



## ARTS



**Jess Gray**

Arts Instructional Leader

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally.

Students are both artist and audience in the Arts. They make, respond and learn to appreciate the specific ways this occurs in different disciplines including the performing arts and the world of visual representation and expression.

The Arts includes Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication Design.

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### -Art Making and Exhibiting 1-2

**Subject Code:** V1AAE

**Year Level:** 11

#### Overview

- Develop an individual studio process and practice
- Explore a range of materials, methods and media
- Examine and analyse artistic influences

#### Detailed Information

##### Unit 1: Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms.

##### What does this mean for me?

You use your individual ideas and explore a range of materials and techniques related to specific art forms. You will research and analyse the ways in which Australian artists from different contexts have developed their studio practice.

#### Assessment

- Visual Arts journal of exploratory work
- Presentation of at least one finished artwork
- Presentation on artists and an exhibition studied
- End of semester exam

##### Unit 2: Understand, develop and resolve

You will investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. You will begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions.

##### What does this mean for me?

You will:

- Investigate the intentions of artists and the different characteristics of their art making
- Trial materials, techniques and develop ideas around a theme to create works of art
- Progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

#### Assessment

- Design and curate a thematic exhibition of six artworks

- Production of a series of experimental artworks documented in your Arts journal
- Production of at least one artwork
- End of semester exam

## What sort of student would like Studio Arts?

Someone who enjoys visual arts, photography and design.

## Pre-requisites

Nil. However, completion of Pathways subjects in Media or Visual Arts would be helpful. To undertake Unit 3 and 4, it is preferable to have completed Unit 1 and 2.

## Other considerations

Students may be required to purchase some of their own materials.

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## Media 1-2

**Subject Code:** V1AME

**Year Level:** 11

### Overview

- Analyse the truth about what we see in the media
- Make your own media products
- Study the impact of media on Australian society

## Detailed Information

### Unit 1: Media forms, Representations and Australian stories

We explore how media in a range of media forms and from different times and places are constructed, distributed, engaged with, consumed and read by audiences (including Australian fiction and non-fiction). You also design and produce your own media representations for a particular audience.

### What does this mean for me?

We consider a variety of media products such as advertisements, TV shows and films. You analyse how they are represented and how audiences perceive them. We study the representations of various Australian stories and how they impact audiences. You will also study the representations of film genres through trailers and posters, along with creating your own film trailer and poster, re-cutting or 'flipping' its genre. If you like film editing and analysing the way films are constructed, then this unit is for you.

### Assessment

- Written tasks regarding representations
- Production of a media product in two forms
- End of semester exam

### Unit 2: Narrative across media forms

We examine how narratives (stories) construct realities and meanings for audiences by looking at least two specific films. Our class looks at how audience, engagement, consumption and reception play a key role in understanding how a narrative is formed. You then apply this theoretical knowledge to create your own narratives. We also investigate the relationship between new and old media forms and how the development of media impacts society.

### What does this mean for me?

If you like producing your own films, analysing how films are created and how audiences respond to films in different ways, then you shall enjoy this unit. If you like looking at how media technologies have changed over time and have replaced old forms of communication, then this would be of interest.

### Assessment

- Oral Presentation on chosen Media creators
- Analysis of the making of a film
- Analysis of new media developments and their impact on society
- End of semester exam

## What sort of student would like Media?

Someone who:

- Is interested in working in the media/communications industry in the future
- Enjoys planning and creating their own media production (a choice of film, photography, animation or print)
- Enjoys studies of Psychology, Sociology, History and English

## Pre-requisites

Preferably a Pathways subject such as Media. Some knowledge of Adobe (Photoshop, InDesign, Premiere Pro) would be an advantage, but not essential.

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## Theatre Studies 1-2

**Subject Code:** V1ADT

**Year Level:** 11

### Overview

- Explore theatre styles and conventions
- Script interpretation
- Play analysis

### Detailed Information

#### Unit 1: Pre-modern theatre styles and conventions

Unit 1 focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. 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.

#### Unit 2: Modern theatre styles and conventions

In Unit 2, students 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.

### Assessment

One practice-based assessment and one written task. Assessments may include:

- Interpretation of scripts from the pre-modern era through the application of acting, direction and/or design: costume, make-up, props, set, lighting, sound
- Oral/visual/multimedia reports and/or presentations
- Structured questions
- A research report

### What sort of student would like Drama?

Someone who enjoys performing and working with others to create characters and scripts. You should like investigating character types and exploring a variety of performance styles and conventions.

### Pre-requisites

Preferably Pathways Drama courses.

### Other considerations

- Effective time management and strong organisational skills are essential.
- Much of the script-writing and rehearsals will take place outside of class time. You must also be available to attend excursions.

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## Visual Communication Design 1-2

**Subject Code:** V1AVC

**Year Level:** 11

### Overview

- Convey visual language through logos, posters and more
- Focus on design that helps solve environmental challenges
- Incorporate a range of handmade and digital techniques

### Detailed Information

#### Unit 1: Finding, Reframing and Resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time.

### Assessment

- AOS 1: A report, a presentation and a written brief
- AOS 2: A folio of work and a presentation
- AOS 3: A folio of work

#### Unit 2: Design Contexts and Connections

## Unit 2 Design Contexts and Conventions

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. 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.

### Assessment

- AOS 1: A folio of work
- AOS 2: A written response, report or presentation
- AOS 3: A folio of work

### What sort of student would like Visual Communication Design?

Someone who has an interest and passion for design and enjoys thinking creatively and working through the design process.

### Pre-requisites

Any Pathways Visual Communication Design subject would be useful but not essential. Some knowledge and interest in using Adobe Photoshop and Illustrator is strongly advised.

### Other considerations

Visual Communication Design is a useful pathway for students wanting a career in any type of design such as; graphic, interior, architectural, fashion, environmental, landscape and industrial design.

# ENGLISH



**Hannah Banks**

English Instructional Leader

English is important for helping you appreciate diversity, develop sensitivity and, perhaps most importantly, contribute to your future by crafting your writing and critical thinking.

In the English Domain, we foster an appreciation for a wide variety of texts and empower you to develop your own interpretations of the texts we study. You interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and many others.

Students complete English as a compulsory part of their VCE Studies. From 2025, VCE English Language and VCE English Literature are offered as extension options via an application and interview process. Successful students can choose to replace Core English with English Language/Literature or complete it in addition to Core English.

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## English 1-2

**Subject Code:** V1EEN

**Year Level:** 11

### Overview

- Study novels, film and the media
- Analyse how the media influence their audience through words and images
- Learn how to write in many different forms including creatively, persuasively and analytically

### Detailed Information

There are two areas of study for each unit:

#### Unit 1

- You respond personally and analytically to one text.
- We look at a variety of different text genres through a framework of ideas.

#### Unit 2

- You respond analytically to one text.
- We look at the way language and argument complement one another and interact to position the reader.

### What does this mean for me?

Our class reads and analyses texts and completes written responses. You creatively write in a range of formats and styles, drawing on various texts. We examine particular media texts and the ways in which authors persuade readers to share a particular point of view. You read texts (short stories, novels, plays, films and poetry) closely and critically analyse the ideas and content. We also compare the way similar ideas are conveyed differently depending on the mode through which they are presented.

### Assessment

- Text essays
- Creative writing
- Oral presentations
- Expository writing
- Comparative response
- Exam

### What sort of student would like English?

Someone who:

- Enjoys reading, responding in writing and discussing ideas

- Is interested in examining current affairs and the role the media plays in our society
- Likes to work with ideas, to think creatively and write extended responses.

## Suggested Pre-Requisites

Standard English, Intro to English Language or Intro to Literature.

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## English Language 1-2

**Subject Code:** V1EEL

**Year Level:** 11

### Overview

- How is language acquired from infancy?
- Explore the theory that language is a system of signs
- Learn how language choices are always influenced by the situational and cultural contexts

### Detailed Information

**From 2025, VCE English Language is offered as an extension option via an application and interview process. Successful students can choose to replace Core English with English Language or complete it in addition to Core English.**

### Unit 1: Language and Communication

Our focus is on the nature and functions of language and its use in communication, the five subsystems of language (morphology and lexicology, phonology, syntax, semantics and discourse) and on child language acquisition.

#### What does this mean for me?

We identify, define and apply a range of key terms to the English language. You use a textbook, as well as a wide range of texts from emails, blogs and text messages to speeches, advertisements, and legal documents. You examine how language is acquired in humans from infancy, and the stages they go through.

### Unit 2: Language Change

The focus here is on language change especially within Australian English, the history and development of the English language, and the globalisation of English.

#### What does this mean for me?

We look at the history of the English language from its foundations (in 55 BC) to its status as the global language of the present. This includes a study of a range of factors such as Britain's military history, colonisation, inventions and cultural developments. You also study various pidgins and Creoles such as 'Singlish' and 'Chinglish.'

### Assessment

- Short answer tests
- Analytical commentaries
- Essay
- Oral presentations
- Investigative reports
- Case studies and comparative tasks

#### What sort of student would like English Language?

Someone who:

- Is exact, precise and analytical with their thinking and writing, has a wide vocabulary and reads broadly and has the ability to learn new terms
- Is interested in the structure of language and linguistics
- Enjoys the challenge of constructing concise, focussed analytical texts.

**Someone who finds English difficult will struggle with the demands and intensity of this subject.**

## Suggested Pre-Requisites

It is recommended you complete Units 1 and 2 before Units 3 and 4.

### Other Considerations

- You are expected to work from the textbook, but also to read more widely from a range of sources and text types.

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## Literature 1-2

**Subject Code:** V1ELI

Year Level: 11

## Overview

- Examine the historical and cultural contexts of set texts
- Explore how literary texts connect with each other and with the world
- Consider the social and cultural impact of a writer

## Detailed Information

**From 2025, VCE Literature is offered as an extension option via an application and interview process. Successful students can choose to replace Core English with Literature or complete it in addition to Core English.**

### Unit 1

In this unit you will 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. You will reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. You will also explore the concerns, ideas, style and conventions common to distinctive types of literature seen in different literary movements.

#### What does this mean for me?

You read deeply and thoughtfully about the way writers explore the human condition.

### Unit 2

You will explore the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples. You will also explore texts to consider their point of view with respect to the texts social, historical and cultural context.

#### What does this mean for me?

You need to develop your own distinctive writing style based on your critical reading of texts.

## Assessment

- Creative responses
- Comparative essay
- Oral presentations
- Passage analysis
- Discussions based on close textual readings

#### What sort of student would like Literature?

Someone who:

- Enjoys reading and wishes to engage with texts on a deeper level
- Enjoys writing about their reading and wishes to extend their critical thinking the way writers convey meaning.

## Suggested Pre-Requisites

Nil, but students who are strong in English are encouraged.

## Other Considerations

- The teacher may also be delivering content to other North East Catholic Secondary Schools: Galen Catholic College Wangaratta, Marian College Myrtleford and Sacred Heart College Yarrawonga. This enhances learning networks and expertise for both students and staff.

# HUMANITIES



**Matt Gray**

Humanities Instructional Leader

The Humanities encourages us to think creatively. They teach us to reason about being human and to ask questions about our world. We study human cultures, values and beliefs and investigate how we have got to the place we are today and where we might be heading.

Through studying the Humanities in Middle School (Year 7 & 8), you will be introduced to History, Geography, Civics & Citizenship, and Economics & Business. This will help you decide what aspects of Humanities you find most interesting, which should assist you in deciding your future subjects in this Domain.

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## Accounting 1-2

**Subject Code:** V1HAC

**Year Level:** 11

### Overview

- Learn how accounting plays a crucial role in a business's success
- Record financial data and prepare reports for service businesses
- Take away useful life skills for personal and business use

### Detailed Information

#### Unit 1: The role of accounting in business

We explore the establishment of a business and the role of accounting in the determination of business success or failure. We consider the importance of accounting information to stakeholders. Students record financial data and prepare reports for service businesses owned by sole proprietors. We analyse, interpret and evaluate the performance of the business using financial and non-financial information. Students use these evaluations to make recommendations regarding the suitability of a business as an investment.

#### What does this mean for me?

Students learn everyday life skills for personal and business use, including with the recording and reporting methods.

#### Unit 2: Accounting and decision making for a trading business

We extend your knowledge of the accounting process for sole proprietors operating a trading business. Our focus is on inventory, accounts receivable, accounts payable and non-current assets. Students analyse and evaluate these areas to suggest strategies to improve business performance. We use manual processes and ICT, (including spreadsheets), to prepare historical and budgeted accounting reports. Students consider relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.



## What does this mean for me?

Students look at buying and selling stock, managing cash flows, managing assets and budgeting.

Through all units (where appropriate), the ethical considerations faced by business owners when making decisions (including financial, social and environmental), will be explored.

## Assessment

- Case studies
- Tests
- Exams

## What sort of student would like Accounting?

Someone who:

- Is looking to study Business, Commerce, Finance or management related courses
- Is considering a trade or has an interest in going into business for themselves.

## Suggested Pre-Requisites

Nil

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## Business Management 1-2

**Subject Code:** V1HBM

**Year Level:** 11

### Overview

- Investigate the negative and positive impacts of tourism
- Look at how business ideas are developed into a reality
- Research the legal requirements of establishing a business

## Detailed Information

### Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how they are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. We explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

### Unit 2: Establishing a business

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

## What does this mean for me?

Students complete fieldwork to consolidate knowledge from class on tourism and investigate the negative and positive impacts of tourism locally and globally.

## Assessment

- Case study analysis
- Short answer questions
- Research tasks
- Topic tests
- Semester exam

## What sort of student would like Business Management?

Someone who:

- Wishes to pursue a tertiary course in Commerce, Economics or Accounting
- Is more practically minded who may wish to work for a business after leaving school via apprenticeships or a vocational pathway, with the ultimate goal of owning and running their own business.

## Suggested Pre-Requisites

Nil. However, Pathways subject Business Principles can be useful.

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## Geography 1-2

**Subject Code:** V1HGE

**Year Level:** 11

### Overview

- Do you like to study the world around you?
- Learn to analyse and discuss global trends and phenomena
- Get out and do fieldwork investigations

### Detailed Information

#### Unit 1: Hazards and disasters

We examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. Students study one hazard from at least two different categories, for example, coastal hazards and an alien animal invasion, or floods and pandemics. Our class explores effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters. We investigate the human responses to the hazards selected earlier, with reference to a variety of scales.

#### What does this mean for me?

Students will use the knowledge of the past natural disasters to analyse management plans for future events and investigate the risk and harm to populations in areas of natural disasters.

#### Unit 2: Tourism

In this unit, students explore different types of tourism and where it is found in the world as well as exploring the environmental, economic and socio-cultural impacts of different types of tourism. We investigate at least one tourism location, using appropriate fieldwork techniques, and another elsewhere in the world. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations.

#### What does this mean for me?

Students complete fieldwork to consolidate knowledge from class on tourism and investigate the negative and positive impacts of tourism locally and globally.

### Assessment

- Research report
- Course work
- Class tests
- Presentation – fieldwork data collection and analysis
- End of semester exam

### What sort of student would like Geography?

Someone who:

- Has an interest about the world and how humans impact on its physical environment
- Would like conducting fieldwork at a local site and collecting data to then process and present
- Is considering a career in agriculture (farming, forestry, fisheries, etc), mining, surveying, horticulture, mapping, environmental management, climatology, and urban planning.

### Suggested Pre-Requisites

Nil. However, Pathways subject Geography - People and Places can be useful.

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## History - Ancient 1-2

**Subject Code:** V1HHA

**Year Level:** 11

### Overview

- Investigate the creation of city-states and empires
- Examine the invention of writing
- Look at the rise and fall of kingdoms

### Detailed Information

#### Unit 1: Ancient Mesopotamia

The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested in ancient

history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities.

## What does this mean for me?

Together we explore Ancient Mesopotamia. Our class investigates the creation of city-states and empires. Students examine the invention of writing – a pivotal development in human history. We highlight the importance of primary sources (the material record and written sources) to historical inquiry about the origins of civilisation.

## Unit 2: Ancient Egypt or early China

Depending on the choice made by your teacher, your class focusses on Old and Middle Kingdom Egypt (2920- 1550 BC) or Early China (1900 BC-AD 220).

Either study is rich in historical inquiry and discovery of two of the most fascinating and enduring civilisations the world has ever known.

## What does this mean for me?

Students may gain an appreciation for Egypt, a civilisation that endured for approximately three thousand years, and how great kingdoms rose, flourished and fell around the banks of the great river Nile. Or, students may grow an awareness of the foundations of civilisation in China. Here students explore the interactions between small and diverse settlements that led to the formation of rival states, to the growth of an enduring civilization, to then to the development of a series of empires.

## Assessment

- Historical inquiries
- Analyses of primary sources
- Analyses of historical interpretations
- Essays
- End of semester exam

## What sort of student would like History | Ancient?

Someone who:

- Is interested in knowing about the world
- Is interested in Social Science, History, Politics and Culture
- Has strong literacy and language skills, and who likes to analyse different forms of texts
- Researching careers in archaeology, anthropology, foreign affairs, politics, writing, the law, journalism, public service, social, cultural and military history and sociology.

## Suggested Pre-Requisites

Nil. Pathways subjects History - Conflicts or Australia - the Good, Bad and the Ugly would help with skills development but are not essential.

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## Legal Studies 1-2

**Subject Code:** V1HLS

**Year Level:** 11

### Overview

- Understand what's happening in our courts and how to influence change in the law
- Gain deep insight into the operation of our justice system
- Develop skills and knowledge that will benefit a range of careers

## Detailed Information

### 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.

## What does this mean for me?

Students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions.

### 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

civil dispute.

## What does this mean for me?

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.

## Assessment

- Topic tests
- Structured assignments
- Course work
- End of semester exam

## What sort of student would like Legal Studies?

Students who want to know and understand more about how our society operates should choose Legal Studies.

Someone who:

- Interested in concepts of equality and justice
- Wants to develop their knowledge of basic legal rights and obligations
- Would enjoy looking at the processes used in Australia to control activities and change the law
- Likes current affairs, following and understanding significant court cases
- Wants to understand more about how our society operates and enjoys class discussion.

## Other considerations

Legal Studies is of interest in its own right and enhances learning skills in many areas. It is definitely not just for those seeking a career in law or criminology. It provides opportunity to develop skills and knowledge that can be applied in many aspects of our lives.

There are many courses and occupations that include units based on Legal Studies (commerce, business administration, nursing, computer courses, and the federal or state police forces.)

## Suggested Pre-Requisites

Nil for Unit 1, 2 and 3. However, if you wish to study Unit 4, you must undertake Unit 3 and 4 as a sequence.

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## Politics 1-2

**Subject Code:** V1HAP

**Year Level:** 11

### Overview

- Learn about how political actors use power to resolve issues and conflicts over how society should operate
- Investigate contemporary issues of conflict, political stability and/or change within Australia, the Indo-Pacific region and globally
- Consider how national and global political actors respond to issues and crises such as national political reform, climate change, violent conflict and human rights.

## Detailed Information

### 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.

### 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.

## Assessment

- Case studies
- Multimedia presentations
- Short answer question tests
- Essays
- End of year examination

## What sort of student would like Australian Politics?

Someone who:

- Has an interest in current affairs: you need to keep up with political events in the media
- Has an interest in the inner-workings of government
- Has strong literacy and language skills
- Is interested in a career in politics, the public service, foreign affairs, law or journalism
- Is interested in contributing to lively political discussion.

## Suggested Pre-Requisites

Nil. However, Pathways subject International Power & Politics can be useful.

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## Sociology 1-2

**Subject Code:** V1HSO

**Year Level:** 11

### Overview

- To what extent is your experience of youth similar or different to previous generations?
- Investigate the social category of youth and the social institution of family
- Explore the topics of deviance and crime

## Detailed Information

### Unit 1: Youth and family

We use sociological methodology to explore the social categories of youth and adolescence and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of its composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories (or frameworks), to explain and analyse how social action, social processes and social structures work.

### What does this mean for me?

Students consider the nature of sociological enquiry and the scientific potential of sociology. Students learn sociological definitions, stereotypes and categories of youth and family. Students learn philosophies and perspectives that make up the wonderful and intriguing world of sociology.

### Unit 2: Social norms – breaking the code

We explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance, and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and socioeconomic status.

### What does this mean for me?

Students investigate the intriguing world of crime and deviance, how sociology investigates these concepts and the way they can approach research. Students discover theories, perspectives and concepts related to crime and deviance.

## Assessment

- Short answer and extended response tasks on Indigenous culture and ethnicity
- Research project on a community of choice
- Extended response tasks on two social movements
- End of year external exam

## What sort of student would like Sociology?

Someone who is interested in current affairs, social science, history, politics and culture.

## Suggested Pre-Requisites

Nil. However, Pathways subject Sociology of Pop Culture can be useful.

# LANGUAGES



**Tim Mansfield**

Languages Instructional Leader

In our interconnected and interdependent world, learning a language opens up a wealth of personal, social, cultural, and employment opportunities. By acquiring communication skills in either French or Japanese, you'll not only be able to engage with others but also develop a deep understanding and appreciation for the interconnectedness of language, culture, and learning.

In Middle School (Year 7 & 8) you will begin your language learning journey in either Japanese or French.

If you've enjoyed your language studies during Middle School, we highly recommend continuing with a language in Year 9 and 10, and both French and Japanese are offered at a VCE Level.

Catholic College Wodonga has well-established relationships with sister schools, Matsudo International High School in Japan and Lycée Saint-Michel in Château-Gontier, France. These connections give us the ability to offer incredible firsthand experiences of language and culture, including the opportunity to participate in immersion trips that occur (normally every two years) for students continuing to study a language into Years 10-12.

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**French 1-2**

**Subject Code:** V1LFR

**Year Level: 11**

## Overview

- Study topics like health and wellbeing, arts and culture and technology
- Develop a greater degree of fluency in your French
- Learn more about how the French language works

## Detailed Information

### Unit 1 & 2:

We focus on using the language more fluently to talk about aspects of your life and current issues. There is a particular focus on understanding spoken and written French, and using the language to communicate your own thoughts and ideas more freely.

### You develop skills in:

- Three prescribed themes (the individual, the French-speaking communities, and the world around us) reading and creating texts in a variety of styles (personal, informational, persuasive and evaluative)
- Using grammar and vocabulary to help you participate confidently in a range of formal and informal situations
- Developing confidence in the five key skills outlined in the VCE French Study Design: speaking, listening, reading, viewing and writing.

### What does this mean for me?

You use the spoken and written language to communicate with others, to gain understanding and appreciation of the cultures in which French is used, to understand language as a system and to use language for work, further study or personal pursuits.

Students studying a language at VCE receive support in practicing their speaking skills, to help them communicate clearly and confidently.

## Assessment

Assessment is based on the five language-learning skills of speaking, listening, reading, viewing and writing.

There are six class- based assessments throughout the year, based on the outcomes listed in the VCE French Study Design

### What sort of student would like French?

Someone who:

- Would like to be able to conduct their chosen career in an additional language
- Is interested in pursuing a career in journalism, government (national or international), tourism, media or commerce
- Has enjoyed their 7-10 language studies and enjoys learning about different cultures.

## Pre-requisites

For Unit 1 and 2 we expect Pathways French (Year 10 level). Unit 1 and 2 is necessary for Unit 3 and 4.

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## -Japanese 1-2

**Subject Code: V1LJA**

**Year Level: 11**

## Overview

- Study topics like traditional culture and Japanese food and lifestyle
- Develop confidence and a greater degree of fluency
- Learn how to express yourself more effectively and naturally

## Detailed Information

### Unit 1 & 2:

We focus on using the language more fluently to talk about aspects of your life and current issues. There is a particular focus on understanding spoken and written Japanese, and using the language to communicate your own thoughts and ideas more freely.

### You develop skills in:

- Three prescribed themes (the individual, the Japanese-speaking communities, and the world around us) reading and creating texts in a variety of styles (personal, informational, persuasive and evaluative)
- Using grammar and vocabulary to help you participate confidently in a range of formal and informal situations
- Developing confidence in the five key skills outlined in the VCE Japanese Study Design: speaking, listening, reading, viewing and writing.

### What does this mean for me?

You use the spoken and written language to communicate with others, to gain understanding and appreciation of the cultures in which Japanese is used, to understand language as a system and to use language for work, further study or personal pursuits.

Students studying a language at VCE receive support in practicing their speaking skills, to help them communicate clearly and confidently.

## Assessment

- Assessment is based on the five language-learning skills of speaking, listening, reading, viewing and writing
- Class assessments based on the outcomes listed in the VCE Japanese Study Design

## What sort of student would like Japanese?

Someone who:

- Would like to be able to conduct their chosen career in an additional language
- Is interested in pursuing a career in journalism, tourism, media or commerce
- Enjoys language and learning about different cultures.

## Pre-Requisites

For Unit 1 and 2 we expect Pathways Japanese. Unit 1 and 2 is necessary for Unit 3 and 4.



# MATHEMATICS

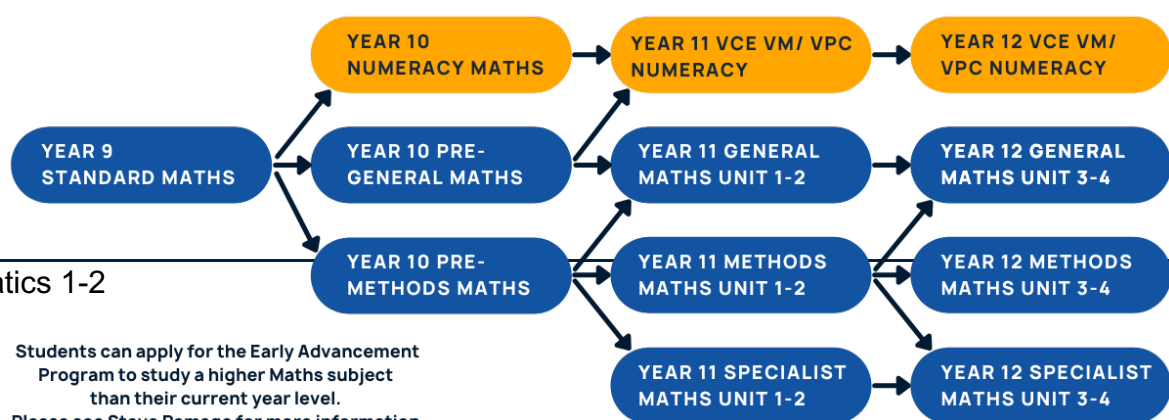


**Steve Ramage**

Mathematics Instructional

Leader

In the Mathematics Domain, we look to develop your mathematical and literacy skills for everyday life, work and assist you in becoming active and critical citizens in a technological world. You learn to see connections and apply mathematical concepts, skills and processes to pose and solve mathematical problems in a range of contexts. As you progress through your mathematical studies you are able to follow a pathway which is more suited to your needs, aspirations and interests.



## General Mathematics 1-2

Subject Code: V1MGM

Year Level: 11

### Overview

- Incorporates a practical approach that equips students with essential skills as future citizens
- Learn statistics, linear graphs, financial modelling, networks and matrices
- Suits students who enjoy non-algebraic mathematics

Students can apply for the Early Advancement Program to study a higher Maths subject than their current year level.

Please see Steve Ramage for more information

\*VCE students do not have to select a Maths subject  
\*VCE VM students must choose a Maths subject

## Detailed Information

### Unit 1 & 2

This unit would benefit a broad range of students. You learn statistics, linear modelling, linear graphs, matrices, recursion and financial modelling.

### Assessment

- Topic tests
- Assignments
- Modelling/problem solving tasks
- Homework tasks
- End of semester exam

### What sort of student would like General Mathematics?

Someone who:

- Would like to continue with Mathematics with the option of studying Further Mathematics in Year 12
- Requires a maths unit for tertiary study but not to the level of Mathematical Methods
- Is not looking to go on to tertiary studies but may require Mathematics at Year 11 level to undertake a particular pathway.

### Pre-Requisites

Pathways (Year 10) subjects: Pre-General or Pre-Methods.

### Other consideration

You need to enjoy Mathematics, in particular the non-algebraic type of mathematics (i.e. Data and Statistics, Financial Mathematics, Networks, Geometry and Trigonometry.)

You must have a Ti-nspire CAS calculator. It is used extensively throughout the unit.

---

## Mathematical Methods 1-2

**Subject Code:** V1MMM

**Year Level:** 11

### Overview

- Study of a variety of functions including; Linear, Quadratics and Cubics
- Can lead to degrees in engineering, sciences, economics, commerce and business
- Must be willing to dedicate time to study outside of class

### Detailed Information

#### Unit 1 & 2

Mathematical Methods Unit 1 and 2 is designed as preparation for Mathematical Methods Unit 3 and 4. You begin the year with formal study of a variety of functions including; Linear, Quadratics, Cubics, Quartics, Logarithms and Exponentials. The definitions, algebra and graphical representation of these are studied. Second semester is devoted to Circular Functions, Rates of Change, Calculus, Probability and Statistics. You need to have a Ti-nspire CAS calculator to facilitate their learning and help solve problems.

### Assessment

- Topic tests
- Application tasks
- Modelling tasks
- Technology inclusive exam
- Technology exclusive exam

### What sort of student would like Mathematical Methods Unit 1 & 2?

Someone who:

- Has a strong interest in Mathematics and enjoys the challenge that an analysis question can provide
- Has a good work ethic – the typical Methods Unit 1 and 2 student completes three to four hours of Methods homework per week
- Is competent at maths.

### Pre-Requisites

Completion of Pre-Methods or equivalent with a very good understanding of the topics studied. It is not recommended for Year 9 students to accelerate into Methods 1 and 2 unless a formal discussion has taken place with the Mathematics Leader, Steven Ramage.

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## Specialist Mathematics 1-2

**Subject Code:** V1MSM

**Year Level:** 11

### Overview

- For students who wish to undertake an in-depth study of mathematics
- Emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning
- Considering a career in engineering? This subject is recommended for you

### Detailed Information

#### Unit 1 & 2

This unit is also the suggested pre-requisite for the study of Specialist Mathematics Unit 3 and 4.

This unit provides an excellent preparation for Mathematical Methods Unit 3 and 4, particularly for those students who feel they could benefit from an extra year of study before proceeding to the next level of Mathematics. You need to have a CAS Ti-nspire calculator to facilitate learning and help to solve problems.

### What does this mean for me?

You study a wide range of mathematical units including Algebra, Number Theory, Kinematics, Statistics, Dynamics and Calculus, Trigonometry, Complex Numbers, Graphs of Linear and Non-Linear Functions and Discrete Mathematics.

### Assessment (each semester)

- Topic tests
- Assignments
- Completion of chapter exercises
- Technology inclusive exam

- Technology exclusive exam

## What sort of student would like Specialist Mathematics Unit 1 & 2?

Someone who:

- Loves Mathematics, especially Algebra. Some will undertake this as a second Maths
- Is highly organised. This unit requires you to apply yourself consistently and complete all set tasks. Mathematics homework is required after each lesson. It is essential that you keep up to date with the set work
- This unit is very beneficial to the study of Mathematical Methods when studied concurrently with Methods Unit 1 and 2, or Methods Unit 3 and 4.

## Pre-Requisites

10 Pre-Methods and or Mathematical Methods Unit 1 and 2.

# PHYSICAL EDUCATION & HEALTH



**Stacey Hockin**

Physical Education & Health  
Instructional Leader

Health and Physical Education focuses on students enhancing their own and others' health and wellbeing and physical activity participation. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Health and Physical Education offers you an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

As a foundation for lifelong physical activity participation and enhanced performance, you develop proficiency in movement skills, physical activities and movement concepts, as well as acquire an understanding of the science behind how the body moves. In doing so, you develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

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## -Health and Human Development 1-2

**Subject Code:** V1PHD

**Year Level:** 11

### Overview

- Identify major health inequalities among Australia's youth
- Investigate the roles and sources of major nutrients
- Analyse changes in the transition from youth to adulthood

## Detailed Information

### Unit 1: Understanding health and wellbeing

You consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. We look at measurable indicators of population health. and at data reflecting the health status of Australians. You investigate the roles and sources of major

investigate the influence of population history and its environment on the health status of populations. You investigate and assess the social, cultural, and environmental factors that influence health and wellbeing.

There is a focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. You identify major health inequalities among Australia's youth and reflect on the causes.

## What does this mean for me?

You explain multiple dimensions of health and wellbeing used to evaluate the variations in health status of youth and identify key areas for improving youth health and wellbeing. You apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

## Unit 2: Managing health and development

We investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives. We 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. You enquire into the Australian healthcare system and extend their capacity to access and analyse health information. Our class considers the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

## What does this mean for me?

You explain developmental changes in the transition from youth to adulthood. You describe how to access Australia's health system and how it promotes health and wellbeing in their local community.

## Assessment

- Course work
- Research assignments
- Outcome tests
- End of semester exam

## What sort of student would like Health & Human Development?

Someone who:

- Has an interest in how humans change over their lifespan and wants to explore the varying factors that influence our health and development and that of different people
- Wants to learn more about what is being done globally to improve the health of the human race
- Is interested in health promotion and world issues.

## Pre-requisites:

Nil. However, completing any Pathways PE/Health subject can be useful.

---

## Physical Education 1-2

**Subject Code:** V1PPE

**Year Level:** 11

### Overview

- Explore how the musculoskeletal and cardiorespiratory systems work together
- Consider a variety of legal and illegal practices and substances used to enhance performance
- Investigate the possible causes of illness and injury

## Detailed Information

### Unit 1: The human body in motion

We explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. You investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise.

Using a contemporary approach, we evaluate the social, cultural and environmental influences on movement. We consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. You also recommend and implement strategies to minimise the risk of illness or injury to each system.

## What does this mean for me?

You participate in a variety of practical activities to explain how the musculoskeletal, respiratory & cardiovascular system works. You evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

### Unit 2: Physical activity, sport & society

We develop your understanding of physical activity, sport and society from a participatory perspective. You are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in your own health and wellbeing as well as in other people's lives in different

population groups.

You collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts.

We investigate individual and population-based consequences of physical inactivity and sedentary behaviour. You study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

## What does this mean for me?

You collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour. You apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

## Assessment

- Course work
- Research assignments
- End of year exam

## What sort of student would like Physical Education?

Someone who:

- Is active and enjoys physical activity
- Wants to learn about the body systems
- Has an interest in factors that influence physical activity
- Wishes to develop and undertake a training program.

## Pre-requisites

Nil. However, a Pathways subject such as PE/Health, Health & Human Development, Human Movement & Performance or Physical Education (Boys or Girls) can be useful.

# RELIGIOUS EDUCATION



**Catherine McKinley**

Religious Education Instructional  
Leader

At Catholic College Wodonga, our commitment to Catholic identity is fundamental. Therefore, Religious Education (RE) is mandatory for every year of study.

Throughout their education, students delve into various aspects of religion and spirituality, exploring their significance within different traditions. They also examine the religious underpinnings of ethical and social justice issues.

In doing so, students develop an appreciation for the diverse ways individuals understand and practice religion and spirituality. They come to recognise these aspects as dynamic and influential forces shaping thoughts, feelings, and actions.

Upon reaching Year 12, students are presented with a choice: they may opt for a Unit 3 & 4 Religious Education subject or participate in 'Living as a Christian Today' for one semester. It's worth noting that 'Living as a Christian Today' does not factor into a student's ATAR score.

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## Call to Action (Year 11)

**Subject Code:** V1RCA

**Year Level:** 11

### Overview

- Suited to students not pursuing an ATAR
- Investigate global justice issues
- Examine our collective responsibility to global and local issues

**DOES NOT CONTRIBUTE TO AN ATAR**

### Detailed Information

In this subject, students will investigate justice issues facing our world today, their causes, the associated problems and their impact on humankind. Students will explore Church teachings relevant to these issues and practical and Christian responses. The concept of service will be examined in terms of individual and collective responsibility to think globally and act locally.

Students will be able to identify and analyse contemporary social justice issues, draw on Scripture and Church documents and communicate practical and Christian responses to social justice issues.

### Assessment

- Written reports
- Topic tests
- Oral presentations
- An analytical essay
- Class discussion
- End of semester exam

### What sort of student would like Call to Action?

Someone who:

- Is not pursuing an A IAR score
- Is interested in understanding and gaining a greater insight into how the World in which we live in, operates
- Would like to explore the Christian response to contemporary social justice issues and investigate both practical and Christian responses on a global level.

---

## Religion and Society 1-2

**Subject Code:** V1RRS

**Year Level:** 11

### Overview

- Explore the “big” questions of life
- Examine contemporary and historic challenges to religions
- Improve your understanding of the five major world religions

### Detailed Information

#### Unit 1: Religion in society

Explore the origins of religion, identifying the nature and purpose of religion past and present. You investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity.

Examine how religious traditions are affected and changed by individuals and groups. We strive to understand the often-complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

### Assessment

- Research assignment
- Oral presentation
- Class discussion
- End of semester exam

#### Unit 2: Ethics

Reflect on what is ‘right’ and ‘wrong’ and ‘good’ and ‘bad’ when applied to human decision-making. You examine personal decision-making practices and how some of the major religious traditions of our world have sought to recommend and develop the ethical lives of people.

You complete in-depth studies into numerous ethical issues and analyse the various perspectives that people have on these issues.

### Assessment

- Written reports
- Topic tests
- Oral presentations
- An analytical essay
- Class discussion
- End of semester exam

### What sort of student would like Religion & Society?

Someone who is:

- Curious about how beliefs express meaning in life for individuals and communities
- Likes to explore many of the ‘big life questions’
- Interested in key people and events that have shaped religious belief systems throughout the world.

---

## Texts and Traditions 1-2

**Subject Code:** V1RTT

**Year Level:** 11

### Overview

- Critically analyse a variety of sacred texts
- Explore the development of social attitudes, cultural beliefs and teachings
- Consider various perspectives people have on ethical issues

### Detailed Information

#### Unit 1: Texts in traditions

We examine the place of texts and their literary forms within a religious tradition.

Storytelling is one of the major literary forms in religious traditions; other forms include law, prophecy, sacred songs, reflection and instruction. You explore the importance of texts at the source of a tradition and how we might find and describe their meaning for the earlier and continuing tradition.

The discovery of meaning in a religious text is known as exegesis. You are introduced to basic methods of exegesis to bring about a deeper awareness of the meaning of texts to the religious tradition.

We also explore how texts have been used by people both within and beyond the religious tradition as a means of bringing meaning to the text, or using the text to bring meaning to issues or ideas in a new cultural setting.

## Unit 2: Texts in society

Reflect on what is 'right' and 'wrong' and 'good' and 'bad' when applied to human decision-making. Examine personal decision-making practices and how some of the major religious traditions of our world have sought to recommend and develop the ethical lives of people.

You complete in-depth studies into numerous ethical issues and analyse the various perspectives that people have on these issues.

## Assessment

- Textual commentaries
- Oral presentations
- Exegetical exercises
- End of semester exam

## What sort of student would like Texts and Traditions?

Someone who is:

- Enthusiastic about literature, as a bulk of this subject is based on the study of a Gospel as well as the sacred texts from a variety of religious traditions
- Interested in learning about the background to texts
- Looking to gain preparation for other literature-based studies.

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## -Youth Ministry & Spirituality (Year 11)

**Subject Code:** V1RYM

**Year Level:** 11

### Overview

- Learn about leadership and ministry to others
- Plan and take part in retreat sessions
- Step out of your comfort zone on your faith journey

**DOES NOT CONTRIBUTE TO AN ATAR**

## Detailed Information

**Do you want to explore your faith in a more challenging way?**

**Are you ready to be challenged and empowered in leadership roles in Youth Ministry?**

**FAITH** - Growing your own faith and exploring how others experience faith in their lives.

**LEADERSHIP** - Developing leadership skills individually and as part of a team.

**COMMUNITY** - Working as a community to build and support those around us.

**SERVICE** - Serving others through community service opportunities, camps, retreats and actions.

## What does this mean for me?

This subject is not for everyone. We build upon the Pathways subject 'Youth Ministry & Spirituality'. This is offered as a challenging but rewarding option if students choose it with the right motivations. It links into the National CSYMA program (Catholic Schools Youth Ministry Australia). You can find out more about the nature and purpose of the unit on the following website <https://csymi.com/>. We provide a dynamic opportunity for you to engage with your culture and church.

You are trained and equipped with a vision and skills for Youth Ministry, demonstrated and developed by roles in leading school and parish liturgies, faith development activities, including seminars for junior students.

It is therefore very important that students select the unit for all that it offers – not parts of it.

## You need to:

- Be actively involved or willing to be involved in programs (i.e. Youth Groups, Retreat Sessions, Immersions, Community Service or your own church)
- Attend one large youth ministry event (i.e. Stronger, CSYMA Youth Ministry Conferences or similar).

## Assessment



- Community service hours
- Written Theory Exams in Semester One and Two
- Group and Individual Presentations
- Retreat Session Planning and Presentation

If you do not fulfil the assessment criteria and/or meet the outcomes in Semester One, you may be re-interviewed and moved out of this class for Semester Two.

## What sort of student would like Youth Ministry & Spirituality?

Someone who is:

- Willing to explore their faith, develop in leadership and work with others in their class in a more active manner
- Prepared to run junior seminars, camps, and roles in school and parish youth events like 'Stronger' rallies and Friday Nite Youth
- Prepared to 'put in' for this challenging but very rewarding option!

## Pre-requisites:

**This subject can only be selected if the prerequisite "Pathways Youth Ministry and Spirituality" has already been successfully completed. Confirmation by the Pathways teacher is required. New students to CCW will need to complete a Youth Ministry Application form, this can be downloaded from the New Students section on this website.**

# SCIENCE



**Megan Iskov**

Science Instructional Leader

Our Science program is designed to foster an interest in science and a curiosity in the wider world. You will undertake study of the structure and behaviour of the physical, social, and natural worlds through observation and experimentation.

In the Middle School (Years 7 & 8) you will have the opportunity to develop ideas about science that relates to your life and living. Developing skills in observation, prediction, data recording and critical thinking.

During the Pathways (Years 9 & 10), students study science concepts associated with each of the disciplines: biology, physics, chemistry and earth science in self-selected and specific subjects, allowing further exploration of topics of interest.

The VCE program offers units in Physics, Chemistry, Biology, Psychology and Environmental Science. These courses recognise the sequential nature of knowledge in the field and enable the development of depth of understanding of key concepts, processes and contexts.

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## Biology 1-2

**Subject Code:** V1SBI

**Year Level:** 11

### Overview

- Investigate how living things function
- Conduct experiments in photosynthesis, respiration, digestion and more
- Explore genes, genetics and inheritance

### Detailed Information

#### Unit 1: How do organisms regulate their functions?

- How do cells function?
- How do plant and animal systems work together?

• How do plant and animal systems work together?

- How can scientific investigations further our understanding of how organisms survive?

You will explore how systems function in vascular plants and in digestive, endocrine and excretory systems in animals. You will examine some fundamentals principles of cellular biology by investigating the structure and functions of cells. You will explore cell growth, cell replacement and cell death. You will become familiar with the key events and regulation of the cell cycle by considering the properties of stem cells and their role in differentiation, specialisation and renewal of cells and tissues.

## Unit 2: How does inheritance impact on diversity?

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

You will focus on cell reproduction and the transmission of biological information from generation to generation. You will explore the mechanisms of asexual and sexual reproductive strategies and investigate the inheritance of characteristics from one generation to the next. By analysing patterns of inheritance, interpreting pedigree charts and predicting outcomes of genetic crosses you will analyse the role of genetic knowledge in decision making about the inheritance of genetic conditions.

## Assessment

- Course work
- Topic tests
- Practical investigations (Unit 1)
- Investigation of an issue (Unit 2)
- End of semester exam

## What sort of student would like Biology?

Someone who:

- Has an interest in the workings of the human body
- Is curious about how chemistry and biology combine to create the living world
- Is interested in studying health and/or medical sciences or any other aspect of the natural world.

## Pre-requisites

One or more of the following Pathways subjects are highly recommended: BioMed - Broken Bodies, BioMed - Disease & Diagnosis, Origins.

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## Chemistry 1-2

**Subject Code:** V1SCH

**Year Level:** 11

### Overview

- Conduct experiments that explore the diversity and properties of modern metals including polymers, nanoparticles and medicines
- Further your understanding of the periodic table by analysing the diversity of metals and non-metals
- Delve into the unique properties of water by investigating solubility, ion concentration and pH.

## Detailed Information

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

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation

During Unit 1 Chemistry you will investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using your knowledge of elements and atomic structure you will explore and explain the relationships between properties, structure and bonding forces within and between particles. You will apply your knowledge during practical investigations to determine such information as the relative masses of elements and the composition of substances.

### Unit 2: What makes water such a unique chemical?

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

Water is the most widely used solvent on earth. In Unit 2 Chemistry you will explore the physical and chemical properties of water by investigating solubility, concentration and pH. Important reactions such as precipitation, acid-base and redox are explored in depth. You will apply a range of practical skills to determine concentrations of chemical contaminants and explain observations and data from experiments.

## Assessment

- Course work
- Practical activities
- Topic tests
- Research investigations (Unit 1)
- Practical investigation (Unit 2)
- End of semester exam

## What sort of student would like Chemistry?

Someone who:

- Has an interest in science
- Wishes to find out more about how chemistry affects the way we live
- Wishes to develop their knowledge in how we interact with, develop and manipulate modern materials.

## Pre-requisites

One or more of the following Pathways subjects are highly recommended: Our Chemical and Physical World, Electrochemistry.

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## Environmental Science 1-2

**Subject Code:** V1SEN

**Year Level:** 11

### Overview

- Explore how living things interact with the non-living world in a variety of ecosystems
- Undertake fieldwork to collect data to examine disruptions to local ecosystems
- Analyse pollution and other human impacts

## Detailed Information

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

- How is the natural environment organised and inter-connected?
- How has the Earth's environment changed over time?
- How do scientific investigations help develop our understanding of how Earth's environment supports life?

You will investigate how living things are able to survive in ecosystems as diverse as deserts, seabeds, the tropics and Antarctica, as well as in backyard gardens and ponds. You will apply this knowledge and develop practical techniques by undertaking fieldwork and scientific investigations to examine change or disruptions to ecosystems and local landscapes over time.

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

- How can we manage pollution to sustain Earth's systems?
- How can we manage food and water security to sustain Earth's systems?
- How do scientific endeavours contribute to minimising human impacts on Earth's systems?

You will consider how pollutants impact on Earth's environment. You will use this information to recommend options for managing the local and global impacts of pollution. The characteristics of a sustainable food and water systems is our second focus of study. You will investigate how different systems are aimed at securing the Earth's food and water supplies.

The Unit culminates in a student-led scientific investigation on the effectiveness of managing a selected pollutant of interest and/or in securing water or food. This task is based on a local, regional or global case study.

## Assessment

- Laboratory or fieldwork activity presented as a scientific report
- A logbook of practical activities
- Analysis and evaluation of a case study
- A response to an issue or media article
- A designed solution to an environmental issue or challenge
- Evaluation of stakeholder perspectives in environmental management

## Practical work

Practical work is a central component and may include laboratory experiments, fieldwork, simulations, modelling and other direct experiences.

## Pre-requisites

One or more of the following Pathways subjects are highly recommended: Ecology and Environment, Origins, Our Chemical and Physical World.

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## Physics 1-2

## Physics 1-2

**Subject Code:** V1SPH

**Year Level:** 11

### Overview

- Investigate heat, energy, electricity and subatomic particles
- Conduct experiments to further your appreciation of motion
- Explore in depth one aspect of physics of your choosing

### Detailed Information

#### Unit 1: What ideas explain the physical world?

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

You will explore how physics can explain all manner of natural phenomena. You will consider thermal concepts, such as the kinetic model of matter, to investigate heat and explore climate science. You will evaluate common analogies used to explain electricity and to better understand electrical safety; and explore current, scientifically accepted, theories that explain how matter and energy have changed since the origins of the universe.

#### Unit 2: What do experiments reveal about the physical world?

- How can motion be described and explained?
- What questions arise when exploring physics?

You will study a 'core' topic which involves investigating forces and the concept of energy to investigate everyday motion. You will design and conduct your own experiment, as part of our final Area of Study assessment and, by using your own data and observations, draw conclusions to describe and explain motion.

A second "optional" topic will enable you to pursue an area of interest by investigating a specific theme from a predetermined list: Twelve options are available for selection in 'area of study 2': astronomy, further electricity, bioelectricity, biomechanics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science

### Assessment

- Course work
- Topic tests
- Assignments
- Learning journal
- Extended practical investigation (Unit 2)
- End of semester exam

### What sort of student would like Physics?

Someone who:

- Enjoys understanding theories and applying these to different situations
- Has an interest in understanding how things work, from the creation of rainbows and how the eye works to the electricity that is provided to our homes
- Wishes to understand the very nature of all matter of the universe
- Enjoys using maths to solve real life problems.

### Pre-requisites

One or more of the following Pathways subjects are highly recommended: Physics of Sport, Our Chemical and Physical World.

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## Psychology 1-2

**Subject Code:** V1SPS

**Year Level:** 11

### Overview

- Learn about brain function and the nervous system
- Design psychological experiments that enhance our understanding of current theories
- Explore how interactions with the world can influence our thoughts, feelings and behaviour

### Detailed Information

#### Unit 1: How are behaviour and mental processes shaped?

- How does the brain function?
- What influences psychological development?

- Student-directed research investigation

You will be exploring developmental psychology and the structure of the human brain. You will be able to discuss how human brains develop over the life span, and what types of things impact psychological development. You'll be entering in the age-old debate of nature vs. nurture. You will examine the role of the brain including how the brain works and its key functions and dissecting the brain to identify these. You will investigate the budding science of neuroplasticity, which tells us how the brain can adapt to change, learning and recover from injury.

## Unit 2: How do external factors influence behaviour and mental processes?

- What shapes a person's perception of the world?
- How are people influenced to behave in particular ways?
- Student-directed practical investigation

This unit explores social psychology and the science of perception. You will be exploring ideas around why people behave differently when in a group than alone, and how groups can influence behaviour including conformity and obedience. You will also be exploring our sensory perception and the role of the brain in both taste and vision. You will be looking at distortions of perception like optical illusions or the way colour influences our taste. Finally you will design and then conduct a scientific investigation on any aspect of Psychology learnt so far, and present your findings in a scientific poster.

## Assessment

- Course work
- Topic tests
- Student-directed research investigation (Unit 1)
- Practical investigation (Unit 2)
- End of semester exam

## What sort of student would like Psychology?

Someone who is interested in:

- Human behaviour, the way we think, learn and relate, and how we become the 'person' we are
- Studying areas of health, health science, or health promotion
- Using scientific method to establish what we know about human behaviour.

## Pre-requisites

One or more of these Pathways subjects are highly recommended: Intro to Psychology, BioMed - Broken Bodies, BioMed - Disease and Diagnosis.

# TECHNOLOGY



**Deeane Cordy**

Technology Instructional Leader

Learning in the Technology Domain gives you the freedom to use your creativity to solve problems in a real-world context.

Technology is an increasingly significant part of our society, which is why it is important that we learn the appliances and systems people rely on daily in order to create a more efficient, safer and healthier world.

We foster an appreciation for traditional techniques, while also exploring the frenetic world of emerging technologies. Here, you have opportunities to analyse problems and implement a range of digital and design solutions such as artificial intelligence engines, engineering robots, building sustainable furniture and improving the quality and accessibility of food.

In this Domain you have the choice to explore technologies in the areas of; digital, fibre, food, materials and systems engineering.

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## •Applied Computing and Software Development 1-2

**Subject Code:** V1TCS

**Year Level:** 11

### Overview

- Design and create digital solutions for emerging technologies
- Learn about cybersecurity and ethical hacking
- Use testing and debugging techniques to ensure software solutions work

### Detailed Information

#### Unit 1: Data Analysis and Programming

We look at how data can be used to create data visualisations, and how programming languages develop working software solutions. We apply methods and techniques for creating a working software solution using a range of processing features and data structures. We apply testing and debugging techniques to ensure the software solution works as intended.

#### Assessment

- A folio of exercises or software solutions and a written report
- A presentation (oral, multimedia, visual) to present findings or software solutions

#### Unit 2: Innovative Solutions and Network Security

We work collaboratively to develop an innovative solution to an identified need or opportunity. We investigate the use of digital devices and emerging technologies and their applications. The innovative solution may be a concept, prototype or product and you can choose to explore Artificial Intelligence, Internet of Things, Games Development, Virtual Reality, Blockchain or any other innovative digital solution.

We examine the capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

#### Assessment

- A presentation (oral, multimedia, visual) of an innovative solution
- A written or annotated visual report
- A case study or the design of a wireless network or a working model

#### What sort of student would like Applied Computing?

Someone who:

- Would like to design and create digital solutions to emerging technologies
- Would like to pursue a career in programming & cybersecurity
- Is interested in learning about components of digital systems
- Would like to learn about the role of ethical hacking
- Enjoys analysing data and learning about the impact of current and emerging technologies.

#### Pre-requisites

Digital: 3D Game Design; Digital: Cybersecurity Programming and AI; Systems Engineering: Remote Controlled Vehicle; Systems Engineering: Robotics

#### Other considerations

Applied Computing is a pathway into Units 3 & 4 Software Development which further develops your understanding of programming, analysis & design and software security or cybersecurity. This program may be offered in 2026.

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## •Food Studies 1-2

**Subject Code:** V1TFS

**Year Level:** 11

### Overview

- Study the origins and roles of food across the globe
- Look at Australian indigenous food before European settlement
- Focus on sustainability and nutrition

## Detailed Information

### Unit 1: Food origins

We analyse the major factors that develop a global food supply and demonstrate adaptations of selected food from earlier cuisines through practical activities. You use indigenous ingredients as well as those introduced through migration and critique contemporary use of these ingredients through practical activities. Food production, processing, manufacturing industries and immigration are studied.

### Assessment

- A range of practical activities with records on two - practical log books
- One additional task choosing from an oral presentation or practical demonstration (face to face, video, podcast) or a short written report (research inquiry or historical timeline)
- End of semester exam

### Unit 2: Food makers

We investigate food systems in contemporary Australians. We use design briefs to design and create food products that have been adapted from a small-scale kitchen to a commercial context. Food Industries in Australia, producing high quality, safe food meeting the needs of consumers is also analysed. You use a range of ways to evacuate foods. You design new food products and adapt recipes according to particular needs.

### Assessment

- Design and produce two practical food solutions for a need in the food industry/school community and a domestic or small-scale settling
- End of semester exam

### What sort of student would like Food Studies?

Someone who:

- Is interested in foods
- Would like analysing what happens during cooking and using a variety of preparation methods
- Is curious about sustainable and ethical food issues, healthy eating, meal creation and nutrition.

### Pre-requisites

Food Technology subjects: Café Style, Breakfasts Lunches and Dinners, Foods from around the World, Cooking for Crowds, and/or participation in food preparation in the home/workplace are suggested, not essential.

### Other considerations

This unit has a wide theoretical base and therefore makes up around 50% - 60% of total class time. The other 50-40% is practical based (testing and tasting foods and/or producing recipes).

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## Product Design and Technologies 1-2

**Subject Code:** V1TPD

**Year Level:** 11

### Overview

- Design and build challenging projects
- Focus on sustainability and collaboration in a practical context
- Express yourself creatively in practical situations

## Detailed Information

### Unit 1: Design Practices

In this unit, we work collaboratively to analyse and evaluate existing products and designs. You will learn to understand the importance of a design brief, learn about factors that influence design, and design processes.

In your practical work, you will explore and test materials, tools and processes while practising safe skill development when creating an innovative product. This is achieved through the development of a design folio and the use of prototypes to explore design options.

### Assessment

- A record of evidence of research, development and conceptualisation of products as well as a reflection on collaboration, teamwork and ways to improve in the future
- Practical work: a demonstration of graphical and physical product concepts including prototyping and making final proof of concept along with a finished product.

### Unit 2: Positive impacts for end users

In this unit, we examine social and/or physical influences on design. We look at how designers research the diverse needs of end users to create innovative products. You will create a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an

inclusive product that has a positive impact on an individual and/or society.

We will explore cultural influences on design to develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products. We will look at how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs.

## Assessment

- A folio with evidence of research, development of a product addressing a need or opportunity related to positive impacts for the end user(s)
- Practical work: demonstration of graphical and physical product concepts including prototyping and making final proof of concept along with the finished product addressing a need or opportunity related to positive impacts for the end user(s)
- Case study analysis or research inquiry of a designer and end user(s) that explores the influence of culture in product design.

## What sort of student would like Product Design and Technology?

Someone who:

- Is interested in designing and making products
- Likes working with wood and metals
- Would like to follow a building, engineering or designing career
- Would like to pursue tertiary qualifications in building, engineering or designing careers.

## Pre-requisites

Any Pathways subjects in Materials Technology in Timber or Metal.

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## Product Design and Technologies Textiles 1-2

**Subject Code:** V1TTX

**Year Level:** 11

### Overview

- Redesign an article of clothing
- Collaborate with class members
- Develop a fashion folio

## Detailed Information

### Unit 1: Design Practices

Apply design thinking and strategies to research, critique and communicate a need to work collaboratively to address a design brief. You will test and trial materials and tools to determine ways to produce a product.

### What does this mean for me?

You choose a product such as a garment for a specific purpose using the "double diamond design approach".

## Assessment

Develop a folio showing evidence of the design process, selection and safe use of tools and machines and the risk assessment associated with the tools and machines.

### Unit 2: Positive impacts for end users

We examine social and/or physical influences on design, specifically looking at inclusive design solutions, and producing an inclusive product that has a positive impact on belonging, access, viability or equity. You also explore cultural influences on design e.g. aboriginal designs and productions.

### What does this mean for me?

Each student produces one of the products based on positive impacts for the end user.

## Assessment

Research, development, practical works.

### What sort of student would like Textiles?

Someone who is interested in design, fashion and textiles.

## Pre-requisites

Nil. However, any Pathways Fibre Technology subject will be beneficial.

## Other considerations

Purchase of materials as required.



## Systems Engineering 1-2

**Subject Code:** V1TSE

**Year Level:** 11

### Overview

- Focus on mechanical engineering fundamentals
- Understand what makes simple and more complex devices operate
- Design and create your own electro/mechanical project

### Detailed Information

#### Unit 1: Mechanical engineering fundamentals

You will focus on mechanical engineering fundamentals as the basis of understanding the underlying principles and the building blocks that operate in the simplest to more complex mechanical devices.

#### What does this mean for me?

We study fundamental mechanical engineering principles, the motions performed, the elementary applied physics, and the mathematical calculations that can be applied in order to define and explain the physical characteristics. You apply knowledge and construct functional systems. '

Through applied research, you explore how these systems use or convert the energy supplied to them, and to related wider environmental and social issues.

#### Assessment

- Written tests
- Practical and research tasks
- End of semester exam

#### Unit 2: Electro technology engineering fundamentals

We focus on building understanding of the fundamental principles of electrical and electronic circuits, which are collectively and commonly referred to as electro technology.

#### What does this mean for me?

You study fundamental electro technology engineering principles, apply knowledge and skills to research, produce technical reports and construct an electro technology system.

#### Assessment

- Written tests
- Practical and research tasks
- End of semester exam

#### What sort of student would like Systems Engineering?

Someone who:

- Is looking for a sound basis for entry into a broad range of tertiary technology courses such as; engineering and applied sciences, skilled trades and vocational training, in the electro technology and automotive sectors
- Interested in gaining employment in technological enterprises.

#### Pre-requisites

Physics or electronics based subjects such as Our Chemical & Physical World would be beneficial. Pathways subjects - Remote Controlled Vehicle, 3D Design and Construction, Robotics.

#### Other considerations

A subject that complements Systems Engineering is Physics.

## VET



**Damien Morrison**

Senior School Instructional Leader -  
VET/VM/VPC

You can complete Vocational Education and Training (VET) studies as part of your VCE or VCE VM certificate — an option that is ideal for Year 10-12 students looking to combine their studies with something a little more practical.

By choosing to study a VET, you gain skills through practical classes and on-the-job training at workplaces, which can be offered through a School Based Apprenticeship/Traineeship (SBAT) and or a Structured Workplace Learning (SWL).

VET studies are not reserved for trades; you can complete VET qualifications in areas as varied as game design and sound engineering.

If you choose to complete VET studies as part of your VCE, the VET units can count towards your Australian Tertiary Admissions Rank (ATAR).

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### -VET Beauty 1-2

**Subject Code:** V1VBE

**Year Level:** 11

#### Overview

- With hands-on experience you learn to provide a range of beauty services to clients that include nail, waxing, lash and brow, tanning and basic make-up services
- You'll be guided by experienced beauty experts on the latest products, techniques and trends that will prepare you for a variety of different positions within the beauty industry

#### Detailed Information

##### SHB20216 Certificate III in Beauty Services

This certificate is a two-year program which requires you to complete Units 1-4 in Beauty. It is studied as a VCE/VET course within the VCE or VCE VM certificate. If selected as part of your VCE studies, it will be a fifth or sixth subject of choice (not one of your four primary subjects).

#### What does this mean for me?

You achieve a Certificate III in Beauty Services, and have a skill set to take into the beauty and retail industries. You develop skills and knowledge in OH&S, communication, retail, lash and brow, design and application of make-up, nails, waxing and tanning.

#### Assessment

- Course work
- Written and practical assessment tasks
- No internal or external examinations
- Students who complete a Unit 3 and 4 sequence for VCE VET Beauty are eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies)

#### What sort of student would like VET Beauty?

With the gained knowledge and practical experience it can lead you to:

- A stepping stone to higher beauty and make-up qualification
- Gained employment opportunities as a beautician, beauty retail cosmetic consultant, product specialist or sales advisor, waxing technician, make-up artist.

#### Pre-requisites

Unit 1 & 2 must be completed prior to commencing Unit 3 & 4.

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### -VET Building and Construction 1-2

## VET Building and Construction 1-2

**Subject Code:** V1VBC

**Year Level:** 11

### Overview

- Learn about the Building Industry
- Learn how to use carpentry hand and power tools
- Build timber projects

### Detailed Information

#### 22338VIC Certificate II in Building and Construction Pre-apprenticeship

This certificate is a two-year program which requires you to complete Units 1-4 in Building & Construction. It is studied as a VCE/VET subject within the VCE or VCE VM certificate.

### Units 1 & 2

In Unit 1 and 2 we focus on basic skills and knowledge in the building and construction industry. You learn how to use carpentry hand tools, carpentry power tools, workplace occupational health and safety, and building calculations.

### Assessment

- Course work
- Written and practical assessment tasks
- No internal or external examinations
- Students who complete the Unit 3 and 4 sequence for VCE/VET Building and Construction will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies)

### What sort of student would like Building and Construction?

Someone interested in:

- Gaining some hands on skills in a trade
- An apprenticeship or a career in the building industry
- The building industry, e.g. plumbing, architecture, electricity.

### Pre-requisites

Unit 1 & 2 must be completed prior to commencing Unit 3 & 4.

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## VET Engineering Studies 1-2

**Subject Code:** V1VES

**Year Level:** 11

### Overview

- Learn real world skills and gain knowledge about the engineering industry
- Learn to use hand and power tools
- Create projects using machines such as lathes, mills and drill presses

### Detailed Information

#### 22470VIC Certificate II in Engineering Studies

This certificate is a two-year program which requires you to complete Units 1-4 in Engineering Studies. It is studied as a VCE/VET course within the VCE or VCE VM certificate. If selected as part of your VCE studies, it can be one of your primary five subjects. We teach you broad-based underpinning competencies in a range of engineering skills.

### Unit 1 & 2

You will work on growing your hand tool skills, increasing precision measurement with micrometers and vernier calipers, increasing your accuracy when marking out, using power tools safely as well as using lathes and cut off machines.

### What does this mean for me?

We enhance your employment prospects for apprenticeships and traineeships. You are able to make more informed choices in the selection of vocational career paths and develop the social and personal skills relevant to participation in the engineering industry.

### Assessment

- Course work
- Written and practical assessment tasks
- Scored school based assessments (SACs) and external end of year examination in second year of the course

## What sort of student would like Engineering?

Someone interested in:

- Has an interest in seeking a hands-on career path
- Has an interest in developing the skills and knowledge that are applied across a variety of industries
- Wishes to develop their knowledge in how engineering concepts are adapted in the community.

## Pre-requisites

Unit 1 & 2 must be completed prior to commencing Unit 3 & 4.

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## VET Hair 1-2

**Subject Code:** V1VHA

**Year Level:** 11

### Overview

- Develop fundamental salon skills such as shampooing techniques, conducting financial transactions, preparing clients for salon services and drying hair to shape
- Learn the latest industry techniques and gain practical skills on real clients in our purpose-built learning facilities

## Detailed Information

### SHB20216 Certificate II in Salon Assistant

This certificate is a two-year program which requires you to complete Units 1-4 in Hair with several beauty subjects included. It is studied as a VCE/VET course within the VCE or VCE VM certificate. If selected as part of your VCE studies, it will be a fifth or sixth subject of choice (not one of your four primary subjects).

This qualification provides a range of basic skills and knowledge used in hairdressing salons by individuals who provide assistance with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from hairdressers who manage the client service.

This qualification is intended to prepare individuals for further training or to gain employment as a salon assistant.

## What does this mean for me?

You achieve a Certificate II in Salon Assistant for the Units of Competency, and have a skill set to take into the hair, beauty and retail industries. You develop skills and knowledge in OH&S, communication, retail, lash and brow services, shampooing, head, neck and shoulder massage, braiding and drying hair to shape.

## Assessment

- Course work
- Written and practical assessment tasks
- No internal or external examinations
- Students who complete a Unit 3 and 4 sequence for VCE VET Hair are eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies)

## What sort of student would like VET Hair?

Someone interested in:

- An apprenticeship in Hairdressing
- Upskilling to the Certificate III in Hairdressing
- Working as a salon assistant in the retail or beauty industry

## Pre-requisites

Unit 1 & 2 must be completed prior to commencing Unit 3 & 4.

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## VET Health Services 1-2

**Subject Code:** V1VHS

**Year Level:** 11

### Overview

- Engage in the Health Services industry
- Learn about Interpreting and applying medical terminology
- Develop strategies to work with patients, families and colleagues

## Detailed Information

## Detailed information

### HLT33115 Certificate III in Health Services

Our two-year certificate program in Health Services offers a comprehensive curriculum designed to equip students with the essential knowledge and skills for a successful career in the industry. As a VCE/VET course, it can be one of your primary subjects, allowing you to immerse yourself in the world of healthcare. Through core units focusing on the Australian healthcare system, healthy body systems, and medical terminology, you will gain an in-depth understanding of the industry's practices, regulations, and policies.

This program is specifically designed for those aspiring to become Health Services Assistants in sectors such as aged care, disability, and other healthcare fields. By completing this program, you will be prepared to provide valuable assistance to Health Professionals under their supervision and delegation, including direct, indirect, or remote supervision. Upon graduation, you will possess the foundational knowledge and practical experience necessary to embark on a fulfilling career in the health industry supporting health professionals in delivering exceptional care to patients in various community and healthcare settings.

There is a work placement requirement for this course, it is completed in two 1 week blocks. This will be organised by the school for during the term breaks. This is a requirement of the course and not completing placement may end up in a removal from subject.

### Unit 1 & 2

Some of the skills you gain in the program are occupational health and safety through first hand experiences in industry settings, completion of first aid certificate, dealing with diverse clients, assisting with movement and infection prevention and control policies and procedures.

### Assessment

- Course work
- Written and practical assessment tasks
- Internal end of semester examinations in first year of course
- Scored school based assessments (SACs)

### What sort of student would like Health Services?

Someone interested in:

- The Health Services industry
- Helping people
- Working in groups
- Looking to move into a health vocation.

### Pre-requisites

Unit 1 & 2 must be completed prior to commencing Unit 3 & 4.

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## -VET Hospitality 1-2

**Subject Code:** V1VHO

**Year Level:** 11

### Overview

- Learn professional cooking skills
- Cater for a variety of school functions
- Enhance your abilities through practical cooking classes

## Detailed Information

### SIT20421 Certificate II in Cookery

This certificate is a two-year program which requires you to complete Units 1-4 in Hospitality. It is studied as a VCE/VET subject within the VCE or VCE VM certificate. If selected as part of your VCE studies, it can be one of your primary five subjects.

### Unit 1 & 2

You expand your knowledge of the hospitality industry. Hygiene, health and safety are covered. You develop knife and cooking skills and prepare a range of foods. You study the basic methods of cooking and prepare a variety of dishes using these methods.

### What does this mean for me?

You learn professional cooking skills and develop your ability to cook a variety of foods. You gain experience in hospitality, catering and cooking a variety of foods working at school based functions.

### Assessment

- Course work
- Written and practical assessment tasks
- Internal end of semester examinations
- Scored school based assessments (SACs)

- Scored school based assessments (SACs);
- Extended lesson every week

## What sort of student would like Hospitality?

Someone interested in:

- Cooking and being in the kitchen
- Gaining an apprenticeship in the hospitality industry.

## Pre-requisites

Unit 1 & 2 must be completed prior to commencing Unit 3 & 4.

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## -VET Music Industry - Performance 1-2

**Subject Code:** V1VMI

**Year Level:** 11

### Overview

- Practical training in the setup and operation of audio equipment
- Hands on experience in digital audio recording
- Integrate practical course work into school community events, such as sound for school productions, assemblies, etc.

**New in 2026**

## Detailed Information

### CUA30920 Certificate III in Music (Performance)

This certificate is a two-year program that requires you to complete Units 1-4 in Music Industry- Performance. It is studied as a VCE/VET course within the VCE or VCE VM certificate. If selected as part of your VCE studies, it can be one of your primary five subjects.

## Unit 1 & 2

The Certificate III in Music assists students in developing a wide range of competencies in varied work contexts of the music industry, as well as in environments that require skills in music performance, music creation or composition, sound production or music business. The qualification is suited to students with a broad interest in music who are keen to further develop skills in their area of interest, from preparing for performances, recording, and mixing music or repairing and maintaining audio equipment for live music events. Career and pathways opportunities may lead to roles such as studio

assistant, performer or session musician, producer, arranger, stagehand, broadcaster and sound & lighting technician.

## What does this mean for me?

You will have the opportunity to develop technical skills and knowledge for music performances in styles of your choice. You would be making demo of your own music. You will be learning about musical improvisation and stagecraft skills as well as how to perform as a soloist and in bands.

## Assessment

- 11 units of competency made up of written and practical assessment tasks
- Internal end of semester examinations in first year of course
- Scored school based assessments (SACs) and external end of year examination in second year of the course

## What sort of student would like VET Music Industry - Performance?

Someone interested in:

- Developing instrumental or singing skills to an industry standard.
- Tertiary studies in music performance

## Pre-requisites

It is recommended that Unit 1 & 2 be completed prior to commencing Unit 3 & 4.

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## -VET Outdoor Recreation 1-2

**Subject Code:** V1VOE

**Year Level:** 11

### Overview

- Engage, run and create outdoor recreation activities
- Develop skills and knowledge in the outdoor recreation industry
- Participate in engaging outdoor recreation trips

**New in 2026**

## Detailed Information

### SIS30115 Certificate III in Sport and Recreation - Outdoor and Environmental Elective

This certificate is a two-year program which requires you to complete Units 1-4 in Sport & Recreation. It is studied as a VCE/VET course within the VCE or VCE VM certificate. If selected as part of your VCE studies, it can be one of your primary five subjects.

The program is designed to enhance students' employment prospects in the sport and outdoor recreation industry. The core units focus on improving students ability to plan, manage, conduct and evaluate outdoor recreational activities, while the elective units concentrate on improving student ability to apply these skills in outdoor scenarios. The course is quite practical in its nature, but does have a significant theory component that students need to complete in order to be deemed competent.

### Unit 1 & 2

You gain skills in occupational health and safety through first hand experiences in outdoor settings, completion of first aid certificate, dealing with clients and planning outdoor sessions for their peers.

### Assessment

- Course work
- Written and practical assessment tasks
- Outdoor excursions
- Internal end of semester examinations in first year of course
- Scored school based assessments (SACs)

### What sort of student would like Outdoor Recreation?

Someone interested in:

- The outdoor recreation industry
- Interacting with people in a sporting environment
- Working in groups.

### Pre-requisites

Unit 1 & 2 must be completed prior to commencing Unit 3 & 4.

Recommended for a Year 10/11 Pathway

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## -VET Sound Engineering 1-2

**Subject Code:** V1VSE

**Year Level:** 11

### Overview

- Practical training in the setup and operation of audio equipment
- Hands on experience in digital audio recording
- Integrate practical course work into school community events, such as sound for school productions, assemblies, etc.

## Detailed Information

### CUA30920 Certificate III in Music (Sound Production)

This certificate is a two-year program which requires you to complete Units 1-4 in Sound Engineering. It is studied as a VCE/VET course within the VCE or VCE VM certificate. If selected as part of your VCE studies, it can be one of your primary five subjects. **This will be a partial completion of the full certificate.**

### Unit 1 & 2

We focus on the skills and information required to assist and work as part of a team performing basic tasks within the music industry. You learn industry knowledge such as copyright procedures, planning a career, working in the creative arts industry, basic audio editing, and live sound reinforcement.

### What does this mean for me?

You learn to understand basic music industry knowledge, copyright procedures and editing sound using digital systems.

We develop your skills and knowledge in music technical production including studio recording and production techniques, as well as providing live sound reinforcement.

### Assessment

- Course work
- Written and practical assessment tasks
- Internal end of semester examinations in first year of course
- Scored school based assessments (SACs) and external end of year examination in second year of the course

- Scored school based assessments (SACs) and external end of year examination in second year of the course

## What sort of student would like Sound Engineering?

Someone interested in:

- Sound technology
- Finding out more about sound reinforcement, production and recording
- The music industry.

## Pre-requisites

It is recommended that Unit 1 & 2 be completed prior to commencing Unit 3 & 4.

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## VET Sports Coaching 1-2

**Subject Code:** V1VSC

**Year Level:** 11

### Overview

- Help organise and run school sport carnivals
- Create, conduct and participate in fitness sessions
- Participate in engaging trips to sports and recreation venues

## Detailed Information

### SIS30115 Certificate III in Sport and Recreation

This certificate is a two-year program which requires you to complete Units 1-4 in Sports Coaching. It is studied as a VCE/VET course within the VCE or VCE VM certificate. If selected as part of your VCE studies, it can be one of your primary five subjects.

The program is designed to enhance students' employment prospects in the sport and recreation industry. The core units focus on improving students ability to plan, manage, conduct and evaluate sport sessions, while the elective units concentrate on improving student coaching ability. The course is quite practical in its nature, but does have a significant theory component that students need to complete in order to be deemed competent.

### Unit 1 & 2

You gain skills in occupational health and safety through first hand experiences in industry settings, completion of first aid certificate, dealing with clients and conducting sport and recreation sessions. Students assist in the running of school sports carnivals, developing and running fitness sessions and basic occupational health and safety laws.

## Assessment

- Course work
- Written and practical assessment tasks
- Internal end of semester examinations in first year of course
- Scored school based assessments (SACs)

## What sort of student would like Sports Coaching?

Someone interested in:

- The sport and recreation industry
- Interacting with people in a sporting environment
- Working in groups.

## Pre-requisites

Unit 1 & 2 must be completed prior to commencing Unit 3 & 4.