



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.

-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.

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

Pre-requisites

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

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 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.

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

- 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.

VCE VM Literacy 1-2

Subject Code: V3ELI

Year Level: 11

Overview

- Focus on building your reading, writing and oral communication skills
- Explore a wide range of text types
- Read and create 'real world' texts

Detailed Information

Unit 1

- You will read a wide range of text types, learning about how they work and how to create them.
- Improve your digital literacy, responding to and creating different digital texts.

Unit 2

- You will explore how to read persuasive texts, identifying bias, values, and cultural conventions.
- Research and express your own opinion in oral presentations.

Assessment

- A combination of teacher-assigned and student-selected tasks will be used to evaluate learning. These may include oral presentations, written reports, reflective journals, audio or video recordings, comparative analyses, research projects, or the creation of digital texts.

VCE VM students can undertake VCE English as an alternative to this subject (with approval from the English Instructional Leader)

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.

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.

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

Business Management 1-2

Subject Code: V1HBM

Year Level: 11

Overview

- Explore how business ideas are developed into a reality
- Consider the effects of legal, economic, technological, and global factors when planning a business
- 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 from 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 investigate a range of businesses to consolidate knowledge from class on the development of a business idea to the impacts of conditions in the business environment, which impact the planning of a business.

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 and 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.

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.

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.

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.

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.

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

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.

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 representation analysis on youth
- Research project on a factor that impacts the experience of youth
- Extended response on the factors that have impacted the experience of the family
- Short answer and extended response representation analysis on Family
- End of semester exam

What sort of student would like Sociology?

Someone who is interested in current affairs, social science, history, politics and culture. Someone who has strong literacy skills and likes to analyse issues in detail.

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.

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.

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:

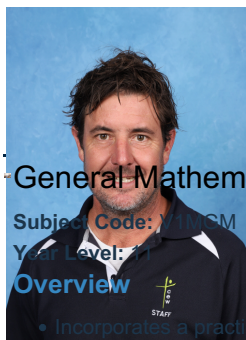
- Would like to be able to conduct their chosen career in an additional language
- Is interested in pursuing a career in journalism, tourism, media or commerce
- Enjoys language and learning about different cultures.

Pre-Requisites

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

MATHEMATICS

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: VM12SM

Year Level: 11-12

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

Mathematics Instructional
Leader

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.

VCE VM Numeracy 1-2

Subject Code: V3MNU

Year Level: 11

Overview

- Learn maths that will be useful you in further education and employment
- Cover topics like maths for personal organisation, health, recreation, money management, and preparing for the world of work
- Learn new maths skills, then use them to solve real world problems

Detailed Information

Unit 1

- You will look at Number, Shape, Relationships, and Quantity and Measures
- Build on your existing mathematical skills to solve problems in real world contexts
- Create a 'tool kit' of maths skills that you can use at home, work or school

Unit 2

- You will look at Dimension and Direction, Data, Uncertainty, Systematics
- Use these skills to solve a new set of problems in different real-world contexts

- Build on your Unit 1 'tool kit' of maths skills to improve your confidence using maths at home, work, or school

Assessment

- Will be based on your ability not only to do the maths, but to apply it in practical ways
- May include investigations, projects, presentations, and portfolios

VM students can undertake VCE General Maths as an alternative to this subject (with approval from the Mathematics Instructional Leader)

PHYSICAL EDUCATION & HEALTH

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.



Health and Human Development 1-2

Subject Code: Y11PHD

Year Level: 11
Physical Education & Health
Instructional Leader

- 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 nutrients and the use of food selection models and other tools to promote healthy eating.

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.

♦ Call to Action (Year 11)

Subject Code: V1RCA

Year Level: 11

Overview

- Suited to students not perusing 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 ATAR 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.

♦ 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

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



Kate O'Neill

Science Instructional Leader

Our Science program is designed to foster curiosity, critical thinking, and an appreciation of the wider world. Students investigate the structure and behaviour of the physical, biological, and Earth systems through observation, experimentation, and scientific inquiry. Across Years 7–10, Ochre learning materials are used to progressively develop students' skills in observation, prediction, data analysis, problem-solving, and evidence-based reasoning, while building understanding across the disciplines of Biological Sciences, Chemical Sciences, Physical Sciences, and Earth and Space Sciences.

Students engage in hands-on investigations and explore real-world applications of science, developing the ability to communicate scientific ideas and evaluate information critically. The program encourages students to think scientifically about contemporary issues and to recognise the role of science in shaping society and the environment.

At VCE level, students may further specialise through the study of Physics, Chemistry, Biology, Psychology, and Environmental Science, providing pathways into a wide range of tertiary studies and careers in science, health, engineering, technology, and environmental fields.

Biology 1-2

Subject Code: V1SBI

Year Level: 11

Overview

- Investigate how cells function as the fundamental units of life, including cellular processes, specialised structures, and the ways organisms maintain and coordinate body systems.
- Explore reproduction, inheritance, and genetics, examining how traits are passed between generations and how scientific developments influence our understanding of heredity and biotechnology.
- Examine how organisms interact with their environments through ecosystems, adaptations, and biodiversity, while developing practical scientific inquiry skills such as experimental design, data analysis, and evaluation of evidence.

Detailed Information

Unit 1: How do organisms regulate their functions?

Students will:

- Explain and compare cellular structure and function, and analyse the cell cycle and cell growth, death and differentiation.
- Explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.
- Design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

Unit 2: How does inheritance impact on diversity?

Students will:

- Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
- Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
- Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

Assessment

- Coursework
- Topic tests
- Practical investigations
- Investigation of an issue

- 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

Details to come

Chemistry 1-2

Subject Code: V1SCH

Year Level: 11

Overview

- Investigate the structure and behaviour of matter, including atomic theory, bonding, and the properties of elements, compounds, and mixtures, to explain how substances interact and change.
- Explore chemical reactions and energy changes, including reaction types, stoichiometry, and the principles of sustainability in chemical processes and resource use.
- Develop practical scientific skills through experimental design, data analysis, and problem-solving, applying chemical knowledge to real-world contexts such as materials, environmental systems, and industrial processes.

Detailed Information

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

Students will:

- Explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.
- Calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.
- Investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.

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

Students will:

- Explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.
- Calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.
- Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

Assessment

- Coursework
- Topic tests
- Practical investigations
- Investigation of an issue
- 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

Details to come

Environmental Science 1-2

Subject Code: V1SEN

Year Level: 11

Overview

- Investigate Earth as an interconnected system, including the interactions between the atmosphere, hydrosphere, lithosphere and biosphere, and the movement of energy and matter through natural cycles.
- Examine how human activities influence environmental systems, with a focus on biodiversity, resource use, pollution, and climate change, and evaluate strategies for sustainability and environmental management.
- Develop practical environmental science skills through fieldwork, data collection and analysis, modelling, and the interpretation of environmental evidence to support informed decision-making.

Detailed Information

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

Students will:

- Describe the movement of energy and nutrients across Earth's four interrelated systems, and analyse how dynamic interactions among biotic and abiotic components of selected local and regional ecosystems contribute to their capacity to support life and sustain ecological integrity.
- Analyse how changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems, and assess the impact of diverse stakeholder values, knowledge and priorities in the solutions-focused management of a selected regional environmental challenge.
- Draw an evidence-based conclusion from primary data generated from a student-designed or student-adapted scientific investigation related to ecosystem components, ecosystem monitoring and/or change affecting Earth's systems.

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

Students will:

- Explain how the chemical and physical characteristics of pollutants impact on Earth's four systems, and recommend and justify a range of options for managing the local and global impacts of pollution.
- Compare the advantages and limitations of different agricultural systems for achieving regional and global food security, evaluate the use of ecological footprint analysis for assessing future food and/or water security, and recommend and justify a range of options for improving food and/or water security for a nominated region.
- Investigate and explain how science can be applied to address the impacts of natural and human activities in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

Assessment

- Coursework
- Topic tests
- Practical investigations and fieldwork activities
- Investigation of an issue or case study
- End of semester exam

What sort of student would like Environmental Science?

Someone who:

- Is curious about how natural systems work and how living things interact with their environment, especially in real-world contexts such as ecosystems, weather, and climate.
- Cares about sustainability and the future of the planet, and is interested in issues such as climate change, conservation, pollution, and renewable energy.
- Enjoys hands-on, practical learning such as fieldwork, data collection, and investigating real environmental problems rather than purely theoretical study.
- May be considering future pathways in environmental science, conservation, agriculture, engineering, geography, or sustainability-related fields.

Pre-requisites

Nil but 10 Environmental Science is highly recommended.

Physics 1-2

Subject Code: V1SPH

Year Level: 11

Overview

- Investigate motion and forces, including kinematics and dynamics, to describe and explain how objects move under the influence of balanced and

unbalanced forces.

- Explore energy and electricity, including energy transfers, transformations, circuits, and the application of physical principles to real-world systems.
- Develop practical scientific skills through experimental design, data analysis, and modelling, applying mathematical relationships to interpret and predict physical behaviour.

Detailed Information

Unit 1: How is energy useful to society?

Students will:

- Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
- Explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
- Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

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

Students will:

- Investigate, analyse, mathematically model and apply force, energy and motion.
- Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.
- Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

Assessment

- Coursework
- Topic tests
- Practical investigations and assignments
- Extended practical investigation
- 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

10 Physics is highly recommended.

Psychology 1-2

Subject Code: V1SPS

Year Level: 11

Overview

- Investigate how the human brain and nervous system enable behaviour, including perception, cognition, and responses to internal and external stimuli.
- Explore how individuals learn and develop over time, including learning processes, memory, and factors that influence behaviour and psychological functioning.
- Develop research skills through psychological investigations, including experimental design, data analysis, and evaluation of evidence to explain human behaviour.

Detailed Information

Unit 1: How are behaviour and mental processes shaped?

Students will:

- Discuss the complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.
- Analyse the role of the brain in mental processes and behaviour, and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
- Identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology

- identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.

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

Students will:

- Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
- Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
- Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

Assessment

- Coursework
- Topic tests
- Student-directed research investigation
- Practical investigation
- 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 methods to establish what we know about human behaviour.

Pre-requisites

10 Psychology is highly recommended.

TECHNOLOGY



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.



Deeane Cordy

Technology Instructional Leader

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.

-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.

-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 setting
- 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).

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 portfolio 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.

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 - Textiles

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

In your practical work, you will explore and test textile materials, fibres, fabrics, tools, equipment, and production techniques while practicing safe skill development to create an innovative textile product. This is achieved through the development of a design folio and the use of samples, mock-ups and prototypes to explore design ideas and solutions.

Assessment

- A record of evidence demonstrating research, development and conceptualisation of textile products, as well as reflection on collaboration, teamwork and future improvements.
- **Practical work:** Demonstration of design ideas through technical drawings, sampling, prototyping and construction techniques, leading to a final proof of concept and completed textile product.

Unit 2: Positive impacts for end users - Textiles

In this unit, we examine social and/or physical influences on textile design. We explore how designers research the diverse needs of end users to create

In this unit, we examine social and/or physical influences on textile design. We explore how designers research the diverse needs of end users to create innovative and inclusive textile products. You will develop an end-user profile, investigate needs or opportunities, and design and produce a textile product that has a positive impact on an individual and/or society.

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

Assessment

- A folio with evidence of research and development of a textile product that addresses a need or opportunity related to positive impacts for the end user(s).
- **Practical work:** Demonstration of design ideas through sampling, prototyping and production processes, leading to a final textile product addressing a need or opportunity for the end user(s).
- Case study analysis or research inquiry into a designer and end user(s), exploring the influence of culture in textile design.

What sort of student would like Product Design & Technology – Textiles?

Someone who:

- Is interested in designing and making textile or fashion products
- Enjoys creativity, sewing, fabric manipulation and problem-solving
- Would like to follow a fashion, costume, interiors, textiles, merchandising or design career
- Would like to pursue tertiary qualifications in fashion, textiles, product design or related creative industries

Pre-requisites

Any Pathways subjects in Materials Technology – Textiles, Fashion or related Design Technology studies are recommended but not essential.

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: Electrotechnological systems design

Students explore key electrotechnological concepts such as feedback systems, sensors, circuit diagrams, microcontrollers, and programming. They apply this knowledge through hands-on projects, using the systems engineering process to design and build solutions that may include mechanical components. The unit also develops project management, problem-solving, and teamwork skills, while examining how energy is used and converted in systems.

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: Mechanical systems design

Students explore fundamental mechanical engineering concepts, including subsystems, motion, and the physics and mathematics that explain how systems operate. They apply this knowledge to inclusive design challenges, using the systems engineering process to create functional mechanical systems that meet diverse user needs. The unit emphasises real-world problem solving, with opportunities to incorporate basic electrotechnological components, while investigating how energy is used, transferred, and converted within designed systems.

What does this mean for me?

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.

VALP - VOCATIONAL APPLIED PROGRAM VM

Vocational and Applied Learning is a rapidly growing pathway through senior secondary and beyond. At Catholic College Wodonga our Vocational and Applied Learning Pathways are designed to help students pursue their interests and aspirations, and develop the skills needed to succeed in further education, work and life. We do this by providing flexibility, valuing student voice, and making explicit connections between what we do in class and what happens in the world beyond school.



VALP VM Work Related Skills 1-2

Subject Code: N3VM

Year Level: 11
Senior School Instructional Leader -
VAVM/PC

- Learn about the world of work, industry growth areas and in demand skills
- Identify and improve you own employability skills, attributes, and capabilities
- Learn about recruitment processes, and practice you application and interview skills

Detailed Information

Unit 1

- Develop research skills; learn how to read graphs to identify trends and make predictions.
- Find out which skills are in demand, what new jobs are emerging, and which industries are likely to have lot of jobs in the future.
- Research education pathways into select industries and set goals for your own future.

Unit 2

- Learn about the difference between transferable skills and specialist and technical work skills.
- Develop Strategies to improve and enhance your future career prospects.
- Learn about recruitment processes, and practice you application and interview skills.
- Collect evidence of your own skills to use in the recruitment process.

Assessment

- Assessments will check you understand the information delivered, but will also be practical documents that you can use to plan and prepare for your future.
- May include, skills audits, mock interviews, education and training plans, job application documents, investigations, and reports.



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).



Carivie Morrison

Senior School Instructional Leader
VET/VM/VPC

Students who complete this course will 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.

Other Considerations

This subject incurs additional costs.

-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.

Other Considerations

This subject incurs additional costs.

-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.

Other Considerations

This subject incurs additional costs.

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.

Other Considerations

This subject incurs additional costs.

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

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.

Other Considerations

This subject incurs additional costs.

-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)
- 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.

Other Considerations

This subject incurs additional costs.

VET Music Performance 1-2

Subject Code: V1VMI

Year Level: 11

Overview

- VET Music Performance (Certificate III) is a practical, two-year course that builds students' skills as performers, collaborators, and creative artists in a supportive, performance-focused environment.
- The course offers flexibility, allowing students to specialise in areas such as musical theatre, contemporary music, or jazz while developing broad performance skills.
- Students engage in hands-on learning through rehearsal, ensemble work, and live performances, gaining experience in stagecraft, repertoire, collaboration, and the music industry.

Detailed Information

CUA30920 Certificate III in Music Performance

This course offers students an exciting and practical pathway into the world of contemporary music. Over two years, students develop their skills as performers, collaborators, and creative artists in a supportive and performance-focused environment. This course is ideal for those who are passionate about music and eager to improve their technical ability while gaining real-world experience.

A key strength of this course is its flexibility and student choice. Unlike many traditional music subjects, students can tailor their learning to a specific performance focus that reflects their interests and goals. Whether your passion lies in musical theatre, contemporary music, jazz, or other styles, you will have the opportunity to specialise and build expertise in that area while still developing broad performance skills.

Students can expect a highly practical program that emphasises rehearsal, ensemble work, and live performance. Learning includes developing repertoire, stagecraft, improvisation, and gaining insight into the music industry. Collaboration is central, with students working in bands and small groups to prepare for performances both within the school and at community events.

What does this mean for me?

This course will help you build confidence as a performer while refining your instrumental or vocal skills across a range of genres. You will gain hands-on experience through regular performance opportunities and develop practical industry skills such as rehearsal planning, equipment setup, and professional communication.

The course requires commitment, organisation, and consistent practice, as you will be expected to take responsibility for your progress and contribute actively to group work. In return, you will gain valuable real-world experience and the opportunity to grow as a creative artist in a supportive environment - whether you plan to pursue music professionally or simply want to develop your passion further.

Assessment

Assessment is competency-based and aligned with industry standards. This means you are assessed on your ability to demonstrate practical skills in authentic performance situations rather than traditional exams.

authentic performance situations rather than traditional exams.

Students complete three coursework tasks and undertake an end-of-year performance examination or written examination.

- 3 coursework tasks
- End-of-year performance or written examination

What sort of student would like VET Music Performance?

Someone interested in:

- Performing music in live settings
- Developing instrumental or vocal technique
- Working collaboratively in bands or ensembles
- Exploring different music styles such as contemporary, jazz, or musical theatre
- Creating and performing original or arranged music
- Building confidence on stage
- Gaining insight into the music industry
- Taking a practical, hands-on approach to learning

Pre-requisites

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

Other Considerations

This subject incurs additional costs.

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

Other Considerations

This subject incurs additional costs.

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

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.

Other Considerations

This subject incurs additional costs.

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

CUA30415 Certificate III in Sport and Recreation

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.

Other Considerations

This subject incurs additional costs.