our sexuality and challenges us to live it in a way worthy of our great dignity as human persons.

His theology is not only for young adults or married couples, but for all ages and vocations, since it sums up the true meaning of being a person.

Theology of the Body assists us to address various questions we may ask ourselves such as....

- What does the marital union of a man and woman say to us about God and his plan for our lives?
- What is the purpose of the married life?
- What is the impact of social media and negative portrayals of sexual intimacy on healthy relationships?

Alpha faith exploration
In term 2, year 12 students will be given the opportunity to engage in the Alpha faith exploration program for youth. Students will be given the option to choose this at the end of year 11 after a presentation from an Alpha consultant. Alpha equips young people with the tools to share and explore their faith and contemplate questions regarding the nature and purpose of their life. The Alpha Youth Series has been updated with Australia Street Talks, filmed with young people around the nation. Life Essentials is a series of short videos that spark conversation around life and faith, designed for students to use with their friends.

English

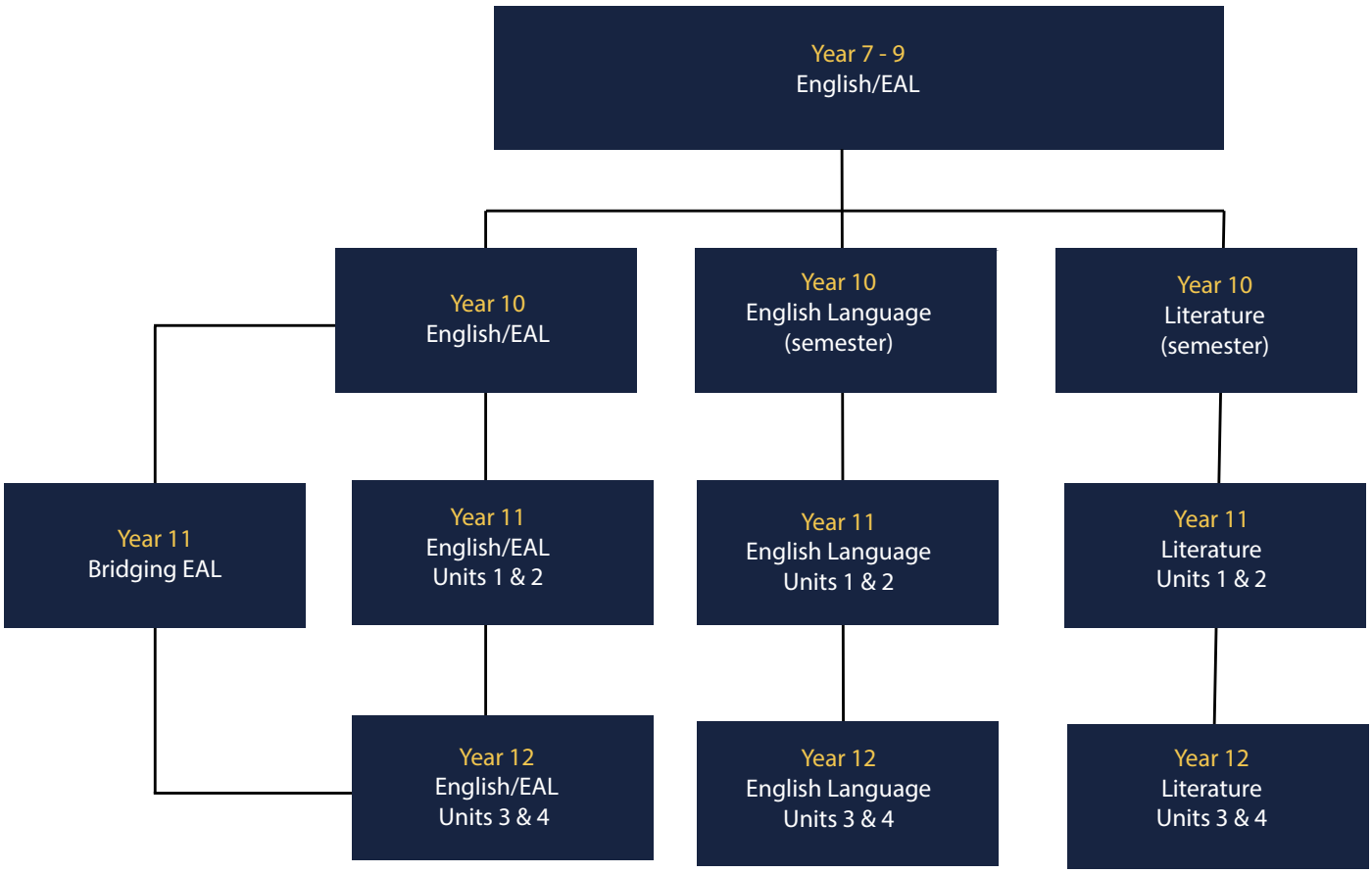
English

English as an Additional Language (EAL)

English Language

Literature

English Pathways



English / EAL Year 7 & 8

In Year 7 and 8 students will develop the skills of reading and engaging with a variety of different forms of texts. Students learn how to read, view, analyse and perform a range of spoken, written and multimodal texts. Students analyse how language features, images and vocabulary are used to represent different ideas, recognising, and explaining differing viewpoints about the world, different historical, cultural or social contexts. Students also explain the effectiveness of language choices writers use to influence their audience.

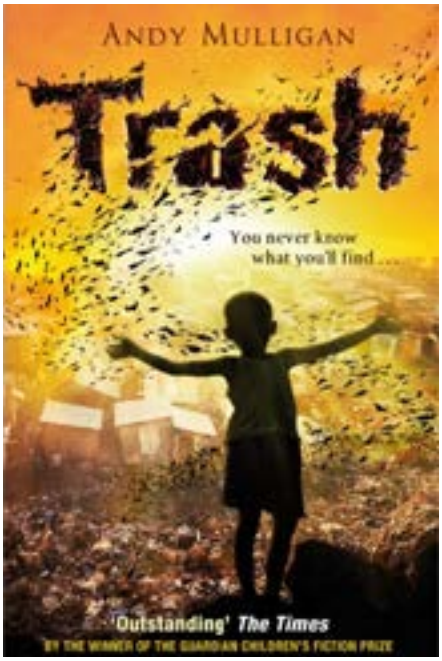
A major focus in Years 7 and 8 is on the development of fundamental literacy skills. A wide reading program has been established at Penola Catholic College to not only develop students' reading skills but to also make them effective and life-long lovers of reading. In addition, students in both Years 7 and 8 participate in the Renaissance reading program, which monitors students reading development and growth throughout the school year. This aims to encourage reading beyond the classroom and students can track their progress throughout the year.

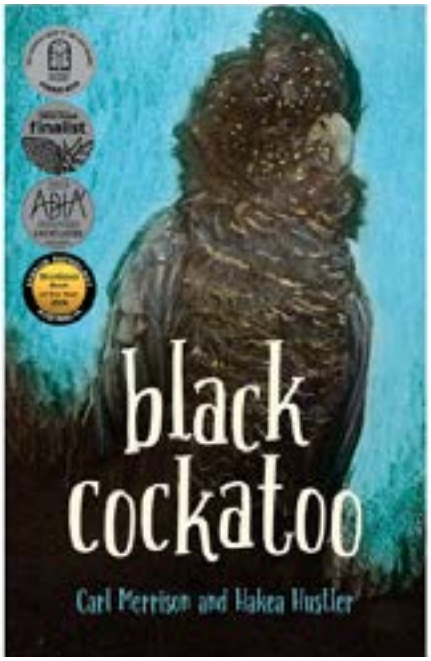
Year 7 - English

- Text – The Black Cockatoo by Carl Merrison and Hakea Hustler
- Myths and Legends
- Persuasive Analysis
- Film Techniques – 'A Christmas Carol'

Year 8 - English

- Text – Trash by Andy Mulligan
- Persuasive Analysis - Famous Speeches
- Film Techniques – 'The Hunt for the Wilderpeople'
- Growing up in Australia –A collection of Short Stories





English / EAL Year 9

In Year 9, students consolidate and develop their knowledge and usage of English skills taught in the junior years. Studying texts including early adolescent novels, film texts, media issues and a variety of textual genres, students are engaged in a process of learning to comprehend, compare, and respond to texts in increasingly complex ways.

Year 9 - English

- A collection of Short Stories
- 'Lion' (novel study – EAL only)
- 'Is Australia Fair?' (PBL unit)
- 'The Hunger Games' (comparative study)
- Analysing Argument

English / EAL Year 10

The Year 10 English program is designed to equip students with the skills and knowledge they require to be prepared for their senior English pathways. The subjects offered prepare students for all streams of English offered in the VCE and VCE Vocational Major (VCE VM) programs. All students are required to undertake English for the entire year. A mainstream course of study will be available all year for students who wish to continue the English pathway begun in Years 7-9. In addition, students could complete a semester of Year 10 Literature and/or Year 10 English Language. These elective units are designed to give students a taste of the additional VCE English options available to them in Years 11 and 12, and to provide additional choice for students who enjoy and excel in English.

EAL English - EAL students Semester 1 & 2
The EAL English course is compulsory for all Year 10 EAL students for the entire year, ensuring that they develop the skills required for VCE English/EAL. Students study a variety of topics and skills throughout the year as outlined below.

English Language – Semester elective
English Language is the study of language and is aimed at finding out what language is like and why. The English language is a rich and textured system, with its own sounds, its own grammar, and its own identity and style. Year 10 English Language will provide students with an introduction to the vocabulary used to analyse language in a linguistic way (metalanguage) and explore aspects such as history, grammar, and language use within society. The opportunity to take part in English Language will assist students in making their decision about their English stream in Years 11 and 12.

Literature – Semester elective
Year 10 Literature will provide students with a deeper understanding of the literary skills required when studying texts, poems, plays and film. Through the study of various literary genres, students will be exposed to more specific teaching of theme and character analysis, authorial views and values, historical context, and critical analysis skills. Students will be challenged to question literary texts and discuss various elements with their peers and teacher. The opportunity to take part in Literature will assist students in making their decision about their English stream in Years 11 and 12.

The study of English or EAL is designed to facilitate an understanding and appreciation of social views and values through the study of the English language. This enables students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations, ranging from personal and informal to more public occasions, and to develop a level of competence adequate for the demands of post-school education, further education, and participation in a democratic society. Students will read and respond to texts analytically and creatively. They will analyse arguments and the use of persuasive language in texts, and create their own texts intended to position audiences. They develop their skills in creating written and spoken texts, as well as justifying the language choices made in constructing these texts.

Reading and Exploring Texts: Unit 1 & 2
In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They draw on personal experience and understanding in developing writing about a text, and work to shape their ideas and knowledge into formal essay structures, producing a personal response to a set text. In this area of study students also develop their reading and viewing skills, engaging with the ideas, concerns, and tensions, and recognise ways text structures and language features of a text work together to create meaning. They examine the ways readers understand text considering its historical context and social- cultural values. Developing an analytical response about a text provides students with opportunities to discuss ideas and apply appropriate metalanguage and structures of a formal essay.

Crafting Texts: Unit 1
In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply and extend their understanding and use of imaginative, persuasive, and informative text. Students read and engage imaginatively and critically with mentor texts that model writing. Through guided reading of texts, students develop understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider the ways purpose, and audience influence and shape writing. Students employ and experiment with the qualities of effective writing in their own work, considering purpose, context, and audiences for their writing.

Exploring Argument: Unit 2
In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of contemporary local and/or national issue, students read, view, and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, using supporting evidence and persuasive strategies. They closely examine the language and the visuals employed and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to annotate, analyse and create a point of view text for oral presentation.

Reading and Creating Texts - Unit 3
In this area of study students explore how meaning is created in a text. Students identify, discuss, and analyse decisions authors have made. They explore how authors use structure, conventions, and language to represent characters, settings, events, themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. They respond to literary texts through the production of both analytical and creative extended responses. Students will work with mentor texts to inspire their own creative processes to generate ideas for their writing as models for effective writing. They experiment with adaptation and individual creation and demonstrate insights into ideas and effective writing strategies.

Reading and Responding to Texts - Unit 4
In this area of study, students will further develop their skills of reading and viewing texts. They will consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students will also anaylse the use of argument and language, and visuals in texts that debate a contemporary national or international issue. They will explore the use of language for persuasive language, including written, spoken, and visual, and combination of these, and how language is used to position the reader. Students display their ability to both analyse the argument of others, as well as create their own argumentative texts.

Analysing Argument - Unit 4
In this area of study, students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. The texts must have appeared in the media since 1 September of the previous year and teachers are advised to work with their students to select an issue of relevance to the cohort. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue.

VCE English Language

VCE English Language explores the ways in which language is used by individuals and groups and how it reflects our thinking and values. By learning about how we shape and can be shaped by our use of language, we can develop deeper understandings about ourselves, those who surround us and the society in which we live. VCE English Language is informed by the discipline of linguistics and draws on a set of metalinguistic tools to understand and analyse language use, variation and change. It is a study that builds on our experiences of Standard Australian English (SAE) and language varieties across numerous contexts, including in the classroom. VCE English Language examines how use and interpretations of language are nuanced and complex rather than a series of fixed conventions. The study explores how we use spoken and written English to communicate, to think and innovate, to construct and reveal identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion.

Unit 1 - Language and Communication

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the ways language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs and conventions. The relationship between speech and writing as the dominant language modes and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Areas of Study include:

- The nature and functions of language
- Language acquisition

Unit 2 - Language Change

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and continuous process. Students consider factors contributing to change in the English language over time and factors contributing to the spread of English. They explore texts from the past and from the present and consider how language change affects each of the subsystems of language. Students also consider how attitudes to language change can vary markedly.

In addition to developing an understanding of how English has been transformed, they consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students investigate how contact between English and other languages has led to the development of geographical and ethnic varieties but has also hastened the decline of the languages of indigenous peoples. They consider the cultural repercussions of the spread of English.

Areas of Study include:

- English across time
- Englishes in contact

Unit 3 - Language Variation and Social Purpose

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices, and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes. They learn how to describe the interrelationship between words, sentences, and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. Students learn how speakers and writers select features from within stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Areas of Study include:

- Informal language
- Formal language

Unit 4 - Language Variation and Identity

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural, and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society, and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Areas of Study include:

- Language variation in Australian society
- Individual and group identities

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social, and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations to develop their own responses.

Unit 1

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Students also explore the concerns, ideas, style, and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy, and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance, and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures, and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Areas of Study include:

- Reading practices
- Exploration of literary movements and genres

Unit 2

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture, and identity through the experiences, texts, and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.

Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Students also focus on the text and its historical, social, and cultural context. Students reflect on representations of a specific time and/or culture within a text.

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time and/or culture, its ideas, and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Areas of Study include:

- Voices of country
- The text in its context

Unit 3

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Students also explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social, and cultural context in which a text is written and set. Students also consider their own views and values as readers.

Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values, and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article, or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.

Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

Areas of Study include:

- Adaptations and transformations
- Developing interpretations

Unit 4

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form, and structure. Students draw inferences from the original text to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.

Students also focus on a detailed scrutiny of the language, style, concerns, and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Areas of Study include:

- Creative responses to text
- Close analysis

Bridging English as an Additional Language (BEAL) is the intensive and explicit study of English language in a range of socio-cultural contexts and for a range of purposes, including further education and the workplace. Students develop their language skills and confidence, assisting them to communicate effectively in a range of contexts, including academic, using a range of registers of spoken and written English. This contributes to students being able to participate effectively in Australian life.

Selection: This program is taken in addition to the mainstream English curriculum. Students would either need to be selected or apply to be able to enrol in this subject. The course may be suited to students with interrupted education, those with limited exposure to an English language learning environment, and students from non-English speaking backgrounds who are identified as benefiting from a program which is designed to support the building of academic English knowledge and skills. There is no presumption that students undertaking this study will be eligible for EAL at Units 3 & 4.

Units 1 & 2
In this unit, students build their understanding of how spoken and written English is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read, and write for academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts at increasing levels of complexity.

On completion of this unit, the student should be able to explain how a variety of media texts position audiences and produce texts which attempt to position audiences. Further, students should be able to understand and respond to literary texts, and create their own literary texts in response to, or in the style of, a text studied.

Areas of Study include:

- English for everyday and academic purposes
- English for self-expression.

Mathematics

Year 7 - 10 Mathematics

VCE Mathematics Units 1 - 4

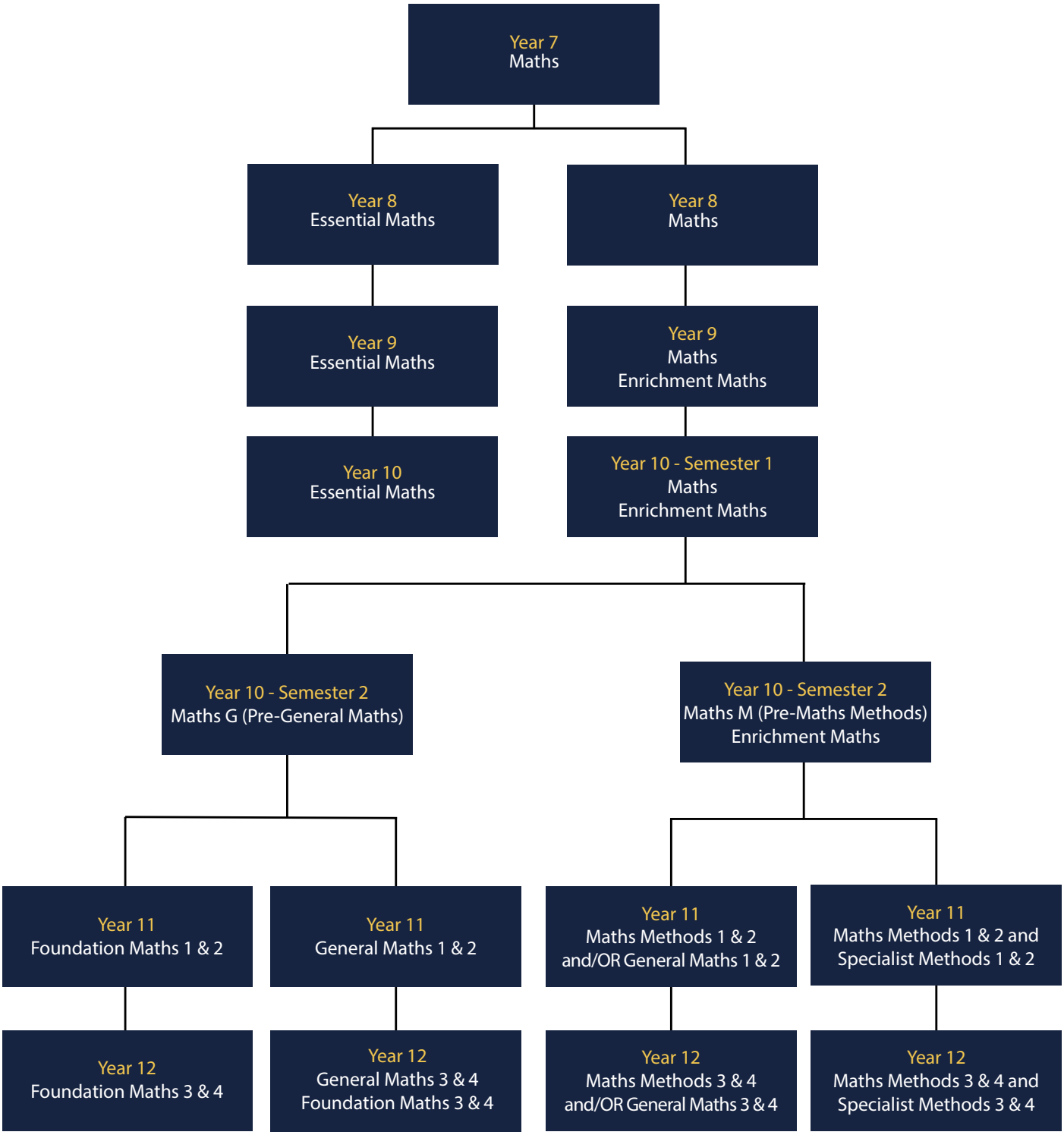
Mathematical Methods

General Mathematics

Specialist Mathematics

Foundation Mathematics

Mathematics Pathways



Mathematics Year 7 & 8

Mathematics at Penola Catholic College provides access to meaningful and challenging mathematical learning in a way that considers the needs and aspirations of a wide range of students. It is designed to promote student awareness of the importance of Mathematics in everyday life in an increasingly technological society and confidence in making effective use of their mathematical knowledge and abilities.

The purpose of each Mathematics unit is to consolidate basic numeracy skills and further develop these to confidently approach more complex arithmetic and problem-solving activities and hence develop confidence in applying such techniques to the real world.

Year 7 Mathematics - Semester 1 Topics:

- Number: Integers, Fractions, Decimals Percentages, Ratios
- Algebra: Variables, Formulas
- Statistics: Data Collection
- Probability: Sample Space, Chance Experiments

Year 7 Mathematics - Semester 2 Topics:

- Number: Exponents
- Algebra: Equations
- Measurement: Length, Area, Volume, Angles
- Space: Transformations
- Statistics: Data Analysis

Year 8 Mathematics - Semester 1 Topics:

- Number: Rational & Irrational Numbers, Percentages, Exponents
- Algebra: Linear Expressions, Equations
- Measurement: Pythagoras' Theorem, Ratio & Rates
- Space: Congruence

Year 8 Mathematics - Semester 2 Topics:

- Algebra: Linear Relationships, Inequalities
- Measurement: Surface Area, Capacity
- Space: Geometry
- Statistics: Data Analysis
- Probability: Complementary Events, Multiple Events

Year 8 Essential Mathematics

Essential Mathematics is designed for those students who need more assistance in developing their basic skills in the subject and it provides the opportunity for these students to experience success in their study of Mathematics. These students will most likely follow through to Year 9 Foundation Maths, but there will be an opportunity for them to move into a mainstream class if certain learning goals are achieved. Students will be invited to join the Foundation Maths class by their class teacher, in consultation with the Head of Learning, Student Services Staff and parents/guardians.

Semester 1 Topics

- Number and Place Value
- Decimals Fractions and Percentages
- Consumer Maths
- Statistics 1

Semester 2 Topics

- Geometry
- Measurement
- Probability
- Statistics 2

Mathematics Year 9

Each semester students in Year 9 will study one of the following units:

- Year 9 Mathematics
- Year 9 Enrichment Mathematics
- Year 9 Essential Mathematics

The purpose of each unit is to:

- Develop students' knowledge and skills in the topics listed
- Consolidate and extend on students' knowledge and skills from previous year's topic
- Develop students' skills to confidently approach more complex mathematics, problem-solving activities, and investigative projects
- Enable students to apply relevant techniques to the real world

Year 9 Mathematics – Semester 1 & 2 Topics are under review by the National Catholic Education Commission. They will cover the six strands:

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

Year 9 Enrichment Mathematics

Enrichment Mathematics covers the same topics as mainstream Mathematics, but students are given the opportunity to maximize their learning potential by attempting more challenging problems and tasks that explore new, different, and more complex Mathematical concepts.

Students will be invited each semester to be part of this program.

Year 9 Essential Mathematics

Essential Mathematics is a practical study of Mathematics in the real world. It is designed for those students who have experienced difficulty in their study of Mathematics. Classes in this subject are limited to 15 students to increase teacher access time for students. These students will not continue to study Mathematics at the VCE level. Students will be invited to join the Year 9 Essential Mathematics class by teachers in consultation with the Head of Mathematics, Student Services Staff, and parents/guardians.

Semester 1 Topics

- Working with numbers
- Measurement 1
- Shapes and Angles
- Statistics

Semester 2 Topics

- Measurement 2
- Financial Mathematics
- Pythagoras
- Trigonometry

Mathematics Year 10

In Semester 1 students will study one of the following:

- Year 10 Mathematics
- Year 10 Enrichment Mathematics
- Year 10 Essential Mathematics

In Semester 2 students will study one of the following:

- Year 10 Mathematics M (pre-Methods)
- Year 10 Mathematics G (pre-General)
- Year 10 Enrichment Mathematics
- Year 10 Essential Mathematics

Semester 1 Topics:

- Measurement
- Algebra
- Linear Relations
- Trigonometry

Semester 2 Pathways

At the end of Semester 1, based on their semester results, students will be nominated by their Maths teacher for either

- 10 Maths M or 10 Maths G.
- 10 Maths M is designed to prepare students for Year 11 Maths Methods.
- 10 Maths G is designed to prepare students for Year 11 General Maths.

Semester 2 Topics

Year 10 Maths M:

- Quadratic Functions
- Probability
- Surds and Indices
- Advanced Algebra

Year 10 Maths G:

- Statistics 1
- Consumer Maths
- Statistics 2
- Geometry and Trigonometry

Year 10 Essential Mathematics

Essential Mathematics is a practical study of Mathematics in the real world. It is designed for those students who have experienced difficulty in their study of Mathematics. Student numbers are limited to increase teacher access time for students. These students will not continue to study Mathematics at the VCE level. Students will be invited to join this class by Year 9 Maths teachers in consultation with the Head of Mathematics, Student Services Staff, and the student's parents/guardians.

Semester 1 Topics

- Measurement 1
- Consumer Maths 1
- Geometry
- Probability

Semester 2 Topics

- Measurement 2
- Consumer Maths 2
- Using Data
- Trigonometry

Mathematical Methods Units 1 & 2

These units are designed to prepare students for Maths Methods 3 & 4 and later for tertiary studies including most Science or Economics Courses.

Unit 1 Topics

- Quadratic Functions
- Probability
- Cubic and Quartic Functions
- Rates of Change

Unit 2 Topics

- Logarithmic and Exponential Functions
- Calculus
- Circular Functions
- Advanced functions

Mathematical Methods Units 3 & 4

These units follow on directly from Mathematical Methods 1 & 2. They are intended to provide a suitable foundation for tertiary studies including most Science and some Commerce courses.

Students may take these units on their own or with either General Mathematics 3 & 4 or Specialist Mathematics 3 & 4 Unit 4.

Unit 3 Topics

- Polynomial Functions
- Exponential and Logarithmic Functions
- Circular Functions
- Transformations of Functions
- Differentiation
- Applications of Differentiation

Unit 4 Topics

- Integral Calculus
- Discrete Random Variables
- Continuous Random Variables
- Sampling and Estimation

General Mathematics Units 1 & 2

These units are designed as preparation for General Mathematics 3 & 4 and later for some Tertiary or TAFE courses (generally non-science studies) and to prepare students for employment.

Unit 1 Topics

- Arithmetic techniques
- Data Distributions
- Financial Maths
- Graphs & Networks

Unit 2 Topics

- Linear Equations
- Data Relationships
- Matrices
- Number Patterns and Recursion

General Mathematics Units 3 & 4

These units are designed to follow on directly from General Mathematics 1 & 2. They are intended to provide a broad base of Mathematical experience which is considered suitable for employment or tertiary studies where mathematics is a supporting subject but not the focus of the course. Students may take these units on their own or with Mathematical Methods 3 & 4.

Unit 3 Topics

- Data Distributions
- Data Relationships
- Time Series Data
- Recursion and Financial Modelling

Unit 4 Topics

- Matrices
- Networks and Decision Mathematics

Specialist Mathematics Units 1 & 2

These units **must** be taken in conjunction with Maths Methods 1 & 2. Together with Maths Methods 1 & 2 they are designed to prepare students for all Year 12 Maths, in particular, Maths Methods 3 & 4 and Specialist Maths 3 & 4, and later for tertiary studies including Mathematics and Engineering.

Unit 1 Topics

- Algebra Techniques
- Applications of Trigonometry
- Complex Numbers
- Vectors

Unit 2 Topics

- Graphing Techniques
- Kinematics and Statics
- Advanced Algebra
- Further Trigon
- Geometry

Specialist Mathematics Units 3 & 4

These units are designed to prepare students for tertiary courses in Mathematics and Engineering. Students must take these units in conjunction with Mathematical Methods 3 and 4.

Unit 3 Topics

- Circular Functions
- Logic and Proof
- Complex Numbers
- Vectors
- Techniques of Integration
- Applications of Integration

Unit 4 Topics

- Differention and Rational Funcitons
- Differential Equations
- Kinematcis
- Vector Calculus
- Sampling

Foundation Mathematics Units 1 & 2

These units focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 & 4.

Unit 1 Topics

- Arithmetic Skills
- Data Distributions
- Financial Mathematics
- Measurement

Unit 2 Topics

- Algebraic Skills
- Data Relationships
- Financial Mathematics
- Measurement

Foundation Mathematics Units 3 & 4

These units are designed to follow on directly from Foundation Mathematics 1 & 2. They focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community, and global settings relevant to contemporary society.

Unit 3 Topics

- Arithmetic Skills
- Data Distributions
- Financial Mathematics
- Measurement

Unit 4 Topics

- Algebraic Skills
- Data Relationships
- Financial Mathematics
- Measurement

Assessment tasks for all Maths Units

Assessment Tasks for Units 1 & 2

- Topic Tests
- Application task
- Problem-solving task
- End-of-semester Examination

Assessment Tasks for Units 3 & 4

- Application task
- Problem-solving tasks
- End-of-year examinations

Arts: Performing

Dance

Drama

Music

Music Performance

Theatre Studies and Design

VCE Dance

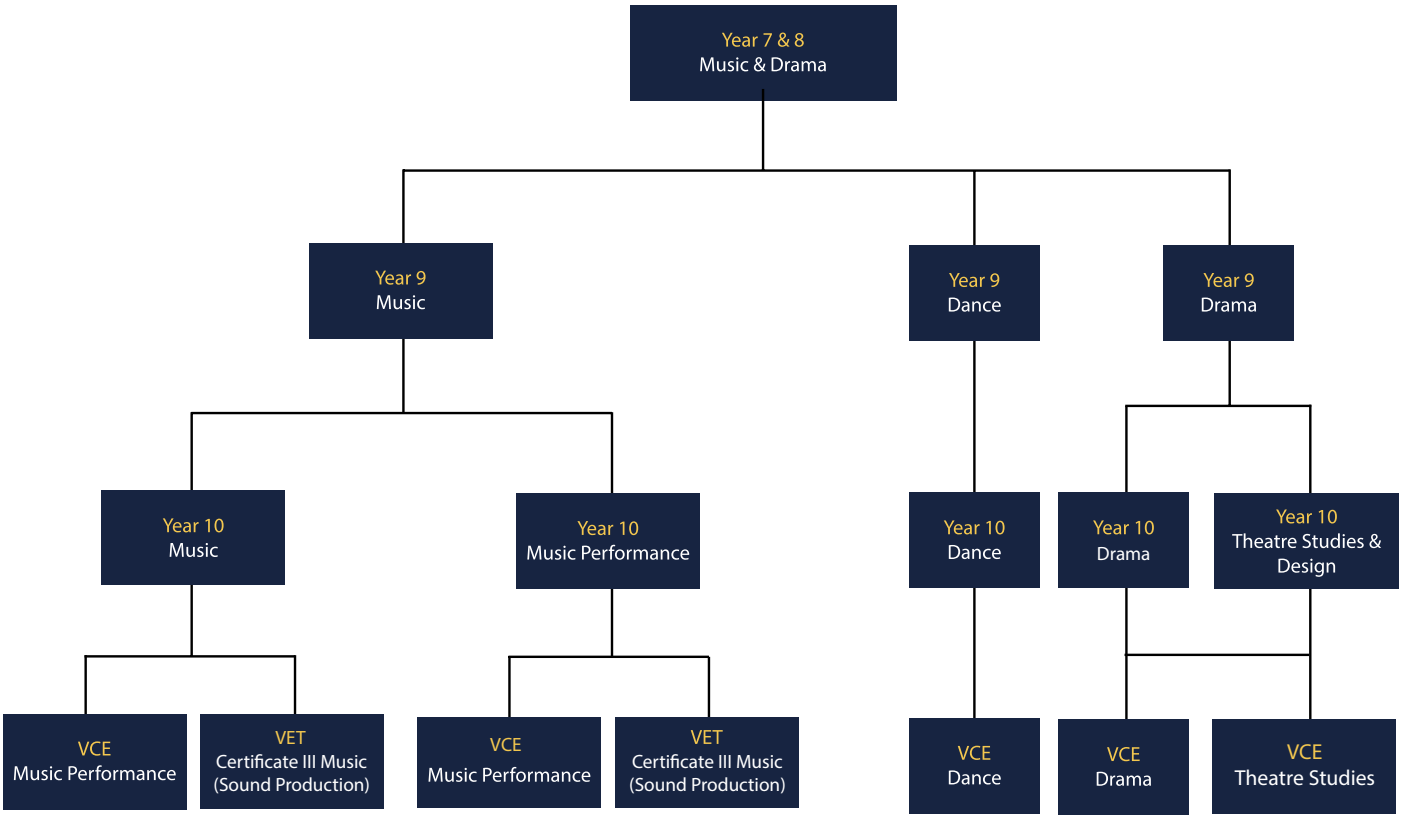
VCE Drama

VCE Music Performance

VET - Certificate III in Music (Sound Production)

VCE Theatre Studies

The Performing Arts Pathways



The Performing Arts Year 7 & 8

The Performing Arts have always been an integral part of all cultures, no matter the time or place. At Penola, our Performing Arts subjects provide the foundations to 'performing' so that students can develop effective techniques and skills to communicate, as well as elicit an emotional response from an audience.

Our Junior Performing Arts courses are highly engaging. Students undertake a compulsory semester of Music and Drama in both Year 7 and Year 8. They develop an appreciation of music and drama as aural, visual, and physical art forms as well as an understanding of how the performing arts contributes to society and culture. Students develop skills in performing, composing, listening, and responding to music and drama works.

Year 7 Music
In Year 7 Music, students have the opportunity to play a woodwind or brass instrument and undertake this study in a concert band setting. All students learn correct technique for keyboard, drumming and, guitar. They learn to read rhythms, the notes of stave and, apply musical elements. Year 7 students experience performance, composition, and music analysis, as well as respond to music in both visual and aural forms.

Year 7 Drama
In Year 7 Drama, there are two main units of work - Mime and Movement and Storytelling. Through various class activities, students develop skills and techniques in these drama genres. Students develop their interpersonal skills, critical thinking, imagination, and creativity.

Year 8 Music
In Year 8 Music. Students explore and develop their performance skills on a range of instruments including drum kit, guitar, bass guitar, keyboard, voice, and ukulele. In Year 8 Music, students continue building their performance, composition, and music analysis skills, using both traditional instruments and, Music technology. Music vocabulary is further developed through guided listening sessions and students respond to music via whole class, small group, and individual activities.

Year 8 Drama
The Year 8 Drama course continues the development of acting skills with a focus on Improvisation, Commedia Dell' Arte and Puppetry. Students continue building their acting and analytical skills through various means including taking Journals in every class, participating in Drama activities, including small student-directed works, and viewing live and pre-recorded performances

The Performing Arts Year 9

Dance, Drama and Music are the three elective Performing Arts subjects in Year 9. There are no formal requirements for entry into these subjects.

In Year 9 Dance, students develop an understanding of the elements of dance. They develop safe dance practices and habits and explore different dance styles and genres. In Drama, students develop an understanding of how voice and movement can be used to communicate to an audience.

In Year 9 Music, students create, practice, and perform music. They compose, interpret, listen, and respond to music and develop their music language for analysis, composition and performance. Performance is a component to all three subjects and students develop skills and techniques to effectively communicate to an audience. They perform works of others as well as student created works.

Year 9 Dance
Students study both conventional and creative/cultural dance techniques. They review and create dance routines including routines for warm up and body alignment. Students undertake tasks in choreography, dance styles and costume design. Students' analyse both live and pre-recoded performances to develop an appreciation of good structure and the skilful uses of dance elements and principles. There is an opportunity for students to showcase solo and group performances to an audience.

Year 9 Music
The Year 9 Music course continues to build on the skills and techniques developed in the Junior years. Students can focus their performance skills on one instrument or continue developing their skills on several musical instruments. Instrument choices include guitar, bass guitar, drum kit, voice, ukulele, and keyboard. Students undertaking private instrumental lessons may choose to make this instrument their focus or opt to learn another instrument. In Year 9 Music, students develop understanding and application of theoretical concepts. They learn about various styles of contemporary and world music and develop their critical thinking through listening and responding tasks.

Year 9 Drama
The focus of Year 9 Drama is to build confidence in the art of devising and interpreting. During this course, students devise their own performances as well as using scripted works. Different types of performance styles are explored and analysed with a focus on storytelling and creation of characters. Students will explore and analyse professional and pre-recorded performances. Students will also explore how individual performers function within a group context and how these characters can be created and presented to an audience.

The Performing Arts Year 10

The Performing Arts develop several important life skills including - teamwork, presentation, analytical, creative, and problem-solving skills. In Year 10, students can study Dance, Drama, Music, Music Performance and Theatre Studies and Design. There are no formal requirements for entry into these Year 10 Performing Arts subjects.

Across all Performing Arts subjects, students create, practice, perform, interpret, and respond. They begin developing subject specific language to effectively analyse a range of works and develop skills at effectively communicating to an audience. Students develop critical and analytical skills and learn to adapt and interpret when responding to the works of others. Performance is a large component in all Year 10 Performing Arts subjects and students will continue to build their confidence in the basic principles of solo and ensemble performance.

Year 10 Dance
In Year 10 Dance, students study conventional and creative/cultural dance techniques, including routines for developing strength, endurance, and flexibility. They undertake tasks in choreography, dance styles and costume design. There is the opportunity for Students to showcase solo/group performances and the ability to access a range of techniques for more advanced students. Students may attend professional performances and will be required to complete an analysis of the performance in preparation of dance elements and principles.

Year 10 Drama
In this semester subject, students examine and observe a range of dramatic styles. The focus of this subject is extending expressive skills using the concepts and conventions of storytelling and character creation. The course includes improvisation and group devised and scripted performances, as well as opportunities for solo performance. Students see a live theatrical performance with the purpose of studying drama concepts and performance structure and form.

Year 10 Music (Semester Only)
There are two music subjects on offer in Year 10, Music (semester) and Music Performance (year long). Students continue developing their understanding of Music through performance, composition, and analysis.

Students will focus on various music genres including Film Music and Popular Music. Students analyse scenes from films and reflect on how music plays a critical role in movies by enhancing the scene and connecting with the emotions of the audience. In Year 10 Music, students are encouraged to focus on a chosen principal instrument. It is also encouraged that students take on Instrumental Music lessons, to compliment classroom music and further technical skills.

Year 10 Music Performance (Year long)
This yearlong course focuses on a deeper understanding of music. Students analyse various music genres including Film Music, Musical Theatre and Popular Music.

Compositional techniques are investigated, and students create and arrange music using various music software programs. Performance is a large focus for this subject. Students explore personal style and interpretation in their performances. In Year 10 Music Performance, students are encouraged to focus on a chosen instrument. It is recommended that students wishing to study VCE Music undertake this yearlong subject, however it is not a prerequisite for VCE Music. It is also encouraged that students take on Instrumental Music lessons, to compliment classroom music and further technical skills.

Year 10 Theatre Studies and Design
This semester unit, students experiment with a variety of theatre-based skills. This includes acting, script writing, directing to set, costume and lighting design. At the end of the semester a live theatre performance is produced by the students. This unit is for students interested in learning the technical and design aspects of theatre. Students interested in both acting and theatre studies and design could opt to study both semester subjects.

In Units 1 & 2, students study drama theory as well as take part in workshops and performance-based activities with a view to creating and presenting both solo and group works. The performance School Assessed Tasks (Solo and Ensemble) in Units 3 & 4 make up a large portion of the work covered as well as drama theory, theatre visits and performance analysis.

Unit 1 Introducing Performance Styles

This unit focuses on creating, presenting, and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Student's study three or more performance styles from a range of cultural contexts examining the drama traditions of ritual and storytelling. This unit also involves analysis of a student's own performance work and analysis of a performance by professional and other practitioners.

Areas of Study include:

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing a professional drama performance

Unit 2 Australian Identity

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance symbolising aspects of Australian identity. Students examine selected performance styles and conventions to create work from a contemporary or historical Australian context. This unit also involves analysis of a student's own performance work and analysis of a performance by professional and other practitioners.

Areas of Study include:

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing an Australian drama performance

Unit 3 Devised Ensemble Performance

Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop, and present an ensemble performance. The processes involved in the development and realisation of the ensemble performance are analysed and evaluated. A professional work selected from the VCAA prescribed play list will also be analysed.

Areas of Study include:

- Devising and presenting ensemble Performance
- Analysing a devised ensemble performance
- Analysing and evaluating a professional drama performance

Unit 4 – Devised Solo Performance

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop characters within a solo performance. Students complete two solo performances. For a short solo performance (school assessed) they develop the practical skills of researching, creating, presenting, documenting, and analysing a solo performance. In the development of a second solo performance (externally assessed) students devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the VCAA. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.

Areas of Study include:

- Demonstrating techniques of solo performance
- Devising a solo performance
- Analysing and evaluating a devised solo performance

In VCE Music, students develop and refine their performance skills and knowledge, musicianship, and critical awareness skills. They explore, reflect, and respond to music that they listen to, perform, and create. Students analyse, create, and perform musical works of different styles, genres, and cultures. They analyse and evaluate live and pre-recorded performance and develop skills in interpretation of musical elements in performance and compositional contexts. As performers, students learn how to effectively communicate and express musical ideas as a performer and composer.

There are four focus areas that are at the core of Units 1 & 2 and have different emphases in Units 3 & 4:

- Performing
- Creating
- Analysing
- Responding

There are no prerequisites for entry into Units 1 - 3 Music Performance, however it is recommended that students have a sound knowledge of their instrument/s and undertake formal instrumental lessons on their chosen instrument (at their own expense) either through the College's Instrumental Music Program (preferred) or through a private music studio.

Unit 1 Organisation of Music

In this unit, students explore and develop their understanding of how music is organised. They prepare and perform solo and/or ensemble musical works and create short music exercises that reflect their understanding of the organisation of music and processes studied. Students analyse and respond to a range of music, developing their knowledge and understanding of music language concepts, as well as how the elements of music and compositional devices are used by composers and performers to communicate to an audience. Whilst there are no pre-requisites for entry into Unit 1, it is highly recommended that students have a sound knowledge and understanding of their chosen instrument and undertake private instrumental lessons.

Areas of Study include:

- Performing
- Creating
- Analysing and Responding

Unit 2 Effect in Music

In this unit, students focus on the way music can be used to create an intended effect. They perform as soloists as well as members of an ensemble and develop effective ways to convey meaning and/or emotion to an audience. Students develop an understanding of how different effects can be created. Students perform, create, analyse, and respond to a range of music, develop their knowledge and understanding of music language concepts, as well as how the elements of music and compositional devices are used by composers and performers to communicate to an audience.

Areas of Study include:

- Performing
- Creating
- Analysing and Responding

Unit 3 – Music Repertoire Performance (Solo or Ensemble)

One of the main focuses for Units 3 & 4 is to prepare students for their Unit 4 formal recital program. Students continue to study their principal instrument and refine their skills and techniques on this instrument. They prepare and present works in formal and informal settings. Students study performance techniques, analyse interpretation in a wide range of recorded music and build upon and refine their theory, aural and analysis skills. Students may present on any instrument and may present primarily as a soloist or as an ensemble musician.

Areas of Study include:

- Performing
- Analysing for Performance
- Responding

Unit 4 Music Repertoire Performance (Solo or Ensemble)

Students continue to study their principal instrument and refine their skills and techniques on this instrument. They focus on preparing for the final end-of-year performance program. Students prepare and present works in formal and informal settings and use music analysis skills to refine strategies for further develop and present their final recital. They continue to address expressive, technical, and stylistic challenges in their performance works by developing effective practice skills, exercises, and habits. Musicianship, critical awareness, listening and responding skills are further developed.

Areas of Study include:

- Performing
- Analysing for Performance
- Responding

Throughout the study, students work individually and collaboratively in various production roles to interpret scripts creatively and imaginatively and to plan, develop and present productions.

Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions, and the elements of theatre composition.

The study is made up of four units over 2 years:

- Unit 1: Pre-modern theatre styles and conventions
- Unit 2: Modern theatre styles and conventions
- Unit 3: Producing theatre
- Unit 4: Presenting an interpretation

Each unit has the same 3 assessments:

- Application of acting, direction and design
- Interpreting scripts
- Analysing and evaluating a theatre production

Unit 1 Pre-modern theatre styles and conventions
Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. Students explore Theatre styles of Ancient Greek, Commedia Dell'Arte, Elizabethan, Restoration comedies and dramas and Naturalism/Realism. Students will focus on the presentation of scripts from the pre-modern era of theatre. They work creatively and imaginatively in at least two production roles to interpret scripts from three or more distinct theatre styles of the pre-modern era. Students focus on an analysis of a professional performance of a script. They study the nature of performance analysis, including audience perspective, acting skills, directorial skills and design skills, and the ways in which the contexts and theatre styles identified or implied in a script are interpreted in performance.

Areas of Study include:

- Exploring pre -modern Theatre styles and conventions
- Interpreting scripts
- Analysing a play in performance

Unit 2: Modern theatre styles and conventions
This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students study scripts from the modern era of theatre and investigate innovations in theatre practice from the 1920s to the present. They study at least three distinct theatre styles of the modern era, as well as scripts associated with each. They learn about contexts, cultural origins, production roles and performance possibilities for each of the selected theatre styles. Through practical workshops students gain knowledge of how these styles shaped and contributed to the world of modern theatre. Students work in at least two of the production roles of actor, director and/or designer to realise scripts from at least three distinct theatre styles from the modern era. Students focus on analysis and evaluation of a professional theatre production of a script. They study the nature of theatre production analysis and evaluation, including the application of acting, direction and design and their effect on an audience.

Area of Study include:

- Exploring modern theatre styles and conventions
- Interpreting scripts
- Analysing and evaluating a theatre production

Unit 3: Producing Theatre
This unit focuses on the interpretation and production of a play, involving all aspects of production processes: conceptualisation, interpretation, realisation, stagecraft, and critical analysis. Students analyse and evaluate their contributions to the imaginative and creative interpretation of a script across the three stages of the production process.

Areas of Study include:

- Staging Theatre
- Interpreting a Script
- Analysing and Evaluating Theatre

Unit 4: Presenting an Interpretation
This unit focuses on a prescribed play that involves students in the areas of text research, interpretation, and performance. Students, as individuals, select a scene containing a prescribed monologue and - employing their knowledge of stagecraft and acting skills - develop an appropriate interpretation. Students develop a theatrical brief that demonstrates understanding of the creation of character and the application of stagecraft in the performance of a selected monologue; rehearse and perform a selected monologue; analyse and evaluate actors in performance in a selected play.

Areas of Study include:

- Researching and Presenting Theatrical Possibilities
- Interpreting a Monologue
- Analysing and Evaluating a Performance

VET Certificate III in Music (Sound Production)

This course covers core skills in sound production. It provides students with the practical skills and knowledge to record, mix and edit sound sources. Areas covered include maintaining and operating sound equipment, setting up and disassembling sound equipment and recording, editing and mixing music. Students interested in sound production are encouraged to apply for this course. The skills and knowledge attained from VET Music Industry are also beneficial and complementary to the study of VCE Music Performance.

Students wishing to receive a study score for Certificate III in Music (Sound Production) must undertake scored assessment and will therefore need to complete all assessments and examinations. Students must achieve eleven units of competency to gain Certificate III in Music Industry.

Successful completion of Certificate III in Music Industry directly leads to Certificate IV in Music Sound Production.

Year 11

Modules:

- Contribute to health and safety of self and others
- Implement copyright arrangements
- Work effectively in the music industry
- Apply knowledge of style and genre to music industry practice
- Develop basic audio skills and knowledge
- Perform basic sound editing

Year 12

Modules:

- Operate sound reinforcement systems
- Record and mix a basic music demo
- Install and disassemble audio equipment
- Mix music in a studio environment
- Manage audio input sources

VCE Dance

In VCE Dance, students explore movement as an instrument for creative expression and communication. They create and perform their own dance works as well as interpret and analyse live and pre-recorded performances. Students study dance of different times, cultures and locations and develop their choreographic skills by developing their own as well as learnt movement vocabularies. Through the study of other choreographers and their creative works, students learn how to communicate through movement in their own created dance works. Students perform solo and group dance works, both learnt, and student created. In VCE Dance, students are regarded as performers, choreographers, and members of an audience. There is an opportunity for students to showcase solo and group performances to an audience.

Unit 1 Dance
In this unit students begin exploring movement as an instrument for creative expression and communication. They create and perform their own dance works as well as interpret and analyse live and pre-recorded performances. Students study dance of different times, cultures, and places. They begin developing their own movement vocabulary as well as documenting and analysing movement. Physiology, health, wellbeing, care, and maintenance of the dancer's body is also studied. Student's study and discuss choreographers, influences of these choreographers, and influences on intention and movement in selected dance works.

Areas of Study include:

- Dance perspectives
- Choreography and performance
- Dance technique and performance
- Awareness and maintenance of the dancer's body

Unit 2 Dance
In Unit 2, students explore the elements of movement. They study dance traditions, styles, and works of traditional and/or contemporary Aboriginal and Torres Strait Islander Peoples and other Australian dance artists. Musical theatre, tap/jazz, ballet, and modern dance material may also be studied. Students continue developing their personal movement vocabulary and continue studying choreographic processes, devices and skills and analysis of choreographers and their influencers. Students create a dance work using choreographic processes.

Areas of Study include:

- Dance perspectives
- Choreography and performance
- Dance technique and performance

Unit 3 Dance
In this unit, students continue developing their dance training. They learn to perform a duo or group dance work with artistry and continue developing their movement vocabulary. Students analyse the realisation of their solo and learnt duo/group dance work and further develop their understanding choreographic processes. In Unit 3, students are required to analyse two dance works from the Prescribed list of dance works for Unit 3.

Areas of Study include:

- Dance perspectives
- Choreography, performance, and analysis of a skills-based solo dance work
- Dance technique, performance, and analysis of a learnt dance work

Unit 4 Dance
Students continue to develop their understanding of choreographic processes. They document and analyse the choreographing, rehearsing, preparing to perform and performing of the dance work. Students undertake several analysis focuses and investigate choices made by choreographers. Students perform a dance work with a focus of communicating intention.

Areas of Study include:

- Dance perspectives
- Choreography, performance, and dance-making analysis

Arts: Visual

Art

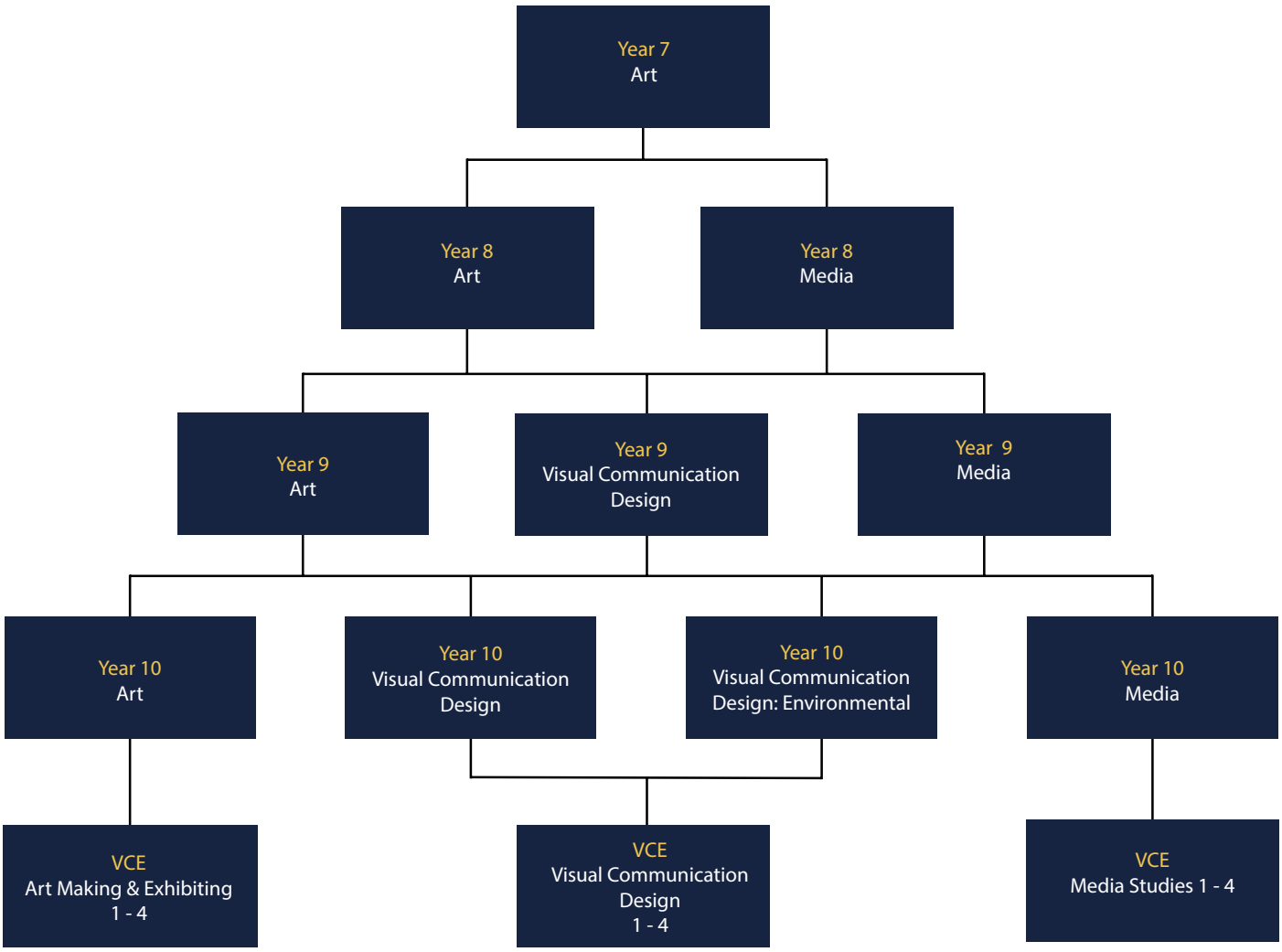
Art Making and Exhibiting

Media

Visual Communication Design

Visual Communication Environmental Design

Visual Art Pathway



Year 7 and 8 students undertake a half year of Visual Arts study. They make and respond to examples of visual art forms by exploring visual expressions of selected themes and styles. Students explore visual arts practices as inspiration to develop themes, concepts, or ideas in their artmaking. Students identify and connect specific features of visual artworks from diverse cultures, and historical and contemporary times, including artworks by Aboriginal and Torres Strait Islander peoples.

Through art making, students explore how artists use materials, techniques, technologies, and processes to realise their intentions. Students select and manipulate visual conventions and document and reflect on their visual art practice and use of visual arts terminology.

Students analyse how ideas and viewpoints are expressed and how audiences view artworks. They develop an opinion about artworks based on their research of current and past artists. Students curate, present, and discuss exhibitions and the display of their artworks and those of other artists for wider audiences.

Year 8 students also undertake media exploration to see how still images and movies are made using camera technology and digital tools.

Year 7 Art
Students will begin to explore a variety of art forms in drawing and painting. They will experiment with materials, techniques and processes whilst exploring themes and subject matter. Students will be encouraged to develop their style, expression, and methods of communicating ideas. Through wider research, students will analyse art and develop ideas, becoming more aware of the use of materials, safe use of equipment, tools, and their applications.

Year 8 Art
Students will explore a variety of art forms in drawing, printmaking, and sculpture. They will manipulate materials, techniques and processes whilst exploring themes, including identity and their world. Students are encouraged to further develop their creative and critical thinking and practical skills including the safe use of materials and equipment. Students will focus on visual conventions and developing personal style, expression, and methods of communicating ideas in their artmaking.

Year 8 Media
For their introduction to Media, students will begin exploring image-making fundamentals, including photographic composition and using computer programs to manipulate images in original and creative ways. Students will analyse images in movie scenes and research how cameras and digital technologies are used to create them.

The Visual Arts Curriculum at Year 9 are Semester based. **Students are required to select at least one Visual Art subject for the year.**

In Year 9, students explore the visual arts practices and styles of other artists and designers as inspiration to develop a personal style. They explore and express ideas, concepts and themes in works of art and design. Students explore how artists utilise materials, techniques, technologies and processes to develop and express their intentions. Through practice they manipulate various materials, explore techniques, technologies and processes in a range of art forms to express ideas, concepts and themes. Students respond and interpret the different forms of expression, intentions and viewpoints of artists and designers, and how they are viewed by audiences. Students analyse, interpret and evaluate a range of visual communications from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints.

To successfully complete the Year 9 courses students will be required to submit a Folio of developmental and final artworks and a Visual Analysis.

Art
In this Unit, students explore a variety of art forms, developing ideas and skills for the creation of their own art works and expression. Students explore and respond to artworks as inspiration from different art periods and cultures. They further develop their understanding and use of art elements and art principles, skills, techniques and processes to produce an Art Journal of works. Students analyse and discuss artworks that explore various themes and styles from different historical-cultural contexts. Students make decisions about the presentation of finished artwork for an intended audience.

Media
Students will further explore photography, learning to use specialised camera functions (e.g. aperture, shutter speed, ISO) to capture people and places. Through the research of a specific photographer of their choice, students will learn how their life and experiences shape their work. Students will create stories by stringing images into sequences to make slideshows or stop-motion animations.

Visual Communication Design
In this unit, students study both visual communication design techniques and industrial design drawing skills relating to 3D drawing systems. They undertake tasks concentrating on the creation of image and type-based designs. They analyse the visual communication of others to develop an appreciation of effective design and the skillful uses of design elements and principles. Students make decisions about the presentation of finished work for an intended audience.

In Year 10, students choose at least one semester unit from the Visual Arts learning area.

The Visual Arts open many pathways to employment and further studies for those who are creative. Therefore, students may choose more than one elective as part of their Year 10 program. All Year 10 students must select at least one Semester unit from the following electives:

- Art
- Media
- Visual Communication (Environmental Design)
- Visual Communication Design.

All courses conclude with an end of unit Examination. It is important to note that choices made in Year 10 do not limit future choices in Year 11. There are no prerequisites for any Year 10 unit or any VCE unit in this learning area.

Art
During this semester-based unit, students will undertake a more specialised Visual Arts specific study in preparation for future VCE Studies in Art Making and Exhibting Unit 1 & 2. Art students will focus on the development of both practical, critical and creative thinking skills. They will explore art forms such as painting, printmaking and drawing, responding to sources of inspiration and communicating personal ideas through the use of an Art Journal. Students make decisions about the presentation of finished artworks for an intended audience.

Media
In this semester unit, students will undertake a more specialised Visual Arts specific study in preparation for future VCE Studies in Media Unit 1 & 2. Students will complete a range of tasks based on film, news media and advertising. They will study and produce video production, cinema analysis and continue to develop digital based production design skills. Students examine, discuss and analyse media examples exploring social comment, cultural and personal identity. Students make decisions about the presentation of finished work for an intended audience.

Visual Communication Design
In this semester unit, students will use the visual communication design process to fulfil specific briefs related to design layout, typography and illustration. They further develop lettering, drawing and rendering skills using the design elements and design principles, and to analyse other designers' work. Students will also use computer aided programs in the development and presentation of designs. Students will undertake tasks in layout design, packaging and illustration in the preparation for VCE Visual Communication Design. Students make decisions about the presentation of finished design work for an intended audience.

Visual Communication (Environmental Design)
In this semester unit, students will specifically study different Environmental design areas such as architectural and landscape design. They will develop technical drawing, layout and rendering skills. Students will study specific presentation conventions relating to Environmental design within 2D and 3D processes. They will also explore digital technologies in the creation and presentation of architectural designs. Students will analyse and discuss contemporary examples of architecture and landscape design. This study helps students in preparation for VCE Visual Communication Design. Students make decisions about the presentation of finished work for an intended audience.

Media technologies are ubiquitous in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences' perception of their lives and the worlds in which they live. Stories in all their forms are at the heart of the media and its relationship with audiences. Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control. Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

Unit 1 Media Forms, Representation and Australian Stories

In this unit, students develop an understanding of audiences and the concepts underpinning the construction of representations and meaning in different media forms. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

Areas of Study include:

- Media representations
- Media forms in production
- Australian stories

Unit 2 Media Narratives Across Media Forms

In this unit, students further develop an understanding of the concept of narrative in both traditional and modern forms. They analyse the influence of new media technologies and their impact on modes of audience engagement, consumption and reception. Students will design and create narratives that demonstrate an awareness of media codes and conventions.

Areas of Study include:

- Narrative, style and genre
- Narratives in production
- Media and change

Unit 3 Media Narratives contexts and pre-production

In this unit students explore stories that circulate through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of preproduction, distribution, consumption and reception. Students use the preproduction stage of the media production process to design the productions of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on the documenting of their progress.

Areas of Study include:

- Narrative and their contexts
- Research, development and experimentation
- Pre-production planning

Unit 4 Media Production; agency and control in and of the media

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

The context in which media products are produced, distributed and consumed is an essential framework through which audiences view and read media products. Social, historical, institutional, cultural, economic and political contexts can be seen through explicit or implied views and values conveyed within media products. The media disseminate these views and values within a society and, as a result, can play a key role in influencing, reinforcing or challenging the cultural norms.

In this unit, students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production.

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

Areas of Study include:

- Media production
- Agency and control in and of the media

Important: This subject will involve additional scheduled class time allocated to your timetable commitments. The subject teacher will inform the class of these timetable commitments at the commencement of the academic school year.

VCE Art Making and Exhibiting

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice and encourages them to broaden and develop their own ideas and thinking around their own art making.

Unit 1 Explore, expand and investigate
In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Their exploration and experimentation are documented in both visual and written form in a Visual Arts journal.

Areas of Study include:
- Explore- materials, techniques and art forms.
- Extend- make, present and reflect
- Investigate- research and present

Unit 2 Understand, develop and resolve
In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces.

Areas of Study include:
- Understand- ideas, artworks and exhibition
- Develop- theme, aesthetic qualities and style
- Resolve- ideas, subject matter and style

Unit 3 Collect, extend and connect
In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make.

Areas of Study include:
- Collect- inspirations, influences and images
- Extend- make, critique and reflect
- Connect- curate, design and propose

Unit 4 Consolidate, present and conserve
In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make.

Areas of Study include:
- Consolidate- refine and resolve
- Present- plan and critique
- Conserve- present and care

Important: This subject will involve additional scheduled class time allocated to your timetable commitments. The subject teacher will inform the class of these timetable commitments at the commencement of the academic school year.

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

Unit 1 Finding, framing and resolving design problems.
In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

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

Practical projects in Unit 1 focus on the design of messages and objects, while introducing the role of visual language in communicating ideas and information. Students participate in critiques by sharing ideas in progress and both delivering and responding to feedback. Students learn to apply the Develop and Deliver phases of the VCD design process and use methods, media and materials typically employed in the specialist fields of communication and industrial design. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for design to instigate change.

Areas of Study include:
- Reframing design problems
- Solving communication design problems
- Design's influence and influence on design

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

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

Connections between design, time and place are also central to the study of culturally appropriate design practices in Area of Study 2. Students learn about protocols for the creation and commercial use of Indigenous knowledge in design, with a particular focus on Aboriginal and Torres Strait Islander design traditions and practices. Students also consider how issues of ownership and intellectual property impact the work of designers across contexts and specialist fields.

Areas of Study include:

- Design, place and time
- Cultural ownership and design
- Designing interactive experiences

Unit 3 - Visual Communication Design in Practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

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

Areas of Study include:

- Professional design practice
- Design analysis
- Design process: defining problems and developing ideas

Unit 4 Delivering design solutions

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

When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Areas of Study include:

- Design process: refining and resolving design concepts
- Presenting design solutions

Important: This subject will involve additional scheduled class time allocated to your timetable commitments. The subject teacher will inform the class of these timetable commitments at the commencement of the academic school year.

Health and Physical Education

Year 7 - 10 Health and Physical Education

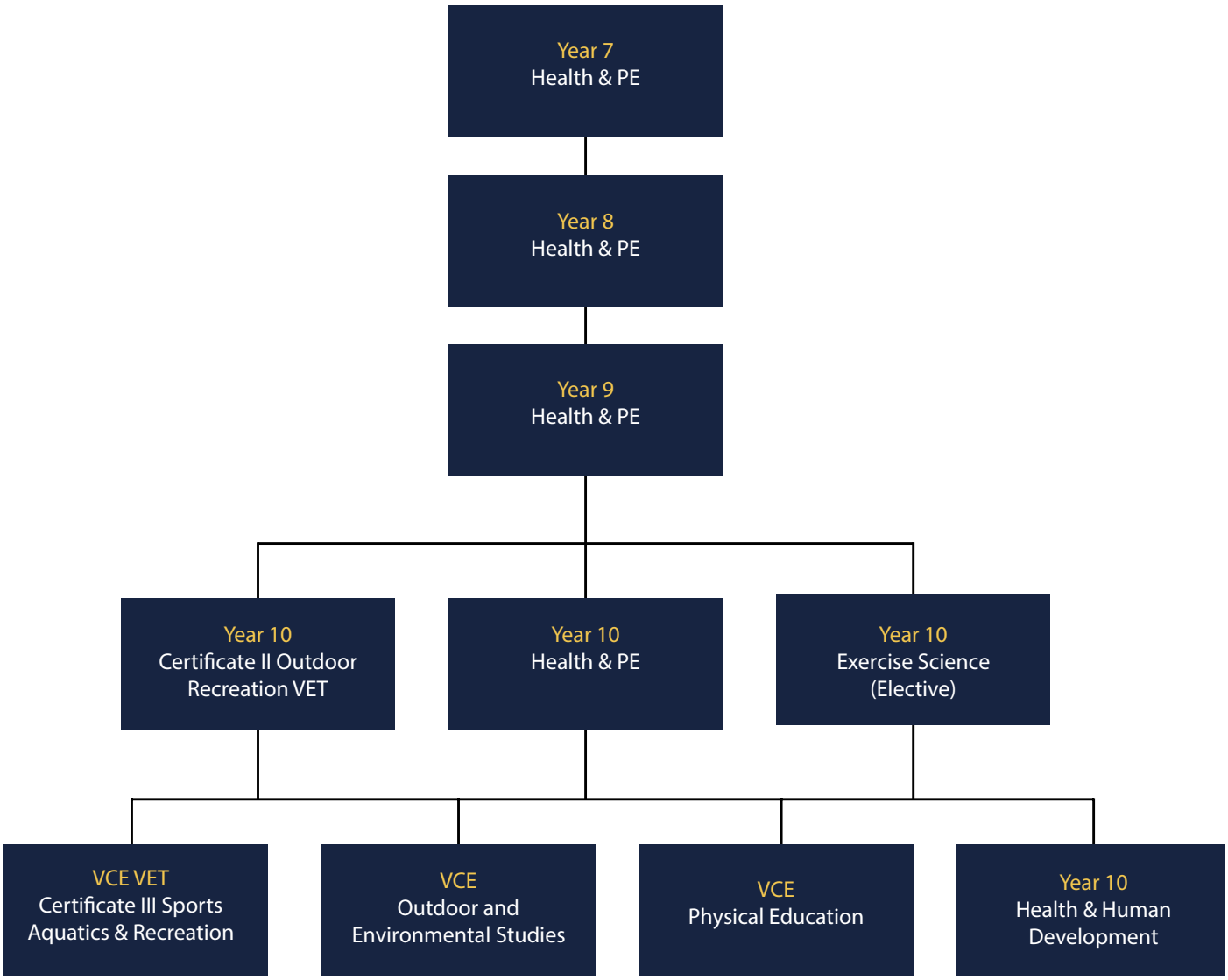
Year 9 - 10 Electives

VET Certificate III in Sport and Recreation

Health and Human Development

Outdoor and Environmental Studies

Health & Physcial Education Pathways



Health & Physical Education Year 7 - 10

Physical Education is the acquisition of movement skills, concepts, and strategies to enable students to participate in a range of physical activities confidently, competently, and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation, and sport both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practice, and refine personal, behavioural, social, and cognitive skills. The Physical Education curriculum at Penola Catholic College provides students an opportunity to develop their movement skills within the school environment and takes them into the community to be active and identify possible opportunities for them to continue physical activity in their own time, outside of school hours.

The knowledge, understanding, skills and dispositions students develop through movement in Physical Education, encourages students to take up activity across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined, and valued. Engaging with their peers to achieve team outcomes and develop movement sequences allows them to develop appropriate social connections with their peers.

Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- Acquire, apply, and evaluate movement skills, concepts, and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, physical activity locally, regionally, and globally.

Year 7 - 10 Physical Education

- Gymnastics Dance
- Swimming
- Athletics
- Outdoor Education
- Volleyball
- Sports Education in Physical Education Program (SEPEP)

Major Games and Activities including:

- Basketball
- European Handball
- Skateboarding
- Bike Education
- Netball
- Soccer
- Striking Sports
- Rock-climbing
- Weight Training / Group Fitness
- Ten Pin and Lawn Bowls

In Health, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety, and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety, and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong. Rather than focusing only on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe, and active choices that will enhance their own and others' health and wellbeing. This approach affirms that all students and their communities have strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity. The curriculum recognises that students have varying levels of access to personal and community resources depending on a variety of contextual factors that will impact on their decisions and behaviours.

Health literacy allows an individual to gain access to, understand and use health information and services in ways that promote and maintain health and wellbeing. The Health curriculum focuses on developing knowledge, understanding and skills related to health literacy.

Health aims to develop the knowledge, understanding and skills to enable students to:

- Develop and use personal, behavioural, social, and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships.
- Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health locally, regionally, and globally.
- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety, and physical activity participation across their lifespan.

Students are introduced to the concepts of Health Status and Factors influencing Health Status in Australia. While it is not a prerequisite for VCE Health & human Development, it does provide a snapshot of what students can expect if they choose to continue with the subject through VCE.

The unit has both an individual health and community health focus with units including:

- The role of nutrition & exercise in individual and population health
- Nutritional health of Australians
- Health Status and factors that influence Health Status in Australia
- Diet related diseases
- Health promotion programs aiming to improve Australia's Health Status.
- Health Elective - Promoting Health and Wellbeing / Healthy Living

Health & Physical Education Year 10

In Year 10, all students will undertake two periods per week of Physical Education for the full year. Students can also choose from three different semester units in the Health and PE Learning Area as part of their free choices.

Exercise Science - Human Movement

This semester unit aims to provide a basic introduction to the Body Systems including Neuromuscular and Skeletal systems as well as the Cardiovascular and Respiratory systems. Sports injury and rehabilitation and Sports Psychology will also be explored in this unit. The subject will introduce Energy systems which is a major component of the Year 12 Physical Education curriculum.

Certificate II Outdoor Recreation

This is a full year VET subject which will give students a TAFE certificate. Students will be working towards their Certificate II in Outdoor Recreation, by completing a range of core and elective units.

The Outdoor Recreation program offers students the opportunity to gain both theoretical knowledge and practical skills, while allowing them opportunity to demonstrate competency in a range of areas to prepare them for various outdoor recreation environments.

Work may be undertaken as part of a team and performed under supervision in class, field locations such as camps or indoor recreation centres and facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural, and environmental factors, many of which can be modified by health care and other interventions. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program. Students develop health literacy as they connect their learning to their lives, communities, and world.

Unit 1 Understanding Health and Wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and explore other interpretations.

Areas of study include:

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

Unit 2 Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Areas of study include:

- Developmental transitions
- Health care in Australia

Unit 3 Australia's Health in a Globalised World

This unit looks at health, wellbeing, and illness as multidimensional, dynamic, and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Areas of study include:

- Understanding health and wellbeing
- Promoting health and wellbeing

Unit 4 Health and Human Development in Global Context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social, and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.

Areas of study include:

- Health and wellbeing in a global context
- Health and sustainable development goals

Assessment Units 1 to 4

- Structured questions
- Case studies
- Data analysis
- Research projects
- Examinations

VCE Outdoor & Environmental Studies

VCE Outdoor and Environmental Studies is concerned with the way humans interact with and relate to outdoor environments. 'Outdoor environments' covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

Important: This study includes outdoor camps and experiences that incur a compulsory levy.

In 2024 the camp program included:

- 3-day Grampians hike (Year 11)
- 3-day Alpine experience to Mt Hotham (Year 11)
- 3-day Wilsons Promontory hike (Year 12)
- 3-day coastal experience in Anglesea (Year 12)

Parents will be informed of costs and final details for our camp destinations in Term 1, 2025.

Please note: Students school fee accounts must not be in arrears for students to be eligible to enrol in Outdoor Environmental Education.

Unit 1 Connections with Outdoor Environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

Areas of study include:

- Our place in outdoor environments
- Exploring outdoor environments
- Safe and sustainable participation in outdoor experiences

Unit 2 Discovering Outdoor Environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

Areas of study include:

- Understanding outdoor environments
- Observing impacts on outdoor environments
- Independent participation in outdoor environments

Unit 3 Relationships with Outdoor Environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years. Students consider several factors that influence relationships with outdoor environments.

Areas of study include:

- Changing human relationships with outdoor environments
- Relationships with Australian environments in the past decade

Unit 4 Sustainable outdoor environments

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

Areas of study include:

- The importance of healthy outdoor environments
- The future of outdoor environments

Physical Education uses both theory and practical sessions to examine the biological, physiological, social, and cultural influences on performance and participation in physical activity. Students will have the opportunity to examine factors that affect performance of skills and the complex interrelationship between motor learning and psychological, biomechanical, physiological, and sociological factors that influence physical performances. This subject will allow students the ability to gain a greater understanding about their own performance in skilled tasks and evaluate their patterns of physical activity against individuals and groups in Australia.

Unit 1 The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport, and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport, and exercise.

Areas of study include:

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

Unit 2 Physical Activity, Sport, and Society

This unit develops students' understanding of physical activity, sport, and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups.

Areas of study include:

- What are the relationships between physical activity, sport, health, and society?
- What are the contemporary issues associated with physical activity and sport?

Unit 3 Movement Skills and Energy for Physical Activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport, and exercise.

Areas of study include:

- How are movement skills improved?
- How does the body produce energy?

Unit 4 Training to Improve Performance

In this unit, students analyse movement skills from a physiological, psychological, and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.

Areas of study include:

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

Assessments Units 1 - 4

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

VET Certificate III in Sport Aquatics & Recreation

This VET Program is an entry level training program for students wishing to pursue a range of occupations associated with the sport and recreation industry.

To gain your Certificate III in Sport Aquatics and Recreation you need to complete the course over 2 years.

If you decide not to continue the course in Year 12, you will only receive a partial completion of the Certificate III. You can though, carry those modules on if you decide to complete a TAFE course later in your academic journey.

The Certificate III in Sport Aquatics and Recreation qualification aims to provide specific skills and knowledge required for employment at an aquatic centre, gymnasium, or sports centre.

Penola Catholic College works closely with an outside provider called Savile. Together we deliver 15 modules over the two years. These modules are theory based combined with practical lessons to reinforce the concepts that are covered in class.

The course will provide four units on the VCE Certificate and will be used in calculating the ATAR for tertiary selection.

Units of Competency Core Units:

- Participate in workplace health and safety
- Participate in conditioning for sport
- Maintain activity equipment
- Provide First Aid HLTAID009 / Provide cardiopulmonary Resuscitation (completed by Savile)
- Respond to emergency situations
- Maintain sport, fitness and recreation knowledge
- Provide Quality Service and SISXIND009 - Respond to interpersonal conflict
- Organise personal work prioritis & SISSSOF002 - Continuously improve officiating skills and knowledge

Units of Competency Core Units:

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

Assessments
Sport and Recreation assesses student knowledge of set modules through:

- Data analysis
- Assessments
- Practical activities in groups and individually
- Written examination
- Projects

The course will provide four units on the VCE Certificate and will be used in calculating the ATAR score for tertiary selection.

Humanities

History

Geography

Civics and Democracy

Business Management

Economics

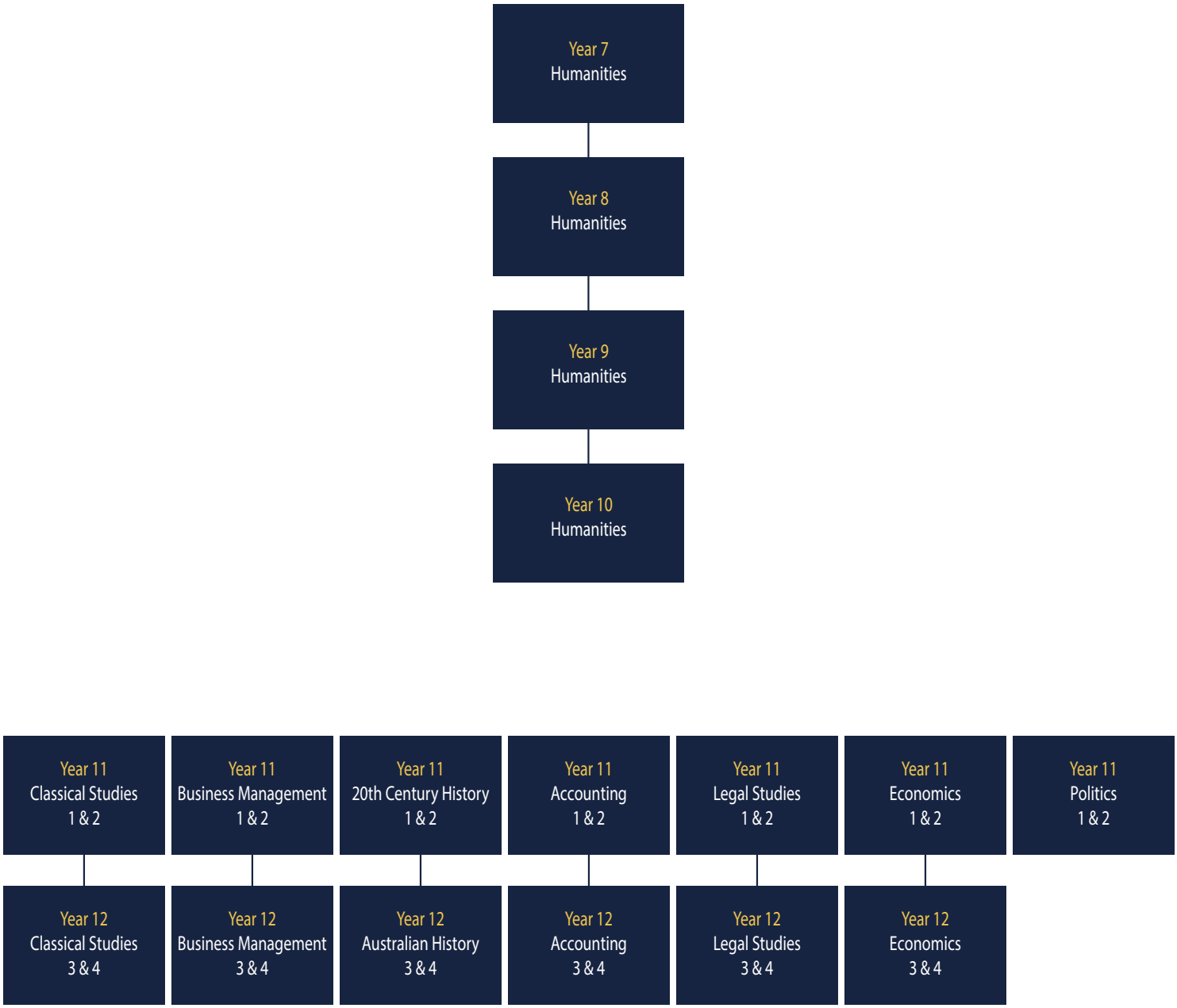
Accounting

Legal Studies

Classical Studies

Politics

Humanities Pathways



Humanities Year 7 & 8

Humanities in Year 7 and 8 forms a basis of knowledge and skill development that students will be able to use in a variety of Humanities subjects in Years 9-12. Students will mainly study History and Geography, and within their studies they will be introduced to terminology and concepts related with Economics and Business, Civics and Democracy.

Year 7

The topics thar are studied in Year 7 are:

Geography

- Liveability
- Water in the World

History

- Ancient Australia
- Ancient Egypt, Rome or Greece

Year 8

The topics thar are studied in Year 8 are:

Geography

- Landscapes and Landforms

History

- Medieval Europe
- Medieval Japan
- Economics and Business

CLIL Humanities

Humanities can also be studied as CLIL (Content and Language Integrated Learning Methodology) in Italian, Japanese & French. The difference between Humanities and Humanities CLIL is that this version is delivered mainly in the target language - Italian, Japanese or French. This course is suitable for Year 7 students who have an average of 90% or better in their chosen language.

Humanities Year 9 & 10

In Year 9 & 10 students will study Humanities for the year.

By undertaking the course in Humanities, students will develop analytical skills, explanations and discussions, interpret data and form conclusions which will prepare them for VCE Humanities subjects.

In Year 9 the following areas will be covered:

History - World War One (WWI) & Migration
Civics and Democracy - Government & Elections
Geography - Biomes & Food insecurity

CLIL Humanities

Humanities can also be studied as CLIL in Italian & French.

The difference between Humanities and Humanities CLIL is that this version is delivered mainly in Italian or French. This course is suitable for the Year 9 CLIL students who have an average of 90% or better in Year 9 CLIL Italian or French (CLIL – Content and Language Integrated Learning Methodology).

In Year 10 the following areas will be covered:

History - World War Two (WWII)
Civics and Citizenship – Australia's Legal System & Civil Rights
Geography – Human Wellbeing
Economics & Business –Introduction to: Economics, Accounting & Business Management

Accounting is an information system providing financial and other information for making and evaluating decisions about the management of resources. It plays an integral role in the successful operation and management of a small business. Students will study theoretical and practical aspects of accounting and develop skills in calculating, recording and reporting events to support more effective decision making. It is strongly recommended that students complete Units 1 & 2 before attempting Units 3 and 4.

Unit 1 Role of Accounting in Business
This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. Students analyse, interpret, and evaluate the performance of the business using financial and non-financial information. Students record financial data and prepare reports for a service business owned by sole proprietors.

Areas of Study include:
- The role of accounting
- Recording financial data and reporting accounting information for a service business

Unit 2 Accounting and Decision Making for a Trading Business
In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business and suggest to the owner strategies to improve business performance.

Areas of Study include:
- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

Unit 3 Financial Accounting for a Trading Business
This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Areas of Study include:
- Recording and analysing financial data
- Preparing and interpreting accounting reports

Unit 4 Recording, Reporting, Budgeting and Decision-Making
In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business.

Areas of Study include:
- Extension of recording and reporting
- Budgeting and decision-making

This study examines the various types of business organisations that operate within Australia and the ways in which people manage them. Students will study different sized firms, from the very small owner/manager type to the large corporation. This study is a perfect introduction to the world of business and to any business course offerings a student may wish to undertake.

Unit 1 Planning a Business
In this unit, students will be introduced to businesses of all sizes and their contributions to the economic and social wellbeing of a nation. Students will investigate the conditions under which new business ideas can emerge and how to make them a reality.

Areas of Study include:

- The business idea
- Internal business environment and planning
- External business environment and planning

Unit 2 Establishing a Business
In this unit, students will focus on the establishment phase of a business's life, including, complying with legal requirements, making decisions about how best to establish a system of financial record keeping, staffing the business, establishing a customer base, and marketing the business and its products or services.

Areas of Study include:

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

Unit 3 Managing a Business
In this unit, students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students consider corporate culture, management styles, management skills and the relationship between each of these.

Areas of Study include:

- Business foundations
- Human Resource Management
- Operations management

Unit 4 Transforming a Business
In this unit students review the performance of a business using key indicators. Students will analyse past, present and future performance of a business.

Areas of Study include:

- Reviewing performance – the need for change
- Implementing change

VCE Politics

Politics is the study of contemporary power, conflict and cooperation in a world that is characterised by unpredictability and constant change. In this study students investigate contemporary issues of conflict, political stability and/or change within Australia, the Indo-Pacific region and globally. They consider how national and global political actors respond to issues and crises such as national political reform, climate change, violent conflicts, human rights, sustainability and development, inequality and global economic instability. Students analyse the sources and forms of power available to these political actors and the consequences of their use. Students consider how political actors pursue their interests and the political significance of their actions in responding to national and global issues and crises. Throughout this study, students examine Australia's place in the region and globally.

This subject is recommended for students who have excellent analytical and essay writing skills.

Unit 1 Politics: power and political actors
In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

Areas of Study include:

- Power and national political actors
- Power and global political actors

Unit 2 Democracy: stability and change
In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. Students will complete an in-depth study of a political issue or crisis that has occurred within the last 10 years and has inherently challenged basic democratic ideas or practice.

Areas of Study include:

- Issues for Australia's democracy
- Global challenges to democracy

VCE Classical Studies

Classical Studies is the study of Ancient Greece and Ancient Rome. These cultures have contributed to modern cultures in many ways. Areas such as literature, art, history, and social structures will be studied. Therefore, the focus is on all aspects of these societies and how they are significant to our own present-day society.

Unit 1 Mythical Worlds

This unit explores the nature of myths and legends of Ancient Greece. Students will explore the way myths and legends are represented in oral tradition, art, architecture, drama and literature.

Areas of Study include:

- Gods, heroes, and monsters
- Myths and archaeology practice

Unit 2 Classical Worlds

This unit explores the emergence of the classical society of Ancient Greece and their culture from mythological to historical explanations of the world. Students study how societies developed a variety of ways to structure their world and express the culture of their society.

Areas of Study include:

- Myths, ideas and beliefs in classical culture
- Expressing classical cultures

Unit 3 Classical Expressions

This unit examines the classical society of Ancient Rome through the study of a classical piece of work. Students will develop an understanding of cultural norms, ideology, rituals and daily life of Ancient Rome.

Areas of Study include:

- The epic tradition
- Material Culture

Unit 4 Classical Perspectives

This unit examines classical works of two genres comparing how these works express similar concerns and ideas of Ancient Rome.

Areas of Study include:

- Classical Concerns
- Classical Comparisons

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making.

Unit 1 Economic Decision Making
In this Unit students provide a foundation for understanding economic principles and their practical applications. Students explore their role in the economy, including interactions with businesses and government. Students will learn about basic economic models, consumer behaviour and business models.

Areas of Study include:

- Thinking like an economist
- Decision making in markets
- Behavioural economics

Unit 2 Economic Issues and Living Standards
In this unit, students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Areas of Study include:

- Economic Activity
- Applied economic analysis of local, national and international economic issues

Unit 3 Australia's Living standards
In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. Students also investigate the importance of international economic relationships in terms of their influence on Australia's living standards.

Areas of Study include:

- An introduction to microeconomics: the market system, resource allocation and government intervention
- Domestic macroeconomic goals
- Australia and the international economy

Unit 4 Managing the Economy
In this unit, students develop an understanding of how the Australian Government can alter the level of demand and the achievement of domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy and discuss how the changes to interest rates can affect the level of demand in the economy.

Areas of Study include:

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

History is the study of people and society. It is finding out about events and investigating why these events happened. The study of VCE History assists students to understand themselves, others, and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic, and cultural understanding. History helps us understand the world we live in and to question how the past is used in society today.

Unit 1 Modern History - Change and Conflict

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

Areas of study include:

- Ideology and Conflict
- Social and Cultural Change

Unit 2 Modern History - The Changing World Order

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

Areas of study include:

- Causes and Consequences of The Cold War
- Challenge and Change

Units 3 & 4 Australian History

In Units 3 & 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates, and tensions in Australian society.

In Units 3 & 4, students construct arguments about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the continuities and changes and evaluate the extent to which change occurred in the lives of Australians. Students investigate the significant turning points and trends in Australia's past to identify the causes, patterns, direction, pace, depth, and impact of continuity and change in society.

Two historical investigations will be studied, one for Unit 3 and one for Unit 4 from the list below.

- From custodianship to the Anthropocene (60,000 BCE–2010)
- Creating a nation (1834–2008)
- Power and resistance (1788–1998)
- War and upheaval (1909–1992)

In Legal Studies, students learn how laws are made and discover the connection between laws and our society, a connection which impacts on their enforcement and generates a need for change. Students have the opportunity to learn about their rights and responsibilities in society and their obligations under the law.

Further, students learn about our courts and tribunals and how disputes are resolved and consider whether our law and the operation of the legal system is just. Legal Studies is an area of study that is relevant to every student's daily life and provides students with the opportunity to form opinions, hear opinions of others and formulate solutions.

Unit 1 The Presumption of Innocence
In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime.

Areas of Study include:

- Legal foundations
- Proving Guilt
- Sanctions

Unit 2 Wrongs and Rights
In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Areas of Study include:

- Civil Liability
- Remedies
- Human Rights

Unit 3 Rights and Justice
In this unit the students examine the Victorian justice system, with the focus on the criminal and civil justice systems. Students study the way the Victorian justice system achieves fairness, equality, and access, aims to protect the rights of individuals and how it responds to reforms. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Areas of Study include:

- The Victorian criminal justice system
- The Victorian civil justice system

Unit 4 The People, the Law and Reform
In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Areas of Study include:

- The people and the Law Makers
- The people and reform

Digital Technologies IT

Digital Technologies

Programming and Robotics

Creative IT, Basics for Animation

Programming and Game Development

IT Business Applications

Creative IT for Business Decision Making

Applied Computing

Software Development

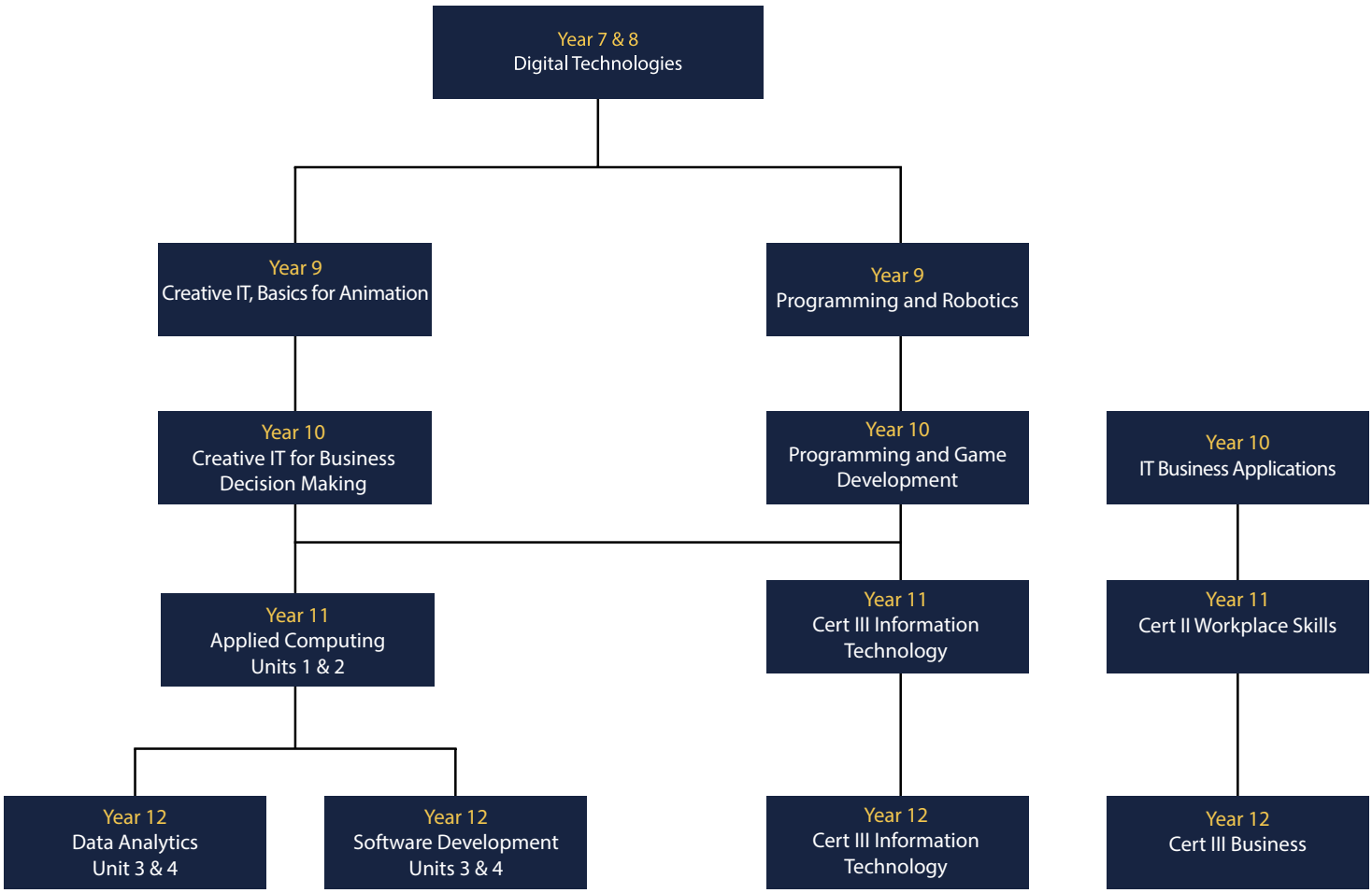
Data Analytics

Certificate III Information Technology

Certificate II Workplace Skills

Certificate III Business

Information Technology Pathways



Digital Technologies Year 7 & 8

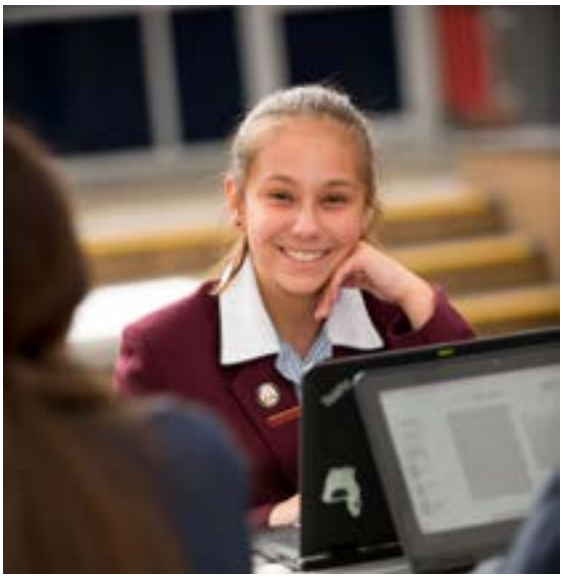
In Years 7 and 8, students will develop their digital skills and computer vocabulary by covering programming, hardware, software, and networks. They will investigate effective file management strategies, the benefits of backing up essential data, and the binary representation of digital assets. They will enhance their problem-solving skills by looking at how digital technologies can solve real-world problems.

Year 7 Digital Technologies

- Noobz guide
- Coding
- 3D Modelling
- Creative Skills

Year 8 Digital Technologies

- 3D Design
- Networking
- Data Analysis in Excel
- Coding



Digital Technologies Year 9

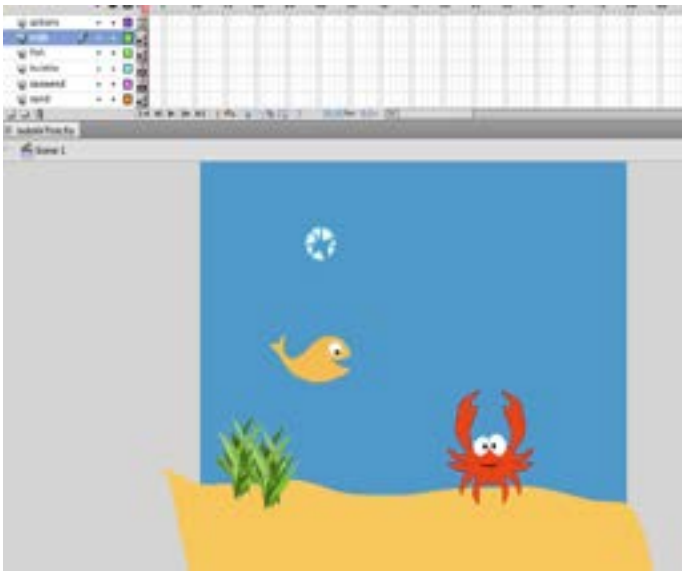
In Year 9, students select from 2 electives: Programming and Robotics and Creative IT, Basics for Animation. Students will investigate the role of hardware and software, develop programming skills, analyse data to create information and visualisations, and design and develop interactive solutions.

Programming and Robotics

This semester unit provides a foundation for the Coding and Robotics elective in Year 10. It delves into programming, robotics and artificial intelligence advances and consists of learning how a computer system can make custom applications. Students will decompose real-world problems to establish stakeholder needs and identify functional and non-functional requirements. They will develop algorithms diagrammatically and in structured English and enhance their skills and knowledge in controlling a robot and coding software using the command line and object-orientated programming language.

Creative IT, Basics for Animation

This semester unit provides a foundation for the Creative IT for Business Decision Making in Year 10. It consists of learning how the computer is used to create innovative solutions for data. Using Adobe Creative Suite, an industry-standard software package, students will develop image manipulation and animation knowledge and skills. This creative unit also uncovers the binary representation of images and text, file formats, file compression, and screen resolution.



Digital Technologies Year 10

The Year 10 Digital Technologies curriculum caters for a wide range of interests and abilities. Students will decompose real-world problems, consider functional and non-functional requirements, and design and develop working solutions. In addition, they will analyse and visualise data to create meaningful information.

Digital Technology subjects in Year 10 are part of the Technology electives. Students may select any combination of Programming and Game Development, IT Business Applications, Creative IT for Business Decision Making.

Programming and Game Development
This semester unit provides a foundation for VCE Applied Computing in Year 11 and VCE Software Development and VET (VCE) Certificate III in Information Technology in Year 11 and 12. It teaches how the computer can help design and code modular programs, games, and drone technology. Skills and knowledge are developed in game creation using GameMaker or Unity and programming in the command line and object-oriented programming language. Relevant areas of the software and game development process are covered, including analysis, design, development, and evaluation. Algorithms are designed diagrammatically and in structured English.

Creative IT for Business Decision Making
This semester unit provides a foundation for VCE Applied Computing in Year 11 and VCE Data Analytics in Year 12. It consists of learning how the computer is used to make creative solutions. Students will develop data analysis skills by reviewing real-world data in a spreadsheet. In addition, they will produce data visualisations such as images, animations, and infographics, using Adobe Creative Suite, an industry-standard software package. This unit may also uncover other creative technologies such as sound editing or 3D printing.

IT Business Applications
This semester unit provides a foundation for VET Workplace Skills and VET VCE Certificate III In Business and consists of learning how computers assist in running and managing a business. Students will develop skills and knowledge in business finance using a spreadsheet package, business documentation, and web authoring. In addition, they will create solutions for effective business communication with attention to the impact of technology in business.

Accelerated Studies
Students with strong academic performance in Digital Technologies may apply to accelerate into Applied Computing Units 1 & 2 or VET VCE Certificate III in Information Technology and Certificate II Workplace Skills in Year 10, subject to the agreement of the head of learning.

VCE Applied Computing

VCE Applied Computing encompasses and provides a foundation for VCE Data Analytics and VCE Software Development. At the end of Year 11, students will choose to specialise in either VCE Data Analytics or VCE Software Development.

The course focuses on the strategies and techniques for creating digital solutions and managing the threats to data, information, and software security. It examines information systems and how their interrelationships affect the types and quality of digital solutions. Students will acquire and apply knowledge and skills to use digital systems efficiently, effectively, and innovatively when creating digital solutions such as data visualisations and modular programs. They will investigate legal requirements and ethical responsibilities concerning the security and integrity of data and information. They understand information systems' technical, social, and economic impacts through a structured approach to problem-solving.

VCE Applied Computing provides a pathway to further studies in business analysis, computer science, cybersecurity, data analytics and science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers in digital technologies.

Scored assessment in Unit 3 & 4 consists of 50% coursework and 50% examination.

Course requirement: Students must have a laptop with the Windows operating system to undertake this subject.

Applied Computing Units 1 and 2

Unit 1 Applied Computing

In this unit, students are introduced to the stages of the problem-solving methodology and will investigate how data is used within databases and spreadsheets to create data visualisations. They will also use an object-oriented programming language to develop working software solutions.

In Area of Study 1, as an introduction to Data Analytics, students identify and collect data to present their findings as data visualisations. They present work that includes databases, spreadsheets, and data visualisations. In Area of Study 2, as an introduction to Software Development, students use an object-oriented programming language to create working software solutions.

Areas of Study include:

- Database, spreadsheet, and data visualisations
- Programming

Unit 2 Applied Computing

In this Unit, students focus on developing innovative solutions for an opportunity they have identified. They propose strategies for reducing security risks to data and information in networked environments.

In Area of Study 1, students work collaboratively to create an innovative solution in an area of interest. A proof of concept, prototype or product is presented as the creative solution to a real-world need.

In Area of Study 2, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect data accessed when using a network.

Areas of Study include:

- Innovative solutions
- Network security

Data Analytics Units 3 and 4

Unit 3 - Data Analytics

In this unit, students identify, extract, and analyse big data using software tools such as databases, and spreadsheets. They then use data visualisation software to create professional infographics. Students develop an understanding of the analysis, design, and development stages of the problem-solving methodology.

In Area of Study 1, students analyse big data and develop data visualisations using appropriate software tools including database, spreadsheet, and data visualisation software - to present findings. In Area of Study 2, students propose a research question, prepare a project plan, collect and analyse big data, and design infographics or dynamic data visualisations.

Areas of Study include:

- Database, spreadsheet, and data visualisation software
- Data manipulation and visualisation tools

Unit 4 - Data Analytics

In this unit, students determine the findings of a research question by creating infographics or dynamic data visualisations based on large complex data sets. In addition, they investigate security strategies used by organisations to protect data and information from threats.

In Area of Study 1, students develop their preferred design from Unit 3 into infographics or dynamic data visualisations then evaluate the solutions and project plan. In Area of Study 1, students develop their preferred design from Unit 3 into infographics or dynamic data visualisations then evaluate the solutions and project plan.

Areas of Study include:

- Data visualisation tools
- Cybersecurity

Software Development Unit 3 and 4

Unit 3 - Software Development

Students apply the problem-solving methodology to develop working software modules using an object-oriented programming language in this unit.

In Area of Study 1, students respond to teacher-provided solution requirements and designs to develop a series of working modules using a programming language. In Area of Study 2, students identify and analyse a real-world business need or opportunity and design and develop a software solution.

Areas of Study include:

- Introduction to programming
- Designing a software solution

Unit 4 - Software Development

In this unit, students focus on how the information needs of individuals and organisations are met through the creation of software solutions.

In Area of Study 1, students develop their preferred design from Unit 3 into a software solution using an object-oriented programming language. They undertake testing then evaluate the efficiency and effectiveness of the solution. In Area of Study 2, students examine the security practices of an organisation and the risks to software and data.

Areas of Study include:

- Programming and evaluating a software solution
- Cybersecurity: software security

VET Certificate III in Information Technology*

Certificate III in Information Technology is a vocational qualification that provides students with the knowledge and skills needed to be competent in a range of Information and Communications Technology (ICT) roles, including programming, cloud computing, cyber awareness, digital media skills, generalist IT support services, networking, programming, and systems.

The objective of the course is to introduce and prepare for the many career opportunities available in the ICT industry - including programming, network engineering, cybersecurity, technical support, and creative industries. In addition, the course provides a solid understanding of the knowledge and skills necessary to design and create a range of digital solutions.

This certificate is a two-year undertaking, completed in years 11 and 12. At the end of Unit 4, students will have completed Certificate III in Information Technology.

Students wishing to receive a study score for Units 3 & 4 must undertake scored assessment. These tasks contribute 66% of the overall score, with the examination contributing the remaining 34%.

In Year 11, students will study Modules:

- Game Development
- ICT Security Fundamentals
- Game Production

In Year 12, students will study Modules:

- Networking and Systems
- Ethics and IP in ICT Environments
- Technical Support and Maintenance

*** Please note, due to the changes made by VCAA, the Certificate III in Information Technology is no longer solely a game coding course.**

VET Certificate II in Workplace Skills

Certificate II in Workplace Skills is a vocational qualification that reflects the role of individuals in a variety of entry-level Business Services job roles. This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work. Students will carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They will perform mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context.

This certificate is a one-year undertaking, completed in Year 11. At the end of Year 11, students will have either a full or partial completion of Certificate II in Workplace Skills, depending on the number of units attained. The Certificate II in Workplace Skills contributes towards Certificate III in Business (overleaf).

In Year 11, students study:

Core units:

- Apply Communication Skills
- Work Effectively in Business Environments
- Plan and Apply Time Management
- Participate in Sustainable Work Practices
- Contribute to health and Safety of Self and Others

Elective units:

- Use business software applications
- Use digital technologies to communicate in a work environment
- Develop and apply thinking and problem solving skills
- Research using the internet
- Work effectively in business environments

VCE VET Certificate III in Business

Certificate III in Business is a vocational qualification that reflects the role of individuals in a variety of Business Services job roles.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Satisfactory achievement of Units 1 to 4 is on completing the core units specified below in addition to electives.

This certificate is a two-year undertaking, completed in Years 11 and 12. Students who have not completed CERT II workplace skills and choose to undertake the CERT III Business can only achieve the five competencies. However, they will achieve unit 3 and 4 towards their VCE and a study score for tertiary selection. Students who leave the course at the end of unit 2 in Year 11 may be awarded Certificate II in Workplace Skills.

Students wishing to receive a study score for units 3 & 4 must undertake scored assessment. Coursework tasks contribute 66% to the overall score, with the examination contributing 34%.

In Year 12, students study:

Units:

- Engage in Workplace Communication
- Design and Produce Business Documents
- Organise Personal Work Priorities
- Deliverer and Monitor a Service to Customers
- Organise Workplace Information

Languages

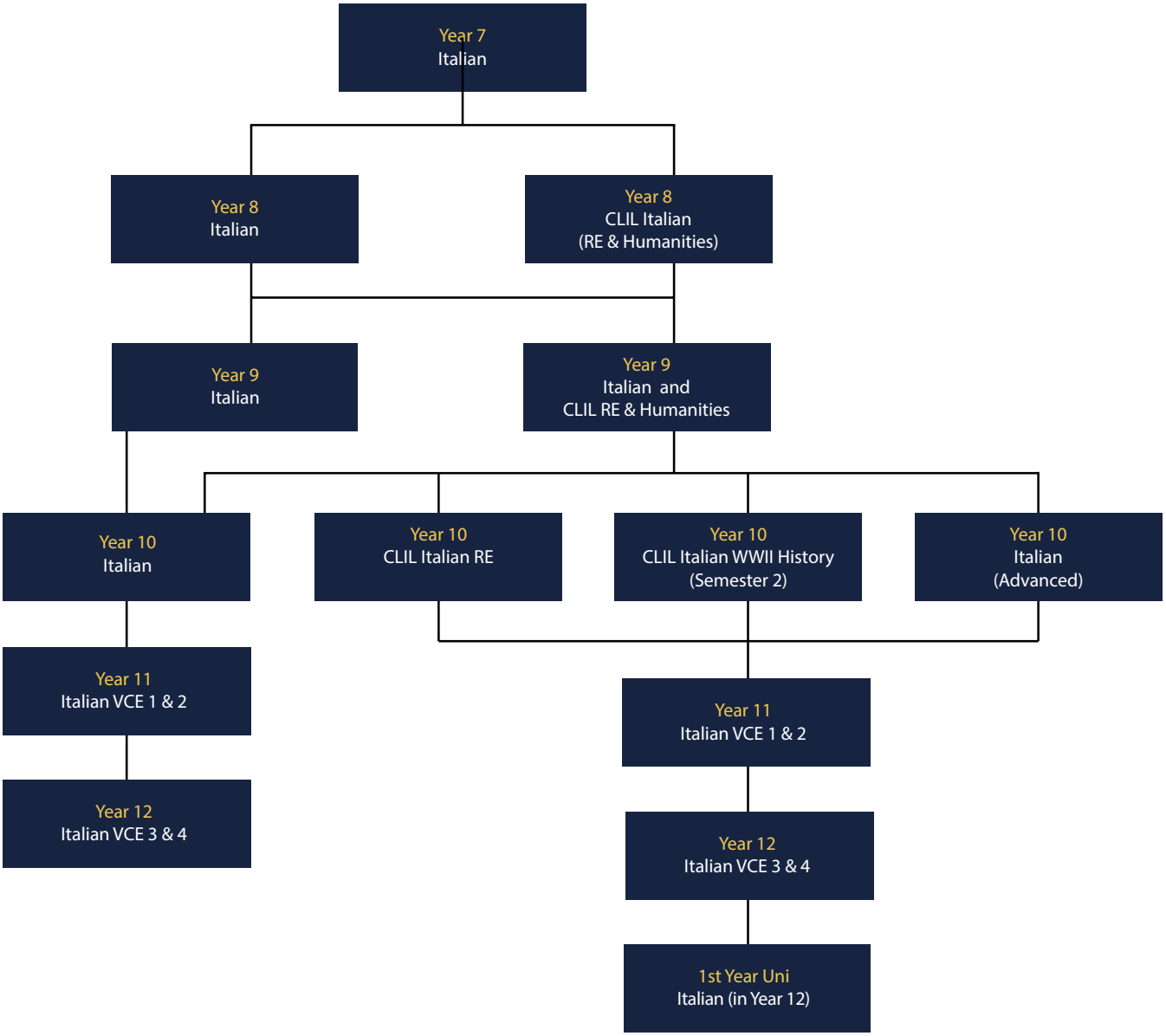
French

Italian

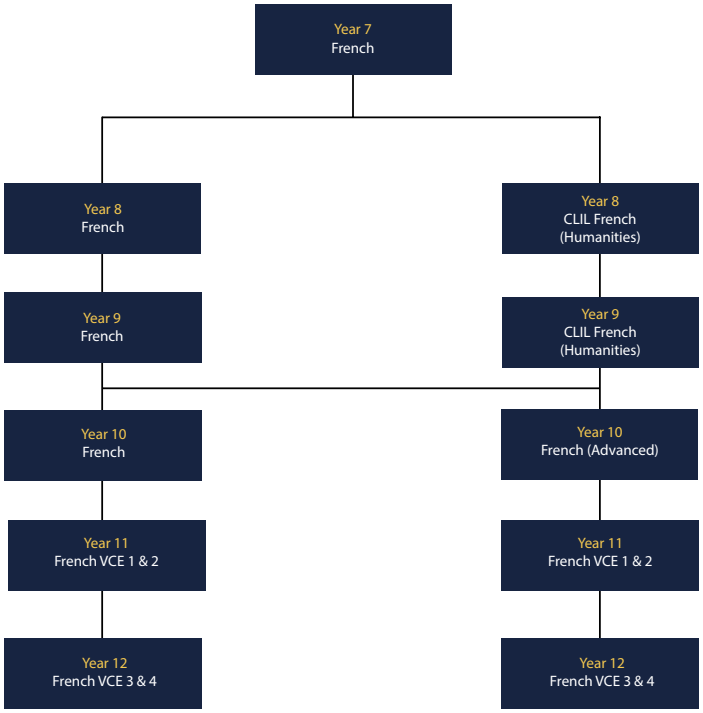
Japanese

CLIL Content and Language Integrated Learning

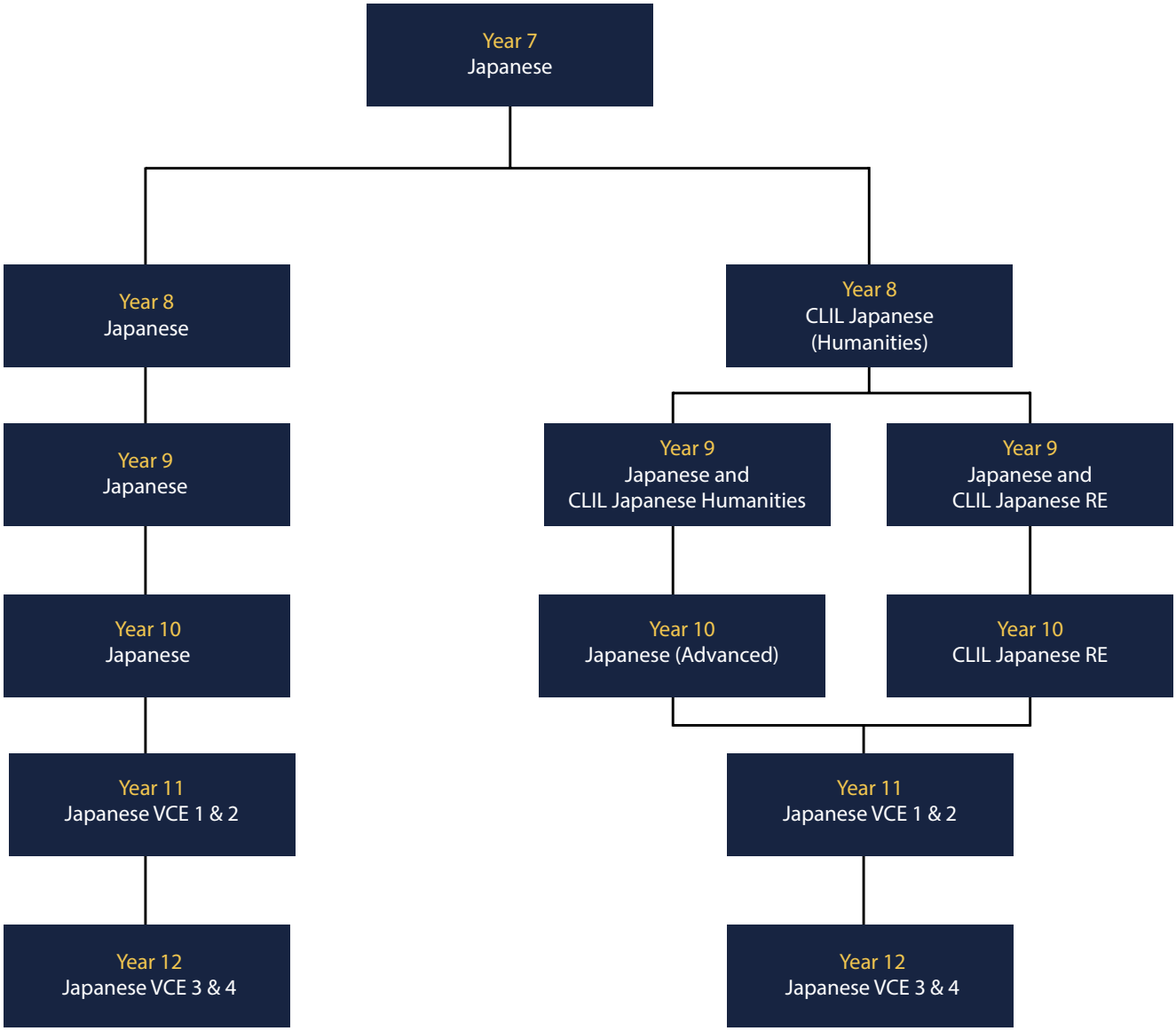
Italian Studies Pathway



French Studies Pathway



Japanese Studies Pathway



Languages Year 7 & 8

The study of Languages opens our minds to opportunities and improved communication. Developing Listening, Speaking, Reading, Viewing and Writing skills, students learn to communicate in the language, which positively impacts on the development of Literacy and English. Students learn to appreciate and respect differing views and lifestyles, develop an increased awareness of multilingualism and multiculturalism in Australia and intercultural understanding and harmony.

In Year 7, students choose to study 1 of the Languages offered at the College, for the year. Students will continue with the chosen language into year 8 and beyond.
In year 8, students may choose to study in the
Mainstream or through the CLIL options - an immersion experience where they study 1 or 2 core subject/s (Religious Education or/and Humanities) in the chosen Language.

Year 7 French

Students will gain an insight into the language and culture of French speaking countries. Basic communication is developed through a range of topics such as:

- Bienvenue en France
- C'est beau, Paris
- Self Introductions

Year 7 Italian

Students will gain an insight into the language and culture of Italian speaking countries. Basic communication is developed through a range of topics such as:

- Buongiorno
- Di dove sei
- Tanti auguri

Year 7 Japanese

Students will gain an insight into the language and culture of Japanese speaking countries. Basic communication is developed through a range of topics such as:

- Numbers
- Self-introduction
- Food
- Hiragana script Languages

Year 8 French

Mainstream students will further develop their skills and cultural appreciation of French and French-speaking countries. Communication is developed through topics such as:

- Family
- Directions and places in the city
- Animals
- Food
- Clothing

Year 8 French CLIL

Students in Year 8 are offered the opportunity to integrate French and Humanities via CLIL Methodology. This enables students to become more competent, confident, and proficient speakers of the language, whilst studying Humanities in a unique setting. Topics for French language and Humanities will be as per the Mainstream program. This option may allow students to accelerate their French studies and complete VCE French in Years 10 and 11.

Year 8 Italian

Mainstream students will further develop their skills and cultural appreciation of Italy and the Italian language. Communication is developed through topics such as:

- Family
- Friends
- Nature & Animals
- School
- Shopping
- Food

Year 8 Italian CLIL

Students in Year 8 are offered the opportunity to integrate Italian with Religious Education and Humanities via CLIL Methodology. This enables students to become more competent, confident, and proficient speakers of the language, whilst studying Humanities and R.E. in a unique setting. Topics for Italian language and Humanities will be as per the Mainstream program. This option may allow students to accelerate their Italian studies and complete VCE Italian in Years 10 and 11.

Year 8 Japanese

Mainstream students will further develop their skills and cultural appreciation of Japan and the Japanese language. Communication is developed through topics such as:

- Family
- Daily activities
- School
- Seasons and transport

Year 8 Japanese CLIL

Students in Year 8 are offered the opportunity to integrate Japanese and Humanities via CLIL Methodology. This enables students to become more competent, confident, and proficient speakers of the language, whilst studying Humanities in a unique setting. Topics for Japanese language and Humanities will be as per the Mainstream program. This option may allow students to accelerate their Japanese studies and complete VCE Japanese in Years 10 and 11.

Languages Year 9

Students develop an understanding of the role of language and culture in communication. Their reflections on language use can be applied in other learning areas.

Learning languages broadens students' horizons about personal, social, cultural and employment opportunities, available in an increasingly interconnected and interdependent world. This interdependence requires people to negotiate experiences and meaning across languages and cultures. A bilingual or multilingual capability is considered as standard in most countries of the world.

In Year 9, students continue the language chosen in Year 8, either in Mainstream or through CLIL options. **Either option is Year-Long**.

French
Students continue to advance their skills and knowledge of the French language and culture via the development of the 5 skill areas – Listening, Speaking, Reading, Viewing and Writing.

Topics to be presented include:

- School
- Routines
- Home Life
- Hobbies

French CLIL (Humanities)
Students who completed Year 8 CLIL French will be able to continue to benefit from CLIL Methodology by combining French with Humanities. Through this integration of French with Humanities, students will continue to become more confident, competent, and proficient in the language while studying Mainstream Humanities using a unique approach. On recommendation from their French teacher, students who did not study French CLIL in Year 8 may be permitted to join the course in Year 9.

Italian
Students continue to advance their skills and knowledge of the Italian language and culture via the development of the 5 skill areas – Listening, Speaking, Reading, Viewing and Writing.

Topics to be presented include:

- Daily life
- Family and Food
- Pastimes
- Technology

Italian CLIL (Religious Education & Humanities)
Students selecting this option will combine Italian with RE and Humanities using CLIL Methodology. Through the integration of Italian with Humanities and RE, students will become more confident, competent, and proficient in the language as they study Humanities and RE contents using a unique and different approach. On recommendation from their Italian teacher, students who did not study Italian CLIL in Year 8 may be permitted to join the course in Year 9.

Japanese
Students continue to advance their skills and knowledge of the Japanese language and culture via the development of the 5 skill areas – Listening, Speaking, Reading, Viewing and Writing.

Topics to be presented include:

- Moving house
- Directions
- Katakana
- Food and shopping
- Seasons

Japanese CLIL (Religious Education or Humanities)
Students who completed Year 8 CLIL Japanese will be able to continue to benefit from CLIL Methodology by combining Japanese with Religious Education or Humanities. Through this integration of Japanese with RE or Humanities, students will continue to become more confident, competent, and proficient in the language while studying Mainstream RE or Humanities using a unique approach. On recommendation from their Japanese teacher, students who did not study Japanese CLIL in Year 8 may be permitted to join the course in Year 9.

Languages Year 10 (Full Year)

The exchange trips to Italy, France and Japan are offered to Years 9 CLIL, 10 and 11 language students every alternate year.

A bilingual or multilingual capability is becoming more important thanks to the international nature of world society. The global world requires people who can communicate and negotiate in other languages with cultural sensitivity. Learning languages broadens students' horizons about culture, personal and social domains, as well as employment, within this increasingly interconnected and interdependent world. In recognition, Tertiary institutes are offering more opportunities for students to study part of their courses abroad.

In Year 10 students continue with their Year 9 Language/s

Students who have studied CLIL Italian, French or Japanese in Year 9 have the following 3 options:

- Join the Year 10 Italian, French or Japanese Class (Advanced)
- Return to Mainstream classes

French (Mainstream)
Students continue to advance their skills and knowledge of the French language and culture via the development of the 5 skill areas – Listening, Speaking, Reading, Viewing and Writing. In Year 10, the link between the study of a language and its culture becomes more evident to the students, who will be better equipped to engage in a range of languages experiences to be used for social, cultural and employment purposes, under the topics of Future plans and Holidays.

Through their studies, students will also be able explore the cultural and gastronomical wonders of France and several other French-speaking countries such as Quebec, Belgium, Tahiti, and Mauritius. Culture, sweets, cheeses, wines, and the cooking of these French speaking countries will be explored and linked to their cultural homes, with a sampling of some of these foods provided.

French (Advanced)
Students who completed year 9 CLIL French are offered the option to continue to join French Advanced in Year 10.

Through continued acceleration in the language, students become increasingly more competent, confident, and proficient in the language, using a VCE skill-based approach to learning.

Year 9 Mainstream French students who have shown an exceptional level of proficiency in Year 9 may be invited to join the Year 10 French Language Advanced class.

Italian (Mainstream)
Students who completed Year 9 Mainstream (or CLIL Italian) may continue Mainstream Italian.

They continue to advance their skills and knowledge of the Italian language and culture via the development of the 5 skill areas – Listening, Speaking, Reading, Viewing and Writing. In Year 10, the link between the study of a language and its culture becomes more evident to the students, who will be better equipped to engage in a range of languages experiences to be used for social, cultural and employment purposes, under the following topics:

- Italianizziamoci (let's Italianise)
- Dreams and aspirations of young Italians

Through their studies, students will also gain an understanding of why Italian food, language and culture are so appreciated throughout the world and they will have the opportunity to explore the cultural and gastronomical wonders of Italy linked to its different regions. Finally, there will be opportunities for students to explore a variety of topics of interest such as Cars, Fashion, Music and Cinema.

Italian (Advanced)
Students who completed year 9 CLIL Italian are offered the option to continue to join Italian Advanced in Year 10 and, if desired, continue to integrate Italian with RE (full year) and/or History (Semester 2).

Through continued acceleration in the language and optional integration with RE/History, students become increasingly more competent, confident, and proficient in the language, using a VCE skill-based approach to learning.

Year 9 Mainstream Italian students who have shown an exceptional level of proficiency in Year 9 may be invited to join the Year 10 Italian Language Advanced class.

Italian CLIL World War 2 History
The content of this OPTIONAL study is the same as WW2 Mainstream Humanities. The content is delivered mainly in Italian and is suitable for students who have successfully completed Year 9 CLIL in the past with a high level of achievement and who are enthusiastic about taking on the CLIL challenge in Year 10. Study of this unit will satisfy the requirements for the number of Humanities units required. For more information about topics, please see the listing on the Humanities pages.

Japanese (Mainstream)
Students who completed Year 9 Mainstream (or CLIL Japanese) may continue Mainstream Japanese. They continue to advance their skills and knowledge of the Japanese language and culture via the development of the 5 skill areas – Listening, Speaking, Reading, Viewing and Writing. In Year 10, the link between the study of a language and its culture becomes more evident to the students, who will be better equipped to engage in a range of languages experiences to be used for social, cultural and employment purposes, under the following topics: • School, Homestay and Part-time jobs

Through their studies, students will also gain an understanding of Japan through Anime, Music, and a variety of Art styles such as Origami, Kirigami, calligraphy, Ukiyo-e and manga. Students will learn about the various styles of art in Japan and may specialise in one aspect. In addition, several anime and/or Japanese bands may be selected as a medium to engage students in their learning of the Japanese language by exploring the influence of these media on Japanese audiences.

Japanese (Advanced)
Students who completed Year 9 CLIL Japanese are offered the option to continue to accelerate in Year 10 and, if desired, continue to integrate Japanese with RE.

Through continued acceleration in the language and optional integration with RE, students become increasingly more competent, confident, and proficient in the language, using a VCE skill-based approach to learning.

Year 9 Mainstream Japanese students who have shown an exceptional level of proficiency in Year 9 may be invited to join the Year 10 Japanese Advanced class.

Studying French contributes to student development in communication, intercultural understanding, mental abilities and literacy. Learning and using another language encourages students to examine the influences on society and consider issues for personal and international communication. Students examine the nature of languages and the role of culture in language, communication, and identity. By understanding the process of language learning, students can apply skills to other contexts.

The study of French develops students' ability to understand and use a language which is widely learned (the fifth most studied language in the world) and spoken internationally, an official language of world organisations and events. Communicating in French provides students direct access to the rich, varied culture of francophone communities. Furthermore, language study exposes students to different experiences and perspectives. It encourages openness to different ways of thinking and interacting in the world.

Studying French opens doors to many career pathways such as commerce, tourism, and media.

Unit 1

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in the language on a range of themes and topics. Students develop and extend Listening, Speaking, Reading, Viewing and Writing skills in a range of contexts, and develop cultural understanding in interpreting and creating the language.

The prescribed themes are:

- The individual
- The French speaking communities
- The World around us

In Unit 1 Areas of Study are drawn mainly from the first 2 themes and include:

- My French Families
- Youth in France
- What the Future holds

Unit 2

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in the language on a range of themes and topics. Students further develop Listening, Speaking, Reading, Viewing and Writing skills in a range of contexts, and develop cultural understanding in interpreting and creating the language.

The prescribed themes are:

- The individual
- The French speaking communities
- The World around us

In Unit 2 Areas of Study are drawn mainly from all 3 themes and include:

- Environment
- Healthy Lifestyle
- Culture of French speaking countries

Unit 3
Unit 3 French focuses on student participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in the language on a range of themes and topics. Students continue to master Listening, Speaking, Reading, Viewing and Writing skills in a range of contexts, and develop cultural understanding in interpreting and creating the language.

The prescribed themes are:

- The individual
- The French speaking communities
- The World around us

In Unit 3 Areas of Study are drawn mainly from themes 2 and 3 and include:

- Deforestation
- Holiday Destinations
- Technology

Unit 4
Unit 4 continues to focus on student participation in communication, interpretation of language and presentation of information and ideas on the themes and topics. Students continue to perfect Listening, Speaking, Reading, Viewing and Writing skills, and develop cultural understanding in interpreting and creating the language. The study of a cultural product is included and forms the basis of 2 SACs and the Oral Examination.

The prescribed themes are:

- The individual
- The French speaking communities
- The World around us

In Unit 4 Areas of Study are drawn from themes 2 and 3:

- Immigration
- Youth in Parisian suburbs

Studying Italian contributes to student development in communication, intercultural understanding, mental abilities, and literacy. Learning and using another language encourages students to examine the influences on society and consider issues for personal and international communication. Students examine the nature of languages and the role of culture in language, communication, and identity. By understanding the process of language learning, students can apply skills to other contexts.

The study of Italian provides students with the ability to understand and use a language spoken in Italy, Switzerland, and the European Union. Italian is also spoken by communities of Italian speakers who migrated to countries such as Australia, Argentina, Canada, and America. It provides students with a direct means to access the rich and varied cultures of communities around the world which speak Italian. Furthermore, Italy is the first country in the world for number of UNESCO world heritage sites: this cultural and historical richness is probably one of the reasons why Italian is the fourth most studied language in the world.

Italian opens doors to many career pathways such as commerce, fashion, interpreting & translating.

Unit 1

VCE Italian focuses on student participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in the language on a range of themes and topics. Students develop and extend Listening, Speaking, Reading, Viewing and Writing skills in a range of contexts, and develop cultural understanding in interpreting and creating the language.

The prescribed themes are:

- The individual
- The Italian speaking communities
- The World around us

In Unit 1 Areas of Study are drawn mainly from the first 2 themes and include:

- School life
- My/Italian families
- Italian History (Unification to end of WW2)

Unit 2

VCE Italian focuses on student participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in the language on a range of themes and topics. Students further develop Listening, Speaking, Reading, Viewing and Writing skills in a range of contexts, and develop cultural understanding in interpreting and creating the language.

The prescribed themes are:

- The individual
- The Italian speaking communities
- The World around us

In Unit 2 Areas of Study are drawn mainly from all 3 themes and include:

- Immigration
- Healthy Lifestyle
- Commedia dell'Arte

Unit 3

Unit 3 Italian focuses on student participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in the language on a range of themes and topics. Students continue to master Listening, Speaking, Reading, Viewing and Writing skills in a range of contexts, and develop cultural understanding in interpreting and creating the language.

The prescribed themes are:

- The individual
- The Italian speaking communities
- The World around us

In Unit 3 Areas of Study are drawn mainly from themes 2 and 3 and include:

- Carnevale
- Renaissance Italy
- Technology

Unit 4

Unit 4 continues to focus on student participation in communication, interpretation of language and presentation of information and ideas on the themes and topics. Students continue to perfect Listening, Speaking, Reading, Viewing and Writing skills, and develop cultural understanding in interpreting and creating the language. The study of a cultural product is included and forms the basis of 2 SACs and the Oral Examination.

The prescribed themes are:

- The individual
- The Italian speaking communities
- The World around us

In Unit 4 Areas of Study are drawn from themes 2 and 3:

- Environment
- Work in Italy

Studying Japanese contributes to student development in communication, intercultural understanding, mental abilities, and literacy. Learning and using another language encourages students to examine the influences on society and consider issues for personal and international communication. Students examine the nature of languages and the role of culture in language, communication, and identity. By understanding the process of language learning, students can apply skills to other contexts.

The study of Japanese provides students with the ability to understand and use a language spoken by more than 128 people worldwide. It provides students with direct access to the rich traditional and popular cultures of Japan.

Japan has an increasing influence in Victoria through innovations in areas such as science, technology, design, and the arts. Studying Japanese opens doors to many career pathways in areas such as tourism, hospitality, the arts, diplomacy, social services, commerce, translating and interpreting.

Unit 1
VCE Japanese focuses on student participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in the language on a range of themes and topics. Students develop and extend Listening, Speaking, Reading, Viewing and Writing skills in a range of contexts, and develop cultural understanding in interpreting and creating the language.

The prescribed themes are:

- The individual
- The Japanese speaking communities
- The World around us

In Unit 1 Areas of Study are drawn mainly from the first 2 themes and include:

- My/Japanese Families
- Club Activities
- Tokyo Olympics

Unit 2
VCE Japanese focuses on student participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in the language on a range of themes and topics. Students further develop Listening, Speaking, Reading, Viewing and Writing skills in a range of contexts, and develop cultural understanding in interpreting and creating the language.

The prescribed themes are:

- The individual
- The Japanese speaking communities
- The World around us

In Unit 2 Areas of Study are drawn mainly from all 3 themes and include:

- Japanese Festivals
- School
- Trends in Japan

Unit 3
Unit 3 Japanese focuses on student participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in the language on a range of themes and topics. Students continue to master Listening, Speaking, Reading, Viewing and Writing skills in a range of contexts, and develop cultural understanding in interpreting and creating the language.

The prescribed themes are:

- The individual
- The Japanese speaking communities
- The World around us

In Unit 3 Areas of Study are drawn mainly from themes 2 & 3 and include:

- Leisure
- Travel in Japan
- Japanese Drama

Unit 4
Unit 4 continues to focus on student participation in communication, interpretation of language and presentation of information and ideas on the themes and topics. Students continue to perfect Listening, Speaking, Reading, Viewing and Writing skills, and develop cultural understanding in interpreting and creating the language. The study of a cultural product is included and forms the basis of 2 SACs and the Oral Examination.

The prescribed themes are:

- The individual
- The Japanese speaking communities
- The World around us

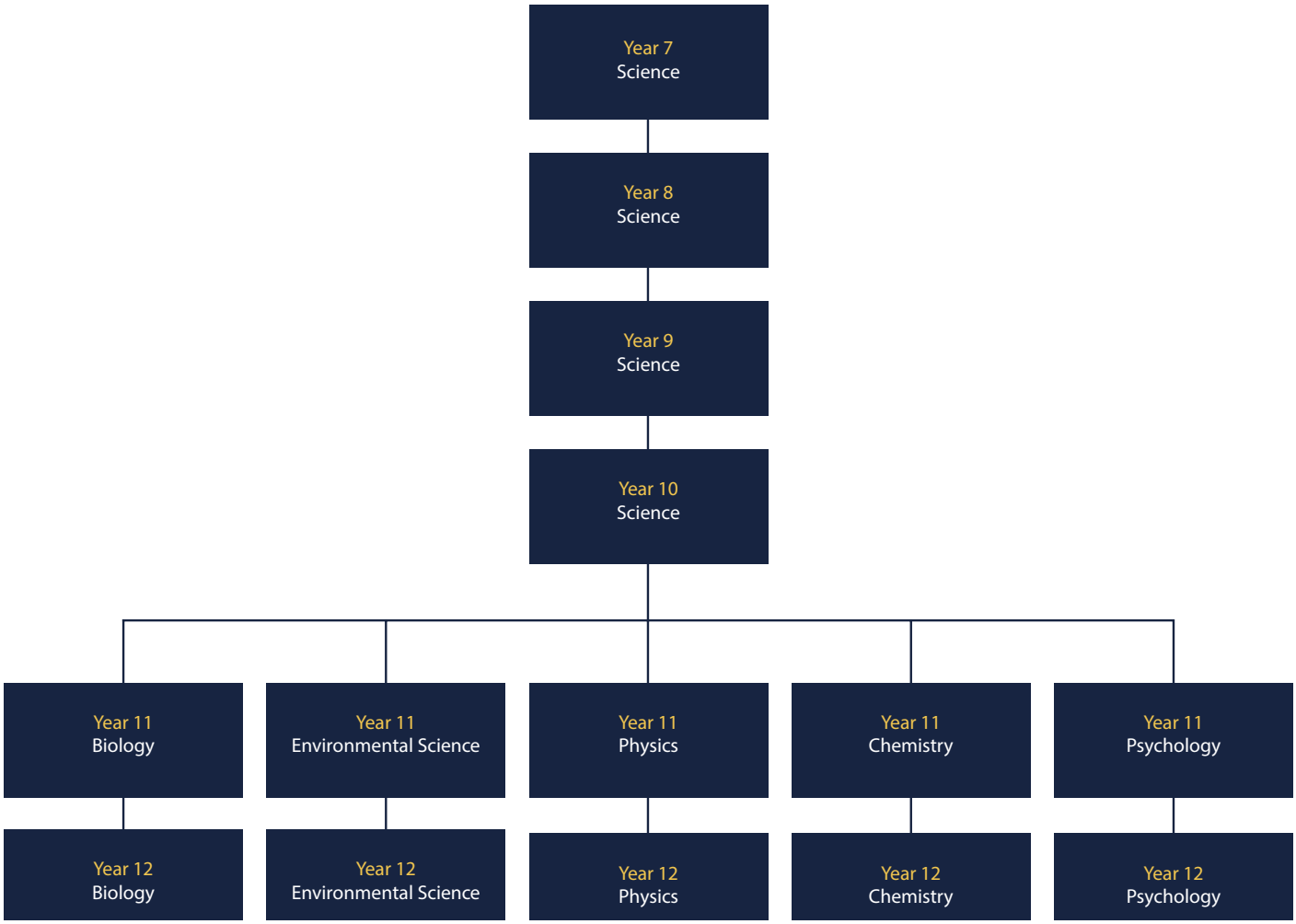
In Unit 4 Areas of Study are drawn from themes 2 & 3:

- Multiculturalism
- Global Warming

Science

Science
VCE Biology
VCE Chemistry
VCE Environmental Science
VCE Physics
VCE Psychology

Science Pathways



Science Year 7 & 8

In Year 7 and 8 science students will complete a range of tasks including scientific investigations and projects where they will explore the concepts below.

Science strands	Topic name	Description of course
Science Inquiry	Science toolkit	Investigation of science safety, equipment and writing skills.
Biological Sciences	Classify this	Identification and classification of living things
	Ecosystems	Energy flow through ecosystems, food webs and food pyramids
	Surviving	Understanding the relationships between body systems
	Cells alive	Comparing prokaryotic and eukaryootic cells and elements of cell theory
Chemical Sciences	Chemical Structures	Identification of Atoms, elements and compounds and distinguish between states of matter
	Separating mixtures	Investigation of particles and mixtures and how they can be separated
	Physical and chemical change	Investigation of chemical and physical change
Earth and Space Sciences	Earth, sun and moon	Explain how the earth, sun and moon interact to cause the seasons, tides and weather
	Geology	Examine how tectonic plate movement is the result of geological activity
	Resources	Renewable and non-renwable
Physical Sciences	Forces do work	Exploration of different forces and how simple machines exploit these forces
	What is energy?	Investigation of the concepts of energy; specifically focussing on energy transfer and transformations
	Current flows	Investigation of the generation and usage of electrical energy in electric circuits

Science Year 9 & 10

In Year 9 and 10 science students will be enhancing their scientific knowledge in Biology, Chemistry, Earth and space, Physics and Psychology. They will complete a range of tasks including scientific investigations and projects which are aimed at preparing them for a VCE science pathway.

Science strands	Topic name	Description of course
Science Inquiry	Science Skills	Exploration of the skills required in practical investigations.
Biological Sciences	Chemical and electrical signalling	Comparison of the central and peripheral nervous systems with the endocrine system and their relationships in homeostasis.
	Reproduction	Investigation of sexual and asexual reproduction in plants and animals.
	Preventing disease	Investigation of the transmission and prevention of disease.
	It's in your Genes	Exploration of the study of Genetics and how mutations of DNA and natural selection lead to new species
Chemical Sciences	Atomic Structure	Examination of the subatomic particles in the atom and how changes in these can lead to radioactivity
	Chemical Interactions	Application of the law of conservation of mass in chemical and biological reactions.
	The Periodic Table	Investigation of the trends of the periodic table and how these and other factors affect reaction rates.
Earth and Space Sciences	The carbon cycle	Analysis of carbon systems on earth including organic and inorganic carbon and how these alter with time.
	Green chemistry	Examination of climate change; greenhouse gases, energy consumption, human impact and resource usage
Physical Sciences	Forces move things	Exploration of Newton's laws of motion
	Moving particles	Wave and particle models can be used to describe energy transfer; electricity can have alternating or direct current
Psychology	Mental wellbeing	Appreciate the significance of mental health and its importance in society.

In VCE Biology students will learn about the fundamental principles of biology, including the structure and function of cells, the interactions between organisms and their environment, and the mechanisms of immune response, inheritance and evolution.

VCE Biology provides study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, health care, horticulture, medicine, optometry, physiotherapy and veterinary science.

It is highly recommended that students complete a Year 10 Biological science subject before entering into VCE Biology.

Year 11

Unit 1: How do organisms regulate their functions?

- Cellular structure and function: Students will learn about cells as the basic structural feature of life on Earth, including the distinction between prokaryotic and eukaryotic cells, as well as the structure and function of the plasma membrane.
- The cell cycle and cell growth, death and differentiation: Students will gain an understanding of cellular processes such as binary fission, the sub-phases of mitosis and apoptosis as a regulated process of programmed cell death, along with disruption of and malfunctions in the cell cycle.
- Functioning and regulation of systems: Students will investigate the specialisation of animal cells into tissues, organs and systems with specific functions: digestive, endocrine and excretory. Students will learn about the regulation of homeostasis and malfunctions in homeostatic mechanisms.
- Investigation design and scientific communication: Students will investigate biological science concepts specific to the selected scientific investigation and their significance and learn skills to demonstrate scientific evidence and how to communicate scientifically.

Unit 2: How does inheritance impact on diversity?

- Chromosomes, genomes, genotypes and phenotypes: Students will learn about the genetic information that codes for all life and how this information is passed on in the form of genes. They will investigate influences of genetic material, and environmental and epigenetic factors, on phenotypes and the use of symbols in writing of genotypes.
- Patterns of inheritance and reproductive strategies: Students will investigate pedigree charts and patterns of inheritance, including autosomal and sex-linked inheritance and learn the skills required to predict genetic outcomes. They will gain an understanding of biological advantages and disadvantages of asexual and sexual reproduction as well as the process and application of reproductive cloning technologies.
- Adaptations, diversity and analysis of bioethical issues: Students will learn the structural, physiological and behavioural adaptations that enhance an organism's survival and enable life to exist and the contribution of Aboriginal and Torres Strait Islander peoples' knowledge and perspectives in understanding adaptations of, and interdependencies between, species in Australian ecosystems. Students will be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

Year 12

Unit 3: How do cells maintain life?

- Nucleic acids and proteins: Students will learn about the role of DNA in providing the instructions for protein synthesis, including transcription and translation including the mechanisms and significance of gene expression and regulation.
- DNA manipulation: Students will study the ways in which biotechnology including PCR, Gel electrophoresis and CRISPR Cas-9 have been used in genetic manipulation and how these can be used to cure known diseases.
- Biochemical processes: Students will investigate cellular processes, including aerobic and anaerobic cellular respiration, photosynthesis and enzyme action.

Unit 4: How does life change and respond to challenges?

- Infectious disease: Students will learn about the different types of infectious agents, including viruses, bacteria, and fungi, and how they cause disease in humans.
- Immunity: Students will study the different components of the immune system and how they work together to protect the body from infection.
- Evolution: Students will learn about the mechanisms of evolution, including natural selection, genetic drift, and gene flow, and how these processes have led to the diversity of life on Earth.
- Investigation design and scientific communication: Students will investigate biological science concepts specific to the selected scientific investigation and their significance and learn skills to demonstrate scientific evidence and how to communicate scientifically.

In VCE Chemistry students will learn about a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Chemistry is an excellent subject for students who have an interest in science as a whole, or those who want to take a science subject, but have no idea which. Its overlap with biology and physics means there is something for everyone. It's also a prerequisite to a wide range of university subjects, including medicine and dentistry. It is essential that you complete Year 10 Chemical patterns to be successful in VCE Chemistry. If you did not complete Year 10 Chemistry, it is advised that you speak to the Science Head of Learning.

Year 11

Unit 1: How can the diversity of materials be explained?

- Elements as the building blocks of useful materials: The students will learn about the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures. They use metal recycling as a context to explore the transition in manufacturing processes from a linear economy to a circular economy.
- The measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers: Students develop practical techniques to quantify amounts of substances and to investigate the chemistry of organic compounds.
- Creating a more sustainable future: Students undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge linked to the knowledge and skills previously developed.

Unit 2: How do chemical reactions shape the natural world?

- The properties of water: The students will explore the properties of water, learn to write equations for acid-base and redox reactions, and apply concepts including pH as a measure of acidity.
- The analysis and quantification of chemical reactions: The students will learn how to measure the solubility of substances in water, explore the relationship between solubility and temperature using solubility curves, and learn to predict when a solute will dissolve or crystallise out of solution. They quantify amounts in chemistry using volumetric analysis, application of the ideal gas equation, stoichiometry and calibration curves.
- Quantitative scientific investigations: The students will adapt or design and then conduct a scientific investigation related to chemical equations and/or analysis, which must include the generation of primary data.

Year 12

Unit 3: How can design and innovation help to optimise chemical processes?

- Current and future options for supplying energy: Students will focus on analysing and comparing energy sources and carbohydrates, proteins, and lipids as fuel sources for the body. They will learn about the combustion of fuels and quantify the amounts of energy and gases produced. They will explore how energy can be sustainably produced from chemicals to meet the needs of society while minimising impacts on the environment.
- Optimisation of rate and yield of chemical reactions: Students will explore the factors that affect the rate and yield of equilibrium and electrolytic reactions. Students will explore the sustainability of options for producing materials for society.

Unit 4: How are carbon based compounds designed for purpose?

- Categorisation and synthesis of organic compounds: Students will focus on the structure, naming, properties and reactions of organic compounds, including the metabolism of food. They will explore how synthetic organic compounds can be produced more sustainably.
- Analysis and use of organic compounds: Students will focus on laboratory and instrumental analysis of organic compounds and the function of medicines. They will use distillation to separate mixtures, use volumetric analysis to calculate redox quantities and explore instrumental analysis.
- Use of scientific inquiry to investigate the sustainable production of energy and/or materials: Students will undertake a student designed scientific investigation. The investigation will involve the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds.

VCE Environmental Science

VCE Environmental Science is designed to provide an understanding of the natural world and the environmental issues facing society. The courses typically cover topics such as the ecosystem, biodiversity, sustainability, and natural resource management. Environmental Science is an interdisciplinary subject that combines elements of biology, chemistry, physics, geology, and ecology to study the interactions between humans and the natural environment.

It is recommended that students complete Year 10 Environmental science as this subject covers many of the topics that are completed within the VCE curriculum.

Year 11

Unit 1: How are Earth's dynamic systems interconnected to support life?

- Earth systems: Students may focus on the study of ecosystems, including their structure and function, as well as the factors that affect them, such as climate change, human activity, and natural disasters.
- Environmental change: The course also covers the impact of human activities on the environment, including pollution, habitat destruction, and overuse of resources and how modern technologies are used to investigate these issues.
- Student investigation: Students adapt or design and then conduct a scientific investigation into the monitoring of ecosystems or their components and/or change in ecosystems.

Unit 2: What affects Earth's capacity to sustain life?

- Sustainability: Students may study the concept of sustainability and its application to environmental issues. The course explores the social, economic, and political factors that influence sustainable development, as well as the role of technology in addressing environmental challenges.
- Relationships: Students may also examine the relationship between human societies and the natural environment, including indigenous perspectives and environmental ethics.

Year 12

Unit 3: How can biodiversity and development be sustained?

- Ecosystems: This topic covers the structure and function of different types of ecosystems, including forests, oceans, and grasslands. Students learn about the biotic and abiotic components of ecosystems, and how they interact with each other.
- Human Impact on the Environment: This topic covers the ways in which human activities such as agriculture, urbanisation, and industrialisation can impact the natural environment. Students learn about the ecological, social, and economic impacts of human activities, and explore ways to minimise these impacts.
- Environmental Management: This topic covers the various strategies and techniques that can be used to manage natural resources and protect the environment. Students learn about topics such as sustainable agriculture, renewable energy, and waste management.

Unit 4: How can climate change and the impacts of human energy use be managed?

- Climate Change: This topic covers the science behind climate change, including the causes and effects of global warming. Students also learn about the impacts of climate change on natural systems and human societies, as well as the strategies that can be used to mitigate and adapt to climate change.
- Energy sources: This topic covers the major factors that affect Earth's climate, explain how past and future climate variability can be measured and modelled, and evaluate options for managing climate change. Comparison of the advantages and disadvantages of using a range of energy sources, and investigation into the ways we manage the impacts of human energy use.

Physics is the science dedicated to understanding how our world and the universe behaves and why it does what it does. It is one of the core analytical science subjects and is a pre-requisite subject in engineering, science, information technology and architecture along with those choosing to become a pilot. To complete this subject successfully you must have strong mathematics skills and have completed Year 10 Physics.

Year 11

Unit 1: How is energy useful to society?

- Light and heat: Students will investigate the wave model for light and the particle model for thermal energy, how light and thermal energy are related and investigate energy transfers.
- Nuclear energy: Students will investigate the properties of radiation emitted from the nucleus and its effects on human cells and tissues. They evaluate the viability of nuclear energy as an energy source for Australia using the knowledge gained from studying fission and fusion.
- Electricity: Students develop models to analyse electrical phenomena and conduct practical investigations of circuit components. They explore the use of transducers to transfer energy in common devices, and the importance of electrical safety in their design and use.

Unit 2: How does physics help us to understand the world?

- Motion: Students analyse the energy and motion of objects, use graphical, numerical, and algebraic methods to describe and analyse motion and apply their understanding of motion and force to a case study.
- Contemporary issues: Students focus on an area of interest within various areas of physics. They use their knowledge of physics to form a stance, opinion, or solution related to the chosen area.
- Scientific investigation: Students adapt or design and conduct scientific investigations to generate qualitative and/or quantitative data, organise and interpret it, and reach a conclusion in response to a research question.

Year 12

Unit 3: How do fields explain motion and electricity?

- Motion: Students use Newton's laws to investigate motion in one and two dimensions and are introduced to Einstein's theories to explain the motion of very fast objects.
- Field models: Students examine the similarities and differences between three fields: gravitational, electric and magnetic and explore how positions in fields determine the potential energy of an object and the force on an object.
- Electricity: Students use evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

Unit 4: How can two contradictory models explain both light and matter?

- Light: Students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation.
- Light and matter: Students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties.
- A student-designed practical investigation: Students undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations that may be undertaken.

VCE Psychology

In VCE Psychology, students scientifically explore the complex interactions between human thoughts, feelings, behaviours, and biological processes. Students who study VCE Psychology are well positioned to begin pursuing a career across a range of different disciplines, such as clinical psychotherapy, scientific research, neuropsychology, teaching, and human resources. VCE Psychology spans two years. Whilst not compulsory to complete psychology in year 11 to enter year 12 psychology, students who do study psychology in year 11 have a stronger foundation and tend to experience more success in year 12, due to the strong overlap between the two years.

Year 11

Unit 1: How Are Behaviour And Mental Processes Shaped?

- How do biological, psychological, and social factors interact to influence the person that we become?
- Students explore the structure of the human brain, and the role that each structure plays in in enabling our thoughts, feelings, and behaviour
- A critical analysis of scientific approaches that psychologists use to answer a research question relating to contemporary psychology

Unit 2: How Do Internal And External Factors Influence Behaviour And Mental Processes?

- How does our thinking change when we are in the presence of others?
- The complex cognitive processes of decision-making and problem-solving
- The powerful impact of various forms of media on psychological functioning

Year 12

Unit 3: How Does Experience Affect Behaviour And Mental Processes?

- The role of the human nervous system, including neurons, in enabling us to respond to our environment
- Students explain the psychological and biological processes involved in stress, as well as various strategies tocombat stress and improve mental wellbeing
- The impact of the gut's interaction with the brain on psychological functioning

Unit 4: What Influences Mental Wellbeing?

- Students explore stress, anxiety, and phobias, to understand how mental wellbeing is expressed on a continuum.
- The biological, psychological, and social factors that promote healthy mental wellbeing
- The importance of sleep in maintaining healthy wellbeing, including how psychologists study the different stagesof sleep.

Technology

Year 7 - 10

VCE Food Studies

VCE Product Design & Technology (Textiles)

VCE Product Design & Technology (Wood)

VCE Systems Engineering

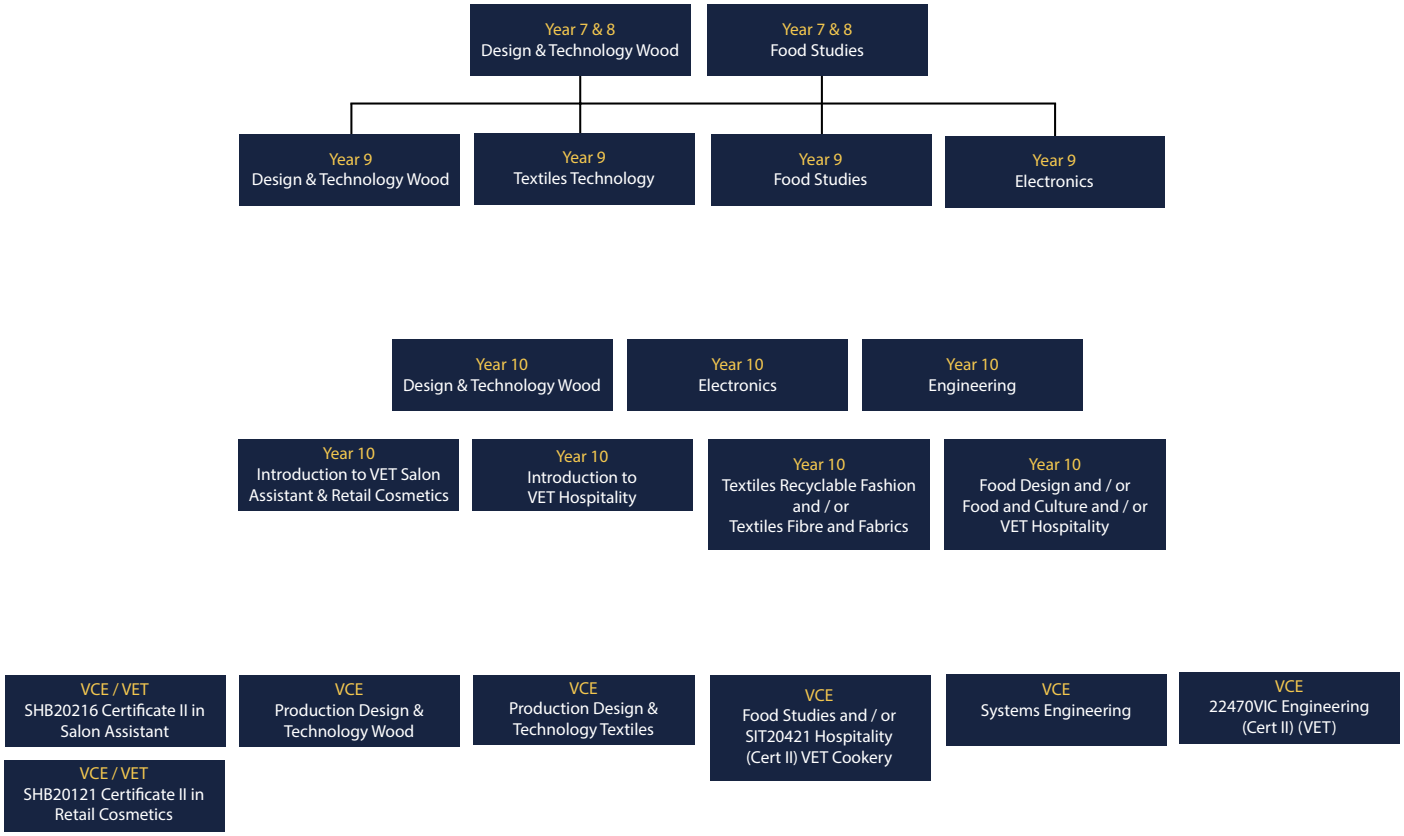
22470VIC Certificate II in Engineering (VET)

SIT20421 Certificate II in Hospitality (Cookery) (VET)

SHB20216 Certificate II in Salon Assistant (VET)

SHB20121 Certificate II in Retail Cosmetics (VET)

Technology Pathways



Technology Year 7 & 8

Technology studies at Penola Catholic College involve the purposeful application of knowledge, experience, and resources to create products and processes that meet human needs. It is important that students learn to use technology and learn about its power and scope as well as its limitations. They need to learn to be innovative in perceiving possible uses of technology to solve human problems, and to orient themselves towards the future with an awareness of the implications of these possibilities. With the appropriate knowledge and skills, students will be able to use technology in an efficient and responsible manner and thus, be better able to adapt to the rapid changes taking place in their career prospects, future workplaces, and lifestyles. An understanding of the influences on, and limitations of, developments in technology will enable students to be better prepared to adapt to new applications of technology and to participate in controlling and monitoring their development. The Technology Learning Area explores the processes involved in production, regardless of what medium or material is chosen. Students will be working with equipment that complements their own skills development and enhances their knowledge of the area studied.

Year 7 and 8 Food Studies

All students complete a semester of Food Studies in Year 7 & 8. The students participate in units which introduce them to the functions of proper use of kitchen equipment. Students develop food skills, an understanding of nutrition, preparation, and consumption.

In the second year, students broaden their knowledge of various food groups. They develop skills in the production process by safe use of tools and equipment in the kitchen preparing, cooking and final presentation.

Year 8 Design & Technology

All students complete a semester of Design & Technology in Year 8. Students must learn to innovate by understanding how to use technology to solve human problems and be mindful of the future implications of these technologies. By acquiring the appropriate knowledge and skills, they can use technology efficiently and responsibly, enabling them to adapt to rapid changes in their careers, workplaces, and lifestyles. As part of their learning, students will explore the process of using a 3D printer to create their final designs.

Technology Year 9

Students are required to choose one Technology elective in Year 9.

They may select from the following units:

- Electronics
- Food Studies
- Textiles Technology
- Design & Technology (Wood)

The choices made in Year 9 do not limit future choices in Years 10 and 11.

Points to note: There are no prerequisites for any Year 10 unit or any VCE unit in this learning area.

Students who wish to study a second Language (Italian and French or Japanese and French) must select one Technology /Information Technology unit only.

Students select from the following subjects:

Electronics
In this unit, students will learn about circuit symbols, the purpose of electronic components and the use of multimeter to measure voltage and resistance in simple electronic models. They will assemble, modify, and evaluate basic electronic circuits based on one or two transistors. Students will also investigate the operation of a modern technological system.

Food Studies
This unit focuses on food, health, and technology. Students will broaden their knowledge of food as a functional material in preserving, the study of the Food Groups, nutrition, and fast foods. Students develop skills in the production process by safe use of tools and equipment in preparing a wide variety of foods.

Textiles Technology
This unit encourages students to think critically and creatively to solve design problems, through an exploration of learning activities and decision making. Students will work through the Product Design Process to Investigate, Design, Produce and Evaluate a product. Students will be given the opportunity to work in a creative workspace that is conducive to learning to develop their ideas and express their creativity through textiles processes and techniques to create their own product.

Design and Technology Wood
In this unit, students broaden their knowledge of the technology of various materials. Students further develop skills in an understanding of construction processes through the safe use of hand and power tools. The students will use materials such as wood and metal to design and manufacture products, models and/or prototypes to specifications and standards. They will use a range of appropriate techniques and equipment to specified degrees of accuracy and precision to make modifications when required.

Technology Year 10

Year 10 students begin to design their pathway to the future. The Technology learning area provides a wide range of opportunities for students to develop skills which relate to many industries. They can select from the following areas:

- Electronics
- Food and Culture
- Food Design
- Textiles Fibre and Fabrics
- Textiles Recyclable Fashion
- Design and Technology (Wood)
- Engineering
- Introduction to Salon Assistant and Retail Cosmetics
- Introduction to VET Hospitality

Penola Catholic College offers state of-the-art facilities and resources to support the broad range of Technology pathways on offer.

The Year 10 Subjects are semester units:

- The choices made in Year 10 do not limit future choices in Year 11.
- There are no prerequisites for any VCE units in this Learning Area.
- Students may also apply to accelerate in the VCE Technology subjects on offer.
- Students who are very interested in the Technology subjects can choose extra units from the free choices.

Food and Culture
In this unit, students are introduced to different cuisines from many countries around the world. Students will learn how to prepare, cook, and serve a wide variety of food from other culture.

Food Design
This unit focuses on the creative area of food design and preparation. Students will establish skills in the construction of both savoury and sweet appetisers, to create "Cafe Style" themed assessment.

Introduction to VET Hospitality
VET Hospitality / Cookery in Year 10 is a practical subject introducing students to the hospitality industry. It is designed for students looking towards a career in the exciting world of hospitality, cookery and tourism. Students selecting this subject should have a strong interest in food and beverage service. They should be able to work cooperatively with others in group situations. Learning experiences for students selecting this subject will include involvement in various functions, coffee, food and drink service. Students will cook individually to extend their skills in food production and presentation. Students will complete a range of small elective modules over the semester of work.

Design and Technology Wood
In this unit, students broaden their knowledge of the Technology of various materials, predominantly wood. Students develop skills and understanding of construction processes through safe use of hand and power tools. Students further develop problem-solving skills through the design and construction process.

Engineering
This unit is an introduction to VET Engineering and covers areas of understanding and interpreting technical drawings, machine processes and fabrication techniques. It also investigates Occupational Health and safety principal's and using power tools for engineering related work activities. The study provides students with practical and theoretical skills to construct models from plans.

Textiles – Fibres and Fabrics
Students explore the concept of textiles through looking at textile fibre, printing and decorating and manipulation of a wide variety of textile materials. The idea of textiles in interior design, furniture, costume, dress, and contemporary culture may be explored through design and production.

Textiles – Recyclable Fashion
In this unit, students will broaden their knowledge whilst using a variety of sustainable textiles materials. Students will develop the skills and understanding of the construction process through the safe use of the sewing machine and other textiles related equipment. Problem solving skills in design, deconstruction and construction will be developed through the investigation of recycled and up cycled theories in fashion to create a functional final product.

Electronics
In this unit, students will use basic tools to complete a series of electronic models. They will learn simple circuit theory enabling them to make simple calculations on voltage, current and resistance. They will use measuring instruments to test the operation of their models.

Introduction to VET Salon Assistant and Retail Cosmetics
The Hair and Beauty subject is a pathway course that allow students to explore and gain hands-on experience in the field of hairdressing and beauty. A total of 6 units are offered over the course of one semester. This course provides students with a practical understanding of the industry and helps them make informed decisions about their career pathway. Students will get the opportunity to develop valuable skills related to hair styling, makeup application, skincare, and more. These skills can be applied both personally and professionally, and they can serve as a foundation for future education or employment in the hairdressing and beauty industry.

VCE Food Studies

VCE Food Studies examines the background to Australia's varied and abundant food supply and explores reasons for our food choices. This study is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. The study is made up of four units and each unit contains two areas of study.

Unit 1 Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time.

Unit 2 Food Makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students produce foods and consider a range of evaluation measures to compare their foods to commercial products.

Unit 3 Food in Daily Life

This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

Unit 4 Food Issues, Challenges and Futures

In this unit students examine debates about global and Australian food systems. Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills, and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends, and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

This study enables students to understand sustainability and ethical responsibilities by incorporating social, environmental, economic, and worldview considerations in their designs. It encourages the use of design thinking strategies—critical, creative, and speculative—in product development, while employing a design process to generate and communicate multiple creative ideas, concepts, and product design options through various visual techniques and prototypes. Students explore, test, and use a wide range of materials, understanding their characteristics and properties in different contexts, and practice sourcing, processing, producing, and assembling materials with an awareness of their environmental, social, economic, and psychological implications. They develop, document, and follow safe methods of working with technologies across various materials, tools, and processes, apply project management techniques to ensure production meets budget and timeline constraints, and analyse, evaluate, and critique the appropriateness of designed products.

Unit 1 Design Practices
Students focus on the work of designers across product design specializations. They explore how designers collaborate, conduct research, and generate ideas, practicing critical, creative, and speculative thinking strategies. Students develop their designs using both manual and digital drawing systems and experiment with materials, tools, and processes to create prototypes. They analyse and evaluate existing products and technological innovations, understanding the importance of a design brief and using the Double Diamond design approach. Through practical work, students develop safe skills in exploring materials, tools, and processes, ultimately creating innovative product concepts.

Unit 2 Positive Impacts for End Users
Students research the diverse needs of end users locally and globally, exploring inclusive product design solutions that enhance belonging, access, usability, and equity. They examine social and physical influences on design, develop end-user profiles, and create products that address specific needs. Additionally, students explore cultural influences on design, gaining awareness of Aboriginal and Torres Strait Islander design practices, sustainable design's role in caring for Country, and the integration of traditions and culture in contemporary designs. They also connect to personal or other cultural heritages.

Unit 3 Ethical Product Design and Development
Students research real needs or opportunities with explicit ethical considerations, generating product concepts and a final proof of concept to address these needs. The unit emphasizes the importance of sustainability, analysing available materials, manufacturing tensions, modern practices, and product lifecycles. Using the Double Diamond design approach, students develop ethical products through a problem-based design process, incorporating testing and evaluation. They examine factors influencing design and production within industrial settings, including iconic designs, planned obsolescence, and products designed for longevity or reuse. Students formulate design briefs, conduct market research, and generate, evaluate, and critique graphical product concepts. They also develop prototypes, create production plans, and implement them safely to bring their ethical product concepts to fruition.

Unit 4 Production and Evaluation of Ethical Designs
Students continue working as designers, refining their production skills and observing safe practices with various materials, tools, and processes. They collect, analyse, and present data, use ethical research methods, and engage with end users for feedback to inform their design solutions. The unit emphasizes speculative design thinking to encourage research, product development, and entrepreneurial activity by examining current, emerging, and future technologies and market trends. Students produce the design from Unit 3, monitor their progress, and justify any modifications. They also evaluate their product and existing products using criteria, data, and feedback, proposing enhancements to foster future-focused, innovative, and entrepreneurial design.

Systems Engineering is concerned with designing solutions to practical problems by integrating knowledge of science, electronics, mechanics, and mathematics with technical and practical application. Systems Engineering also involves the use of advanced testing and measurement to ensure that products perform as expected. It aims to help you to create, use and control a variety of electro-technological systems such as: a power supply, alarm, remote control, and robotic arm.

Unit 1 Mechanical Systems

The theoretical focus of Unit 1 is on mechanical fundamentals: force, energy, inclined planes, gears, and levers. The practical focus is to design, plan, manufacture, test performance, diagnose faults and evaluate a functional system. In their investigation, students will focus on the impact of technological systems on the society and environment in which they operate.

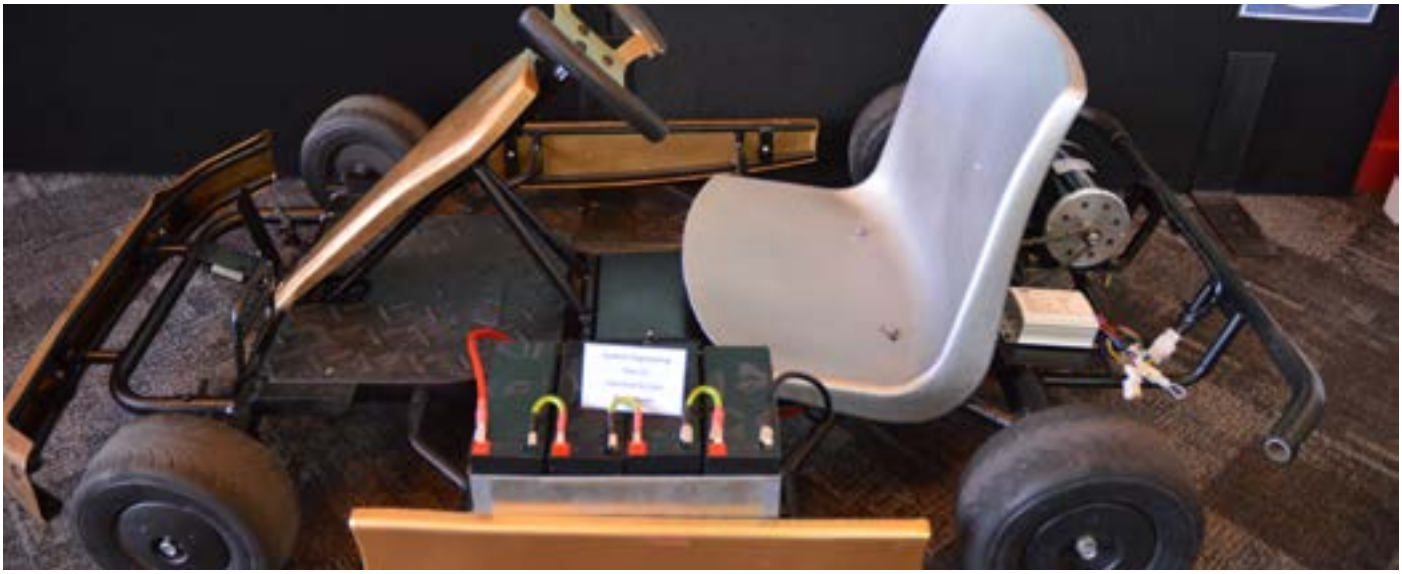
Unit 2 Electro-technological Systems

The focus of Unit 2 in theory is on electro-technological engineering fundamentals such as: components functions and symbols, designing printed circuit boards, measuring, and testing methods and tools, elementary fault finding, repair and maintenance in design and production, and the maintenance techniques in the production activities. In the investigation report students need to explain how new and emerging technologies, such as new materials, processes and methods of manufacture, alternative fuels and alternative energy sources provide advancement in technological systems such as microelectronics, nanotechnology, fuel cells, hybrid technology and new applications for materials. The future developments of new and emerging technology and likely effects on the design and function of a technological system will be also investigated.

Unit 3 & 4 Integrated and Controlled Systems Engineering

Units 3 & 4 focus on integrated and controlled systems. Students will be designing and producing an integrated technological system of their choice such as: a remote-controlled vehicle, an alarm system, a robotic arm, or an automated green house. The diagnostic practices are related to the student's production work. The knowledge and skills of project management techniques, risk assessment and risk management, folio presentation is also required.

The focus of Units 3 & 4 research is on the analysis and comparison of the environmental benefits and implications of using different energy sources and how specific energy sources affect the design, performance and use of technological systems.



22470VIC Certificate II in Engineering (VET)

This TAFE Certificate II in Engineering covers 14 modules over the two years of VCE. All modules are completed at school, and a certificate will be granted on completion by Education Living. The Engineering Certificate will provide four units in the VCE Certificate and will be used in calculating the ATAR Score for tertiary selection. In addition to supporting TAFE and University applications, the certificate improves student access to Engineering and Manufacturing Apprenticeships as well as equipment assembly and sales positions. Some aspects of the course require on-the-job training, so students will have an optional two-week work placement each year. This will occur in a two-week block – the last week of a school term followed by the first week of school holidays.

This VET program is an entry level training program for students wishing to pursue a range of occupations associated with the Engineering and Manufacturing Industries.

It covers the four main areas of engineering - Mechanical, Fabrication, Electrical, Machining, and Production - with an emphasis on Fabrication.

Year 11 Unit 1 & 2 Modules

- Apply principles of Occupational Health & Safety in the work environment
- Use hand tools
- Select and interpret drawings and prepare three dimensional (3D) sketches and drawings
- Apply basic fabrication techniques
- Use power tools/handheld operations
- Perform basic machining processes
- Report on a range of sectors in the manufacturing, engineering, and related industries
- Perform metal machining operations

It is recommended that Additional VCE units are completed to assist with parts of the modules. e.g General Mathematics 1 & 2.

Year 12 Unit 3 & 4 Modules

- Undertake a basic engineering project
- Perform intermediate engineering computations
- Produce basic engineering components & products using fabrication & machining operations
- Perform metal machining operations

Please note: Students who wish to study Engineering in Year 12, this subject covers one module of Mathematics.

SIT20421 Certificate II in Hospitality (VET) (Cookery)

The VET Hospitality program is designed to prepare students for further study and/or a career in the Hospitality sector. The program also helps students develop a range of skills, that can position them well, to secure part-time employment in a competitive industry. The Hospitality Industry has been a common workplace for many full-time tertiary students whilst pursuing studies in an alternate career path.

Current social and economic conditions are impacting service industries, making for a more competitive market, so holding a qualification gives you a distinct employment advantage.

This course will provide the students with knowledge and skills that are delivered at the college and can be undertaken by both VCE and VCE VM students. The external RTO will issue the Certificate on completion.

The course provides four units on the VCE certificate and can be used in the best four VCE studies for calculating the ATR score for tertiary entrance. In addition to supporting TAFE and university application, the certificate improves student access to apprenticeships, traineeships, and employment.

SIT20421 Certificate II in Hospitality

This qualification offers individuals general Hospitality knowledge and a range of food and beverage service skills. Students will be involved in routine tasks, whilst learning new skills under the supervision of a teacher.

The course is well-suited to students that enjoy practical learning. The course focuses on front of house Hospitality skills, such as barista skills, food hygiene, food advice, and financial transactions.

Key learning areas covered include:

- Hospitality skills
- Coffee making skills
- Work health and safety
- Hygienic practices for food safety
- How to interact with customers

Job opportunities that can result from completing this course and subject include:

- Bar attendant
- Café attendant
- Catering assistant
- Food and beverage assistance
- Customer service

SHB20216 Certificate II in Salon Assistant (VET)
SHB20121 Certificate II in Retail Cosmetics (VET)

SHB20216 Certificate II in Salon Assistant

Salon Assistant is offered to Year 11 & 12 students and Year 10 students who are accelerating. This qualification is ideal for students interested in a career in hairdressing. Upon successful completion, students will be well prepared to apply for a hairdressing apprenticeship. This hands-on qualification allows students to develop their creative and practical skills within a real salon setting, focused on developing employability skills.

Students learn how to prepare clients for salon services, safe use of hairdressing tools and equipment, hair styling techniques and products, all whist gaining knowledge of the hair and beauty industry.

To achieve this qualification, students must demonstrate competency in all modules, meet the attendance requirements, and complete over the two-year duration.

SHB20121 Certificate II in Retail Cosmetics

Retail Cosmetic is offered to Year 11& 12 students and Year 10 students who are accelerating. This qualification reflects the role of retail personnel involved in a defined range of tasks to sell and demonstrate beauty or cosmetic products. Thid qualification provides a pathway to work as a retail sales consultant in any business that sells beauty or cosmetic products and services. This can include beauty and hairdressing salons, retail outlets and department stores.

To achieve this qualification, students must demonstrate competency in all modules, meet the attendance requirements, and complete over the two-year duration.

Acquired knowledge: The breadth, depth and complexity of knowledge and skills within these courses would prepare a person to perform in a range of varied activities.

Some modules that will be covered:

- Communicate as part of the team
- Design and apply make-up
- Produce visual merchandise displays
- Apply safe hygiene, health and work practices
- Dry hair to shape