



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.

VPC Literacy 1-2

Subject Code: V5ELI

Year Level: 11

Overview

- Read, write, watch, and listen to a wide variety of text types. Learn about how and why they are written.
- Learn about how texts influence people and how you can respectfully share your opinion with others
- Look at digital texts, identify key features and trustworthiness of different digital platforms and applications, Learn about of digital security to engage safely, respectfully and effectively in the digital world

Detailed Information

Unit 1

- Read and write texts for personal use, including film, TV, online videos, song, poetry, biographies, digital content and social media, and other texts of interest to the class
- Learn about structures and features of different text types, and how they are influenced by purpose, context, and audience
- Learn about digital texts, who they are written for, how they are structured, and how to be safe online

Unit 2

- Read and watch persuasive texts, noting the differences between fact and opinion
- Explain how language and visuals are used to influence an audience. Identify how bias and perspective influence a speaker, author and audience.
- Practice listening to others' opinions using active listening and questioning. Use your own persuasive skills to influence others.

Assessment

- Assessments will check that understand ideas covered, but will also allow you to use the skills you have learned
- Tasks might include: a reflective journal, a video, podcast or oral presentation, a research task, a record of discussion or debate, an animation with voice over, or an advertisement.

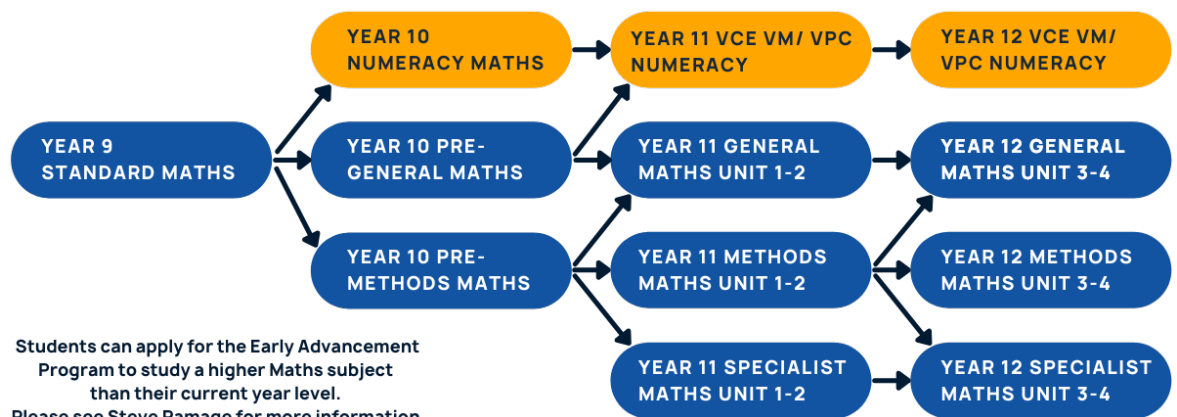
MATHEMATICS



Steve Ramage

Mathematics Instructional
Leader

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



VPC Numeracy 1

Subject Code: V5MNU

Year Level: 11

Overview

- Learn maths you will actually use in real life; practice the skills then apply them to everyday problems
- Master maths skills to get organised and be informed, from reading a bus timetable to making sure you get paid the right amount
- Be assessed on your skills in practical ways like writing a budget or cooking a meal

Detailed Information

Unit 1

Personal Numeracy is all about learning maths skills to help you every day, including planning travel, scheduling your day, organising social events, or playing sports

You will also learn specific skills for Financial Numeracy like paying bills, how to save, sensible shopping, and how to compare costs

Learn about money and work, including income: pay, pay rates, payslips, deductions, loadings and how to budget and keep your money safe

Assessment

There are no tests in VPC Numeracy, all assessment tasks are designed to give you a chance to show that you can actually use the skills you have learned

You might be asked to: Solve a real-world problem and write a report, create an experiment, design a game, give a presentation, investigate a question and keep a diary, or bake a cake

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 pursuing an ATAR
- Investigate global justice issues
- Examine our collective responsibility to global and local issues

DOES NOT CONTRIBUTE TO AN ATAR

Detailed Information

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

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

Assessment

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

What sort of student would like Call to Action?

Someone who:

- Is not pursuing an ATAR score

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- 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

- 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.

VALP - VOCATIONAL APPLIED



Damien Morrison

Senior School Instructional Leader -
VET/VM/VP

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.

-VPC Personal Development Skills 1-2

Subject Code: V5VPD

Year Level: 11

Overview

- Learn all about yourself; take time to decide what is important to you, what you're good at and where you want to go
- Figure out what respectful relationships look like, including respecting and caring for yourself
- Learn more about your community, why community matters and how you can get involved

Detailed Information

Unit 1

- Learn about yourself; explore your personal passions, skills, goals and values
- Practise your teamwork, communication, time management and problem-solving skills
- Describe the principles of health and wellbeing and the key indicators of self-care
- Explore respectful, positive relationships and practise the strategies for building skills in online safety, personal assertiveness and effective self-expression.

Unit 2

- Explore concepts of community; rights, responsibilities and ways to connect
- Research community support systems
- Discuss the roles of community leaders and organisations and how they help people feel like they belong

Assessment

- You will be assessed on what you learn, but also on how you are able to reflect on those ideas and how you can apply them to your own life
- You might be asked to: creation a survey, reflect on an organisation visit, present an oral or digital presentation, participate in practical tasks, or undertake research.

-VPC Skills (Year 11)

Subject Code: V5VSK

Year Level: 11

Overview

- Use the knowledge and skills you have learned in your VPC classes in practical ways
- Explore topics and issues that are of interest to the group, work with your teacher to decide what you will delve into
- Prepare for work placement, reflect on your experiences and make plans for future placements

Detailed Information

VPC Skills is not directly aligned to any VPC curriculum, it is a chance for students to explore the concepts and skills for each of their other subjects in greater detail as required. Depending on the needs and interests of the group, the teacher may use these lessons to spend more time on concepts that students are struggling with, or they may use this time to devise projects that incorporate the concepts covered in multiple subjects. It provides the flexibility for staff to work with students to devise learning opportunities that support the students according to their needs and gives students a chance to have a say in what they work on.

This class will also be used to support students in acquiring, preparing for, and reflecting on their Structured Workplace Learning.

Assessment

Assessment in this class may provide evidence for one or more of the other VPC subjects.

-VPC Work Related Skills 1-2

Subject Code: V5VWR

Year Level: 11

Overview

- Start planning for your future by understanding your interests, attributes and capabilities
- Learn about different jobs, what they require and their conditions
- Do a practical project in a team to develop your employability skills

Detailed Information

Unit 1

- Differentiate between interests, personal attributes and capabilities and how these relate to employability skills
- Research employment opportunities and the education or qualifications they require

- Research employment opportunities and the education or qualifications they require
- Learn about rights and responsibilities relating to pay and conditions within a selected workplace.
Practice writing resumes and cover letters

Unit 2

- Plan, execute and reflect on a small-scale work-related activity that helps you develop your employability skills
- Practice your communication, problem-solving, technology, delegation and time management skills
- Create and present a report on your project that includes constructive reflection and plans for improvement

Assessment

- You will be assessed on what you achieve, but also how you do it. Your teacher will be making observations as well as asking you to complete written and practical tasks
- You may be asked to; write a cover letter and resume, develop a career action plan, conduct interviews, set goals, complete a career discovery quiz, or participate in a mock job interview

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