2026

YEAR 9 AND 10 SUBJECT HANDBOOK

Melbourne Archdiocese
Catholic Schools

MacKillop
Freedom and Joy Forever
Catholic Regional College Werribee

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Year 9 and 10 Curriculum

Choosing subjects for Years 9 and 10 is an important part of each student's educational journey. These years offer students the opportunity to explore areas of interest, develop new skills, and begin shaping possible future pathways. At MacKillop College, subject selection is more than just an academic decision — it is a chance for students to grow in confidence, responsibility, and self-awareness as they prepare for senior schooling and life beyond.

It is their opportunity to begin making decisions for themselves, in an informed way that moves away from choosing what 'my friends' might choose and instead challenges them to make decisions that best utilise their gifts and the skills they have built, and that importantly, choose subjects they enjoy!

This handbook is designed to support families through the subject selection process. It outlines the curriculum structure and provides information on each subject offered. As a Catholic school, we are committed to nurturing the whole person, and we encourage students to consider subjects that will challenge them, inspire them, and reflect their God-given talents and interests.

We invite families to use this handbook as a starting point for meaningful conversations about learning, growth, and the future. This important resource should be used in conjunction with the other resources provided eg. The Subject Selection Passport.

Students in Year 9 and 10 study subjects from the following Learning Areas:

- Religious Education
- English
- Mathematics
- Science
- Health and Physical Education
- Outdoor and Environmental Studies
- Humanities
- Languages
- The Arts
- Design and Technologies
- Digital Technologies

The school timetable is based on a two-week cycle and is structured into six 50-minute lessons.

At Year 9, students continue to study the language chosen in Year 7. Throughout the year part of the curriculum requires students to attend student-lead whole school assemblies which can occur on a Tuesday in Semester One and on a Thursday in Semester Two.

Important Change for Year 9 & 10, 2026

In 2026 all Year 9 and 10 students will have the opportunity to select from the same large group of elective subjects (see the list on pages 5 & 6). This means elective classes will be made up of Year 9 and 10 students learning together. This approach significantly broadens the options offered to our students and allows them to choose their passion areas much more significantly.

As we transition into this new approach it will be important for our Year 10, 2026 students (currently in Year 9) to be mindful of not choosing a subject they have already undertaken this year. You will notice that some subjects have 'formerly known as…' beside the name. Year 10, 2026 families should use this information to ensure they are not choosing a subject that repeats learning they have already undertaken in 2025.

Our Vision Statement

Celebrating all life

Challenging all people

Dreaming the new day

Our Mission Statement

MacKillop is a Catholic college in the Josephite tradition.

Inspired by the spirit of Saint Mary of the Cross MacKillop, we strive to:

- encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society
- enhance positive relationships in a supportive community by promoting justice and a sustainable future
- support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship
- foster leadership by empowering and developing all members of the school community
- witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community.

In this, we seek to be disciples of Jesus, our model for authentic humanity.

Our Educational Principles

Teaching and Learning

- A positive teaching and learning environment is dynamic and adaptive
- Lifelong learners challenge themselves
- Effective teaching is responsive to a rapidly evolving society

School Community

- A sustainable future is the responsibility of all community members
- Diversity, equity and justice form the basis of a supportive community
- Genuine partnerships between students, families, staff and the wider community promote a positive school environment

Student Wellbeing

- Each student is a global citizen called to respond to the challenges of their time
- Affirming the intrinsic dignity of each person is fundamental to student wellbeing
- An environment that models Catholic values enhances student wellbeing

Leadership and Management

- Leadership takes many forms; all are called to leadership
- Leadership encourages, nurtures and supports
- Effective management enables all members to engage fully in their leadership roles

Education in Faith

- All that we do gives witness to the presence of God
- All are invited to respond to God's call to bring hope to our world
- Our Catholic heritage is celebrated in the tradition of Saint Mary of the Cross MacKillop

Year 9 and 10 Curriculum Outline

The following tables list the learning units and specific requirements in each Learning Area at each Year Level.

Year 9 Core Learning Units

	Learning Area	Learning Area Unit Choices	Requirements
Core	English	• English • English Enhanced **(Select Entry)**	Core – one semester (Main Campus) Integrated with Media and Arts (St Mary's Campus)
	Mathematics	• Mathematics • Mathematics Enhanced **(Select Entry)**	Whole year - all students
	Health & Physical Education	• Health and Physical Education	Whole year - all students
	Languages	• Italian • Japanese • French	Students continue to study the Language chosen at Year 7
	Personal Project	• Integrated Studies • An opportunity for students to choose an area of passion and use their skills to investigate and solve a problem	Integrated – One Semester (St Mary's Campus)

Year 10 Core Learning Units

Learning Area		Learning Area Unit Choices	Requirements
Core	Careers	• Pathways to Success	One Semester
	English	• English • Enhanced English **(Select Entry)**	Whole year
	Mathematics	• Mathematics – Foundation • Mathematics – General • Mathematics – Methods **(Select Entry)**	Whole year
	Religious Education	• Religious Education	One Semester
	Science	• Chemistry and Physics **or** • Biology and Environmental Science	One Semester Compulsory

Year 10 Learning for Life Core Units

Learning Area		Learning Area Unit Choices	Requirements
Core	Careers	• Pathways to Success	One Semester
	English	• English • Enhanced English **(Select Entry)**	Whole year
	Mathematics	• Mathematics – Foundation • Mathematics – General	Whole year
	Religious Education	• Religious Education	Choose one
	Science	• Chemistry and Physics **or** • Biology and Environmental Science	Compulsory
	Learning For Life	• Advice For Life	Whole Year
		• Being Enterprising	One Semester
		• Work Skills	One Semester

Year 9 and 10 Elective Learning Units

	Learning Area	Learning Area Unit Choices	Requirements
Elective	English	• Literature • English Language	**Year 9** Year 9 Students choose three Electives from this table. **Year 10** Year 10 Students choose six Electives from this table. **Year 10 LLP** Year 10 Learning for Life Students choose two Electives from this table. **Higher Study Students** Students choosing to undertake Higher Study units will choose less units.
	Health & Physical Education	• Advanced Sport Science • Health, Wellbeing and Fitness • Advanced Health and Human Development • Leading and Coaching • Sport and People	
	Outdoor and Environmental Studies	• Sea to Summit • River to Sea	
	Languages	• French [Semester 1] • French (Pre VCE) [Semester 2] • Italian [Semester 1] • Italian (Pre VCE) [Semester 2] • Japanese [Semester 1] • Japanese (Pre VCE) [Semester 2]	
	Science	• Biology and Environmental Science • Chemistry and Physics • Elective Psychology • Rocket Science	
	Humanities	• Legal Studies • Business and Finance • History: World Wars and the Holocaust • History: Rights and Freedoms • History: Empires and Revolutions • Geography: Your World. Your Future	
	The Arts	• Studio Art: Painting and Ceramics • Creative Art: Sculpture and Photography • Music: Performance • Music: Recording and Mixing • VCD: Industrial Design and Interior design • VCD: Brand Identity and Architectural Design • Media: Film Analysis and Film Production • Media: Photography and Visual Media • Drama: Professional Acting • Dance	
	Technologies (Design and Digital)	• Food Studies: Food Choices • Food Studies: Cultural Foods • Food Studies: Food for Fitness • PDT: Textiles • PDT: Wood • PDT: Emerging Materials • Technologies: Game Design and Development • Technologies: Software Development • Technologies: Tech Start Up	

Pastoral Care

At MacKillop College we believe that pastoral care should be centred on students and those factors in their environment that help or hinder their physical, social, intellectual and emotional growth. Furthermore, we recognise how the learning environment can be adapted to cater for individual differences, in order for all students to have the opportunity to succeed. We aim to create a flexible environment that meets the needs of students of different abilities, needs, backgrounds and cultures.

The MacKillop College community is unique in culture and character; therefore, our pastoral care system is also unique. We take our inspiration from the life of St Mary MacKillop and the work of the Sisters of St Joseph. Our care for each other is an expression of our Vision and Mission Statements and the ethos of the College. We are all witnesses to the gospel values of respect, justice and love for our neighbour. Our pastoral care reflects our history, socio-economic circumstances, and cultural diversity.

We place great emphasis on the incorporation of our values and philosophies within our pastoral care network. We provide effective structures to communicate with our community about the welfare of our students and their families. Pastoral care arises from relationships formed between the College administration, staff, students, families, counsellors, chaplain(s), welfare agencies and any member of our community who strive to make a positive difference in the lives of our young people.

MacKillop College realises the value of expressing a real care for each other. All members of our community, whether they are students, staff or families, should feel comfortable in the knowledge that an appropriate level of support will always be available. We endeavour to cater for a wide range of needs and interests in curriculum and co-curricular areas. We view pastoral care as an essential aspect of good learning and teaching. Most importantly, our vision of pastoral care reflects the gospel values as expressed by the life of Jesus.

Assessment

Assessment is integral to learning and teaching. It assists the teacher in adjusting educational programs for a student. Assessment records give an indication of a student's progress.

Teachers, within each of the Learning Areas, design the course of study for the subject, specify the learning outcomes and determine the type and number of learning tasks, which form part of determining student progress and achievement. Driving questions inform this course of action and provide a direction for student's potential learning.

Learning tasks such as assignments, essays, projects, reports, tests, exams, presentations etc. are given on a regular basis. The subject teacher corrects tasks and then provides feedback in relation to the student's performance on a particular learning task with recommendations for improvement. Learning tasks may be assessed in a variety of ways, i.e. Satisfactory (S) or Not Satisfactory (N); a numerical score (for example: 36/50); a graded percentage; a graded descriptor (for example: Very High, High, Medium, Low, Not Satisfactory); a rubric; a criteria sheet etc.

In secondary school, student learning is assessed through both formative and summative assessments. Formative assessment is ongoing and used during the learning process to give feedback and guide improvement. It includes activities like quizzes, drafts, reflections, and class discussions. Summative assessment occurs at the end of a learning period and evaluates what a student has learned. This includes major tasks like tests, projects, or final assignments. Together, these assessments help teachers support student progress and provide a clearer picture of achievement and growth.

Reporting

Reporting enables the teacher to communicate with families regarding a student's academic and personal development, behaviour and diverse needs. Reporting at the College takes two main forms. The first is in the form of ongoing and continuous reporting to students and families about assessment tasks completed throughout each semester. The second is our end-of-semester reports.

SEQTA provides the College's means to communicate both types of reports:

a) continuous reporting of assessment tasks and
b) summative reporting, which provides a formal report.

Both methods are available for students and families, respectively, in SEQTA Learn and SEQTA Engage.

Other forms of reporting involve families receiving information via:

- notes written in a student's diary
- phone calls, email or direct messages and
- Student Progress Interviews conducted during Term 1 and Term 3.

End of Semester Report

These reports are available on the Parent Portal (SEQTA Engage) at the end of Semester 1 (at the end of Term 2) and Semester 2 (end of Term 4). They reveal the student's progress over a Semester. The reports address the standards expected of your child at that point in time. They focus on areas of achievement against these standards. They also provide the student's attitudes regarding learning habits demonstrated in the classroom and a summary of the grades they have received throughout the semester for Summative Assessment Tasks.

Student Progress Interviews

Both families and teachers can arrange interviews to discuss any matters relating to their child as the need arises. Formal Student Progress Interviews are conducted during Term 1 and Term 3. The dates for these interviews are published on the College's calendar of events, which is also available on the College website.

Higher Study Program

Our guiding principle is to ensure that each student achieves their best by recognising their own gifts and talents. At MacKillop College, we realise that students have varying intellectual and pastoral needs. The Select Entry Higher Study Program allows Year 10 students the opportunity to commence their VCE pathway early.

Successful applicants will meet the criteria listed below and have the support of two subject teachers.

- Obtain above 80% average in English and the relevant subject
- Meet College attendance and behavioural requirements
- Display resilience and perseverance when work is challenging
- Maintain a high worth ethic and work in a mature manner
- Manage personal learning and submit work punctually
- Research and think independently
- Display a positive attitude and willingness to seek teacher assistance

Before selecting a VCE subject, it is important that students read the unit descriptions for the subject they wish to study. Full descriptions of these units can be found in the Senior Pathways Handbook, which is available on the MacKillop College website.

VCE Subjects in Year 10

The following VCE subjects are available for higher study. Students are able to study one or two VCE subjects at Year 10.

Before selecting a VCE subject, it is important that students read the unit descriptions for the subject they wish to study. Full descriptions of these units can be found in the Senior Pathways Handbook, which is available on the MacKillop College website.

Accounting	Food Studies	Physics
Applied Computing	Geography	Politics
Art	General Mathematics	Product Design and Technology – Textiles
Biology	Health and Human Development	Psychology
Business Management	History – Empires	Religion and Society
Chemistry	History – Modern History	Theatre Studies
Dance	Legal Studies	Texts and Traditions
Drama	Media	VET – Sport and Recreation
Economics	Outdoor and Environmental Science	VET - Engineering
Environmental Science	Physical Education	

Homework and Home Study Guide

Both homework and home study are essential if students are to complete their studies to the best of their ability. Both approaches aim to improve student understanding and retention of knowledge by encouraging ongoing, independent learning.

Homework

Homework tends to be task oriented; teacher directed and has set completion dates that students must meet. The types of homework set by teachers may be:

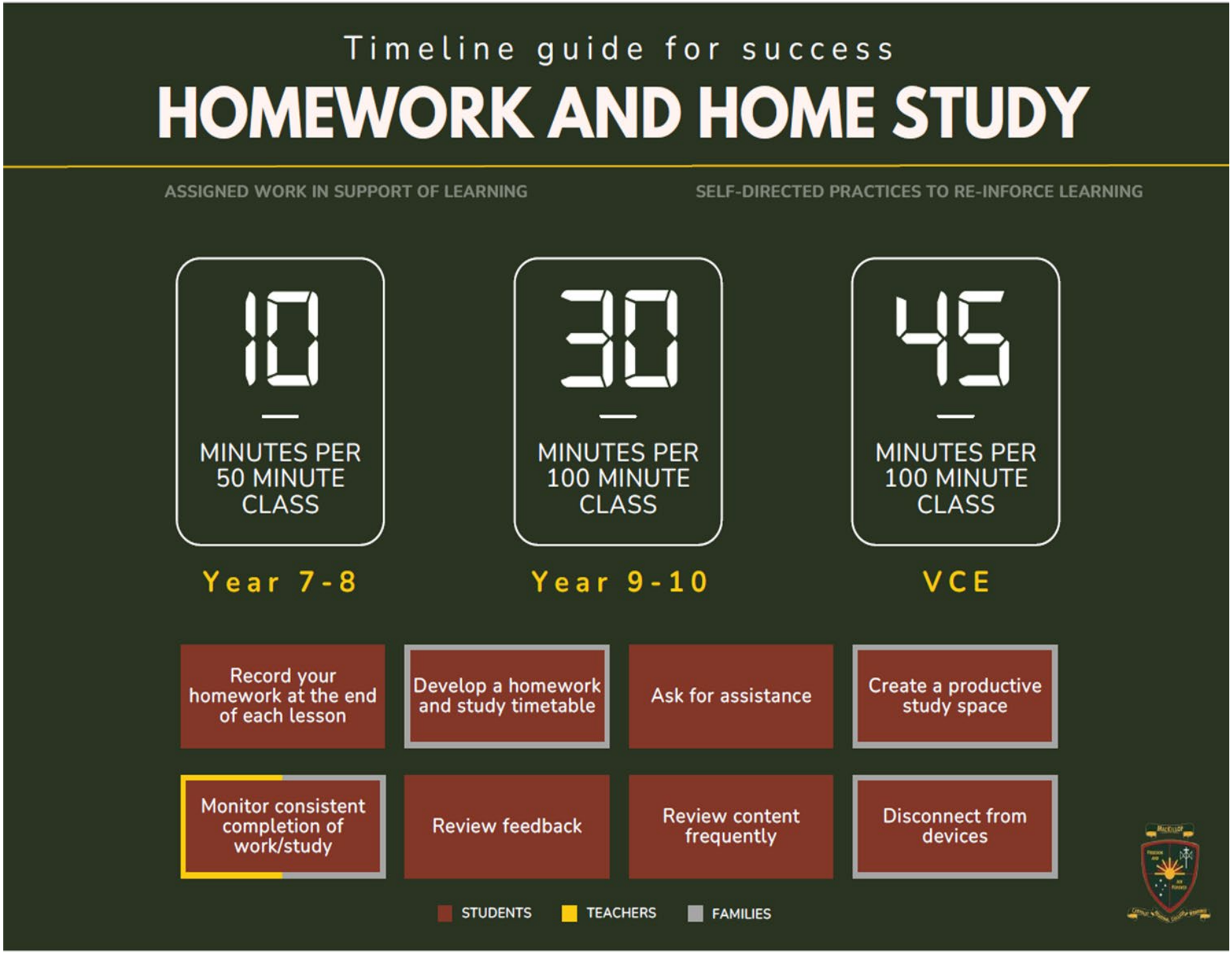
a) practical exercises – providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills.
b) preparatory homework – providing opportunities for students to gain background information so they are better prepared for future lessons.
c) extension assignments – encouraging students to pursue knowledge individually and imaginatively.

Home Study

Home Study tends to be student centred, self-initiated and should be ongoing in nature. Home Study can take the following forms:

- re-reading class notes
- practicing vocabulary
- revision of work completed earlier
- wider reading
- re-organising folders and notes
- re-reading texts and novels
- summarising notes and further reading
- completing practice exams

The amount of Home Study will vary from Year Level to Year Level. Please refer to the graphic on the next page for more specific information.


Timeline guide for success
HOMEWORK AND HOME STUDY
ASSIGNED WORK IN SUPPORT OF LEARNING
SELF-DIRECTED PRACTICES TO RE-INFORCE LEARNING
10
MINUTES PER 50 MINUTE CLASS
30
MINUTES PER 100 MINUTE CLASS
45
MINUTES PER 100 MINUTE CLASS
Year 7-8
Year 9-10
VCE
Record your homework at the end of each lesson
Develop a homework and study timetable
Ask for assistance
Create a productive study space
Monitor consistent completion of work/study
Review feedback
Review content frequently
Disconnect from devices
STUDENTS
TEACHERS
FAMILIES

Learning Diversity

The Learning Diversity program is couched within the framework of the College Vision and Mission Statements. It provides the structural means for enabling students with a range of abilities to achieve the MacKillop College Educational Goals.

Individualised Learning

The individualised learning program ensures students have access to all curriculum, facilities and activities that are part of college life. This is facilitated by the development of Individual Learning Plans, which are reviewed each semester through Program Support Group meetings. Adjustments in/to curriculum (including differentiation) and/or support for classroom learning by the respective teachers, along with timetabled assistance from Learning Support Officers is provided where necessary.

English as an Additional Language/Dialect (EAL/D)

EAL/D students (those whose first language is not English and who learn English as the dominant language of the host culture) are offered additional assistance in further developing proficiency in their use of the English language. This assistance can take the form of an EAL/D Individual Learning Plan if the student requires additional support.

Julian Tenison Woods Program (JTWP)

The Julian Tenison Woods Program is a school-wide talent development program that aims to meet the various intellectual and pastoral needs of students with high abilities in one or more learning areas. Individual student needs are met through curriculum telescoping and possible acceleration within subject areas, co-curricular extension and enrichment activities. These students are also encouraged to participate in appropriate external programs

St Mary's Campus – Year 9 Program

St Mary's Campus represents a pivotal stage in a student's academic and personal journey — where independence, intellectual challenge, and real-world learning come together to shape confident, capable, and future-ready learners.

From 2026, St Mary's Campus will deliver a revitalised, academically rigorous Year 9 program in a brand new, state-of-the-art facility. Located in the Werribee Market Garden Precinct – a major contributor to Melbourne's food supply and a centre for sustainable agriculture – the campus offers a powerful setting for learning that connects classroom knowledge to the real world.

Students will spend six months immersed in a carefully designed program that blends rich experiential learning with high academic expectations. As part of the College's renewal phase, the St Mary's curriculum is being redeveloped to prioritise deep knowledge acquisition, skill development, and preparation for future pathways. This includes the introduction of formal examinations across key subject areas.

Integrated Studies

Learning will be anchored by four interdisciplinary Integrated Studies that challenge students to think critically and apply their learning in authentic ways:

- Integration 1: Science and Digital Technology
- Integration 2: Religious Education, History, and Geography
- Integration 3: English and Media Arts
- Integration 4: Personal Project

Other Units

In addition to Integrated Studies, students will study:

- Mathematics
- Language
- Health and Physical Education
- Thrive, a subject designed to promote wellbeing, self-awareness, and goal setting

The program makes full use of its unique location, with experiential learning, fieldwork, and partnerships with local industries and organisations. These include agricultural businesses, conservation sites, and research centres that help students explore real-world challenges and opportunities.

Two major off-campus experiences also form part of the program and support students' personal growth:

- Goulburn River Camp offers a chance to build resilience, independence, and teamwork in an outdoor setting
- City Experience gives students the opportunity to engage with Melbourne's civic, cultural, and historic landscape, developing confidence and curiosity in an urban environment

Outdoor and Environmental Studies (St Mary's Campus)

MacKillop College offers students the opportunity to learn through what they do, what they encounter and what they discover through a practical Outdoor Educational experience in a natural environment.

Our Outdoor and Environmental Studies program provides students with an opportunity to develop skills and knowledge in the following areas:

- Conservation and sustainability
- Experiencing safe journeys in nature
- Community spirit
- Leadership and self-reliance
- Problem-solving skills

Outdoor Education in Year 9 forms an integral part of the overall St. Mary's experience directly linking the outdoor educational experience to the integrated curriculum. Students participate in the YMCA Lady Northcote experience and a canoe expedition down the Goulburn River. Both experiences offer varied and diverse programs broadening the horizons to a different way of learning.

As with all programs at the College, the students' diverse range of needs will be met. If you have any queries regarding the program, please contact the Outdoor and Environmental Studies Leader or the Director of St. Mary's Campus.

Goulburn River Canoe Experience

The Year 9 Outdoor and Environmental Studies Experience is a canoe journey down the Goulburn River between the townships of Seymour and Nagambie. Students are self-sufficient, camping at various properties and campsites along the banks of the river. Throughout this experience, students gain knowledge of the area they visit and have the opportunity to develop skills in canoeing, river navigation, bush/camp cooking, minimal-impact camping and leadership.

The Year 9 Goulburn River Experience forms an important part of the overall St Mary's Campus curriculum. The Goulburn River Experiences is compulsory for all students.

Learning for Life Program (LLP)

MacKillop recognises that a mainstream curriculum does not engage all students. The Learning for Life Program (LLP) is designed to meet the needs of students who are exploring pathways in education and training beyond Year 10. These pathways may include VCE, VCE (Vocational Major), or further Vocational Training.

The Learning for Life Program is an alternative for students whose preference for learning is applied in nature. This learning program aims to:

- have a positive impact on the student's self-esteem
- create valuable school/community links
- foster practical school/workforce development
- exposure to future training and pathway options that assist the individual in making informed vocational choices within specific industry sectors
- increase student engagement and improve retention rates
- enhance knowledge and employability skills that help prepare the individual for employment and participation in the broader context of family, community and lifelong learning

The program provides a thorough foundation for future work pathways, communication in a range of settings, identifying Occupational Health & Safety (OH&S) issues and encourages life-long learning through the promotion of social connectedness, social emotional resilience, and mentoring.

Subjects Studied in the Learning for Life Program:

Subject	Duration
Mathematics	Whole Year
English	Whole Year
Religious Education	Semester 1
Work Skills	Semester 1
Being Enterprising	Semester 2
Advice for Life	Whole Year
Electives x 3	Semester

Learning for Life Delivery Principles

The delivery of the Learning for Life Program centres on learning through a variety of methods that promote the development of the whole person. Through our daily interactions, we focus on reinforcing the positive attributes of all students and encourage a mutual respect between each other and with their teachers. The delivery of the program and the teaching strategies for Learning for Life Program include:

- Providing a curriculum that integrates deep theoretical and technical content through the delivery of projects and problems.
- Executing delivery strategies that build an individual's resilience and self-worth.
- Motivating individuals through activities which encompass real-world experiences.
- Provide a project-based curriculum that enables students to build on their strengths and future ambitions.
- Incorporates an active learning environment that allows individuals to make powerful connections between school and life beyond the classroom.
- Provide an exploration of career pathways and further training opportunities.
- Acknowledge diversity and encourage new ways of thinking and behaving that promote life-long learning.
- Curriculum and delivery strategies that connect individuals to their community by exposing students to various community initiatives.
- Utilise appropriate assessment methods that complement the context and content.

Year 9 and 10 Core Unit Descriptions, 2026

Year 9 English: Main Campus

Introduction

English at Year 9 integrates the skills of reading, writing, speaking, listening and critical thinking into classroom activities. Students produce, study and respond critically to texts created for a wide range of purposes, with a focus on the way English language has developed over time and the changes in language in various written and online environments. They explore increasingly complex concepts and issues and study the themes of 'Persuasion' and 'Dystopian Literature'.

Unit Overview

The following units will be studied in this subject at the Main Campus are:

1. Persuasion
2. Issues in the Media
3. Dystopian Literature

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Persuasion

1. What are current and ongoing issues which impact our world?
2. How are effective speeches constructed and delivered?
3. What are the techniques for the creation of a powerful, memorable, and persuasive speech?
4. How can social context influence point of view and language?

Dystopian Literature

- What is dystopian literature?
- What judgments and assumptions are made about the future of the current world through dystopian literature?
- How does the author use narrative conventions to create meaning in a text?

Year 9 English: Enhanced (Select Entry)

Introduction

Students undertaking this subject will cover some of the same texts as students in the traditional English groups but will be required to study a wider range of literary material, with a more detailed focus on the mechanics of the language used, both for persuasive and text response writing.

Enhanced English is designed for students who have excellent written and oral skills and who want to be challenged to develop a higher level of understanding and proficiency. This requires students to demonstrate organisation, collaboration, and the ability to apply feedback provided on their writing and contributions to class discussion. To be eligible to study Year 9 Enhanced English, students need to demonstrate evidence of high academic achievement, strong work ethic and dedication to that subject.

Please note: Year 9 English Enhanced is a one semester subject completed at the main campus.

Unit Overview

The following units will be studied in this subject:

1. Persuasion
2. Issues in the Media
3. Dystopian Literature

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Persuasion

- What are the techniques for the creation of a powerful, memorable, and persuasive speech?
- How can social context influence point of view and language?
- What are current and ongoing issues which impact our world?
- How are effective speeches constructed and delivered?

Dystopian Literature

- What is dystopian literature?
- What judgments and assumptions are made about the future of the current world through dystopian literature?
- How does symbolism contribute to the meaning of a text?

Year 9 Health and Physical Education

Introduction

Physical activity is a significant aspect of young people's lives in their physical, social and emotional development. The Health and Physical Education program facilitates participation in a variety of physical activities, provides opportunities for recreation, fitness, social interaction and competition. Theory lessons stress the importance of combining healthy lifestyle habits with the skills taught in practical sessions in order to get the most out of life. The experience also provides challenge, personal growth, enjoyment and the development of movement competence through the promotion of lifelong participation in physical activity.

Unit Overview

The following units will be studied in this subject:

1. First Aid
2. Sports Science
3. Physical Pursuits – Football Codes, Lacrosse, Indoor Hockey, Pickleball, badminton and Fitness

Driving Questions (Practical):

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How do adolescent preferences towards sports differ?
- Why does anyone choose to complete any of these five physical pursuits?
- Does anything need to change in any of these physical pursuits to keep them contemporary?
- How does an individual's skills improve through participating in these physical pursuits?

Driving Questions (Theory):

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

First Aid

- Why should anyone provide first aid?
- Why are the legal and moral responsibilities involved in first aid in conflict?
- Ethically, where do you stand in delivering first aid to anyone?

Sports Science

- Why is oxygen so important when we exercise?
- How do we produce energy when we exercise?
- How can we use games analysis to improve performance?

Year 9 Languages: French – Semester 1

Introduction

Bienvenue!

Welcome to another year of studying French! Skill development will continue to be in the four main areas of reading, writing, listening and speaking. You will continue to learn to communicate in French with others on a variety of topics, including: introducing French students to Australian school life, and discussing food in different parts of the French-speaking world. Cultural awareness is enhanced by comparing facets of life in France with ours here in Australia. In addition to the above you will discover more about the French speaking world.

Unit Overview

The following units will be studied:

1. School life
2. Food in France

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Year 9 Languages: French - Semester 2

Introduction

Bienvenue!

Welcome to another year of studying French! Skill development will continue to be in the four main areas of reading, writing, listening and speaking. You will continue to learn to communicate in French with others on a variety of topics, including: describing the features of different cities, making travel plans and reflecting on a holiday. Cultural awareness is enhanced by comparing facets of life in France with ours here in Australia. In addition to the above you will discover more about the French speaking world.

Unit Overview

The following units will be studied:

1. Describing a town
2. Holidays

Driving Questions

The following Driving Questions are considered by students during the units, and they will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Year 9 Languages: Italian - Semester 1

Introduction

The Year 9 Italian Course uses an interactive approach to language learning. The aim of the program is to equip students with the language skills (listening, speaking, reading, writing, visual cues and signs), language and cultural awareness that will enable them to carry out an extended conversation based on model, within the norms of that culture. The program builds on the language already acquired.

Unit Overview

The following units will be studied in this subject:

1. Fashion
2. Daily Routine

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Year 9 Languages: Italian - Semester 2

Introduction

The Year 9 Italian Course uses an interactive approach to language learning. The aim of the program is to equip students with the language skills (listening, speaking, reading, writing, visual cues and signs), language and cultural awareness that will enable them to carry out an extended conversation based on models, within the norms of that culture. The program builds on the language already acquired, through topics that look at: leisure time and wellbeing.

Unit Overview

The following units will be studied in this subject:

1. Home sweet home
2. The weekend

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Year 9 Languages: Japanese - Semester 1

Introduction

Welcome to another year of studying Japanese! Skill development will continue to be in the four main areas of reading, writing, listening and speaking. You will continue to learn to communicate in Japanese with others on a variety of topics that are of interest to you. Cultural awareness is enhanced by comparing facets of life in Japan with ours here in Australia. In addition to the above you will discover more about the Japanese speaking world.

Unit Overview

The following units will be studied in this subject:

1. School Life
2. Shopping

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Year 9 Languages: Japanese - Semester 2

Introduction

Welcome to another year of studying Japanese! Skill development will continue to be in the four main areas of reading, writing, listening and speaking. You will continue to learn to communicate in Japanese with others on a variety of topics that are of interest to you. Cultural awareness is enhanced by comparing facets of life in Japan with ours here in Australia. In addition to the above you will discover more about the Japanese speaking world.

Unit Overview

The following units will be studied in this subject:

1. Discovering Melbourne
2. Yuru Kyara – Mascot Design

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Year 9 Mathematics

Introduction

In Year 9, students are provided with two unique settings to study mathematics. The distinct fields of mathematics are spread evenly across the campuses, providing depth and variation throughout the year.

The TI-Nspire CAS calculator is also introduced and integrated into each of the units studied across the year.

At the main campus, students take a deep dive into the field of algebra, investigating links between different equations and the patterns that form. They apply their knowledge of rearranging and solving equations to examine the link between the algebraic and graphical forms of a linear relationship. In geometry, students reinforce their understanding of angles in parallel lines, as well as congruence, similarity and scale diagrams. In probability, they further extend their understanding of the ways in which we communicate probabilities with new types of displays and unique events, such as dependence and mutual exclusivity.

At St Mary's campus (SMC), students apply their understanding of general arithmetic to financial situations, such as purchases, loans, and investments. In measurement and geometry, they reinforce their understanding of shape properties by exploring composite shapes and the volume of complex prisms. They also investigate Pythagoras' theorem and basic trigonometry for the first time. In statistics, students perform a detailed investigation into a topic of their choosing and use results from surveys and other data collection to explore various data displays and summary statistics, including box plots and stem plots.

Please Note: All students are expected to have a TI-Nspire CAS calculator.

Unit Overview

The following units will be studied in this subject:

Main Campus

1) Algebra
2) Linear Relationships
3) Financial Arithmetic
4) Geometry

St. Mary Campus

1) Statistics
2) Pythagoras and Trigonometry
3) Measurement
4) Probability

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the learning activities and assessment tasks that students are asked to complete.

- How can we use technology to explore mathematics?
- How can algebraic expressions be transformed?
- What different information is obtained from equivalent forms of algebraic expressions?
- How are linear relationships modelled in real life?
- How do linear relations allow us to make predictions?
- What relationships exist between the sides of a right-angle triangle?
- How can algebra be used to assist in applying Pythagoras' Theorem?
- Where can Pythagoras' Theorem be applied in real life situations?
- How can the side lengths or angles of right-angled triangles be found using trigonometry?
- How can the results of a statistical investigation be used or misused to support an argument?
- How do we analyse and make inferences from data?

Year 9 Mathematics - Enhanced (Select Entry)

Introduction

Enhanced Mathematics in Year 9 is a gateway to higher studies in mathematics. This subject aims to provide students with the tools needed to meet the challenges of undertaking VCE Mathematical Methods and Specialist Mathematics in the future. Students will explore enhanced mathematical skills and concepts, whilst also sharpening problem-solving skills and efficiency. This subject is studied for one semester, in replacement of the Year 9 main campus course.

Students will need to have strong numerical skills; the ability to use and apply the four operations (including with fractions), knowledge of factors and multiples, converting between fractions, decimals and percentages, and working with tables, graphs and equations.

In this subject, students will investigate the use of algebra in transposing equations, simplifying algebraic fractions and alternating between the factorised and expanded form of an expression. They will apply this knowledge to the graphing of linear relationships. Students will then extend their knowledge of the relationship between an equation and its graphical representation to non-linear functions. In probability, they further extend their understanding of the ways in which we communicate probabilities with new types of displays and unique events, such as dependence and mutual exclusivity. They use this knowledge to solve applied problems, requiring complex reasoning and problem-solving skills.

Please Note:

- In order to undertake this subject, students must complete and submit an application form by the due date. Selection for this subject will be subject to a student's Year 8 results and teacher recommendation.
- All students are expected to have a TI-Nspire CAS calculator.

Unit Overview

The following units will be studied in this subject:

1. Algebra
2. Linear Relationships
3. Non-Linear Functions
4. Geometry
5. Probability

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the learning activities and assessment tasks that students are asked to complete.

- How can algebraic expressions be transformed?
- What different information is obtained from equivalent forms of algebraic expressions?
- How do linear relations allow us to make predictions?
- How are linear relationships modelled in real life?
- What connections are there between equations and images?
- What methods can be used to solve systems of equations?
- How do we extend our understanding of connections between equations and graphs to relationships that do not follow a straight line?
- How do we communicate probabilities to an audience?

Year 10 English

Introduction

English at Year 10 integrates the skills of reading, writing, speaking, listening, critical thinking, working in teams and ICT into classroom activities. In Semester 1, students produce, study and respond to a variety of texts created for a wide range of audiences and purposes. They engage and explore the complex issues and themes found in their units 'Responding to Texts' and 'Crafting Voice – Writing with Purpose'. In Semester 2, students continue to explore complex themes and issues in texts by continuing their study of 'Responding to Texts' and in the media, focusing this time on the unit 'Analysing Argument'. Furthermore, students continue to refine the ability to speak in a variety of formal and informal situations, making critical judgements about the most effective ways to engage an audience.

Unit Overview

The following units will be studied in this subject:

1. Responding to Texts
2. Crafting Voice – Writing with Purpose
3. Analysing Argument

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Responding to Texts

- How do authors use different modes to convey meaning?
- How do authors use narrative conventions to convey meaning in their text?
- What key messages does the author attempt to convey to their readers?
- How is the social, historical, and cultural context of society at the time explored in the text?

Crafting Voice – Writing with Purpose

- How do writers shape their language for different audiences and purposes?
- How does purpose, audience, and context influence written pieces?
- How does the writing process improve my skills?

Analysing Argument

- How do writers use persuasive devices to manipulate their audiences into accepting their point of view?
- How can we inform and persuade audiences, using credible and verified sources, to explore our ideas?

Year 10 English – Enhanced (Select Entry)

Introduction

In Year 10, students build on the skills introduced in earlier years and especially consolidate on the concepts explored in Year 9. The subject is aimed at providing a focused exploration of the three modes of English – reading, writing and speaking and listening – with a view to embarking upon a detailed study of the branches of the subject at the VCE level, such as Literature or English Language.

Students undertaking this subject will cover some of the same texts as students in the traditional English groups but will be required to study a wider range of literary material and produce additional oral and written responses based on the more detailed focus provided. It is designed for students who have excellent written and oral skills and who want to be challenged to develop a higher level of understanding and proficiency.

Unit Overview

The following units will be studied in this subject:

1. Responding to Texts
2. 'Crafting Voice – Writing with Purpose'
3. Analysing Argument

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Responding to Texts

- How do authors use different modes to convey meaning?
- How do authors use narrative conventions to convey meaning in their text?
- What key messages does the author attempt to convey to their readers?
- How is the social, historical, and cultural context of society at the time explored in the text?

Crafting Voice – Writing with Purpose

- How do writers shape their language for different audiences and purposes?
- How does purpose, audience, and context influence written pieces?
- How does the writing process improve my skills?

Analysing Argument

How do writers use persuasive devices to manipulate their audiences into accepting their point of

Year 10 Languages: French - Semester 1

Introduction

Welcome to another exciting semester of studying French. The Year 10 French Course uses an interactive approach to language learning.

The aim of the program is to develop further the skills of listening, speaking, reading and writing in a second language. Students will develop skills pertinent to the study of French in Year 10 and beyond.

Students will acquire language skills and an understanding of contemporary and traditional French culture and how this impacts on the practice of French today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Unit Overview

The following units will be studied in this subject:

1. Daily routine
2. Les Voyages

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Year 10 Languages: French (Pre VCE) Semester2

Introduction

The Year 10 French (Pre VCE) Course prepares students for VCE study.

The aim of the program is to develop further the skills of listening, speaking, reading and writing in a second language. Students will develop skills pertinent to the study of French at VCE level.

Students will acquire language skills and an understanding of contemporary and traditional French culture and how this impacts on the practice of French today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Please Note:

Students are required to successfully complete Year 10 French [Semester 1] before studying French (Pre VCE).

Unit Overview

The following units will be studied in this subject:

1. Sports and sports people
2. Life of Youngsters in France

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Year 10 Languages: Italian - Semester 1

Introduction

The Year 10 Italian Course uses an interactive approach to language learning.

The aim of the program is to further develop the skills of listening, speaking, reading and writing in a second language.

Students also acquire an understanding of contemporary and traditional Italian culture and how this impacts on the practice of Italian today through the study of a variety of topics. Throughout this unit students are given opportunities to gain confidence in using language in authentic situations.

Unit Overview

The following units will be studied in this subject:

1. Holidays
2. Let's Explore Italy!

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Year 10 Languages: Italian (Pre VCE) - Semester 2

Introduction

The Year 10 Italian (Pre VCE) Course prepares students for VCE study.

The aim of the program is to further develop the skills of listening, speaking, reading and writing in a second language.

Students also acquire an understanding of contemporary and traditional Italian culture and how this impacts on the practice of Italian today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Please Note:

Students are required to successfully complete Year 10 Italian [Semester 1] before studying Italian (Pre VCE).

Unit Overview

The following units will be studied in this subject:

1. Technology and the environment
2. Life after school

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Year 10 Languages: Japanese - Semester 1

Introduction

Welcome to another exciting semester of studying Japanese. The Year 10 Japanese Course uses an interactive approach to language learning.

The aim of the program is to develop further the skills of listening, speaking, reading and writing in a second language. Students will develop skills pertinent to the study of Japanese in Year 10.

Students will acquire language skills and an understanding of contemporary and traditional Japanese culture and how this impacts on the practice of Japanese today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Unit Overview

The following units will be studied in this subject:

1. Summer Holidays
2. Rules Around Us

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Year 10 Languages: Japanese (Pre VCE) - Semester 2

Introduction

The Year 10 Japanese (Pre VCE) Course prepares students for VCE study.

The aim of the program is to develop further the skills of listening, speaking, reading and writing in a second language. Students will develop skills pertinent to the study of Japanese at VCE level.

Students will acquire language skills and an understanding of contemporary and traditional Japanese culture and how this impacts on the practice of Japanese today through the study of a variety of topics. Throughout this unit students will be given opportunities to gain confidence in using language in authentic situations.

Please Note:

Students are required to successfully complete Year 10 Japanese [Semester 1] before studying Japanese (Pre VCE).

Unit Overview

The following units will be studied in this subject:

1. Navigating Japan
2. Part-time jobs

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why learn another language?
- How does language shape culture and culture shape language?
- How does the knowledge of a language enable you to communicate more effectively?
- What language skills do I need to be immersed in another culture?

Year 10 Mathematics: Foundation

Introduction

Year 10 Foundation is aimed at students who wish to build upon prior learning as through the application of mathematics in their everyday life.

Over the course of the year students will use and apply a range of mathematical skills and procedures to solve practical problems in contexts such as their workplace, personal lives, and the community. They will further develop their skills in an investigation process of formulation, exploration and communication techniques as they develop their capacity to plan and conduct activities based on informed decision. Students will further investigate and apply these skills through the integration of a range of various technologies as they explore and communicate concepts in everyday situations.

Please Note:

- Entry into this subject will be subject to the approval of the Mathematics Learning Area Leader. Students' aptitude in mathematics, classroom work habits and Year 9 teacher recommendations will inform a student's suitability for this subject. If a student is unsuccessful, they will be placed into the Year 10 Mathematics – General course.
- All students are expected to have a scientific calculator.

Unit Overview

The following units will be studied in this subject:

1. Number Skills
2. Algebra and Indices
3. Statistics
4. Pythagoras and Trigonometry
5. Probability
6. Financial and Consumer Mathematics
7. Linear equations
8. Geometry
9. Measurement

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the learning activities and assessment tasks that students are asked to complete.

- How is mathematics relevant and useful in our everyday life?
- How can we use equations to solve real-life problems?
- What are the types of technologies used in everyday life to solve mathematical problems?
- Where are different types of numbers used and why?
- How can we use algebra and indices in our everyday life?
- What is the best way to collect and represent data?
- How can we use trigonometry to solve real-life problems?
- What are the chances of everyday events happening?
- How is mathematics used in everyday life for banking and finance?
- Where and how can we use measurements in different real-world applications?

Year 10 Mathematics: General

Introduction

Year 10 General is aimed at students who wish to continue to review and build upon prior learning in mathematics as they prepare for their future pathways and undertaking VCE General Mathematics.

Over the course of the year students will extend their understanding of a broad range of mathematical areas of study with increasing complexity. They will further develop their integration of mathematical skills and concepts with various technology. Students will develop their ability to communicate previously learnt concepts in the real world as they expand their mathematical vocabulary.

Please Note: All students are expected to have a TI-Nspire CAS calculator.

Unit Overview

The following units will be studied in this subject:

1. Number
2. Probability
3. Univariate Data
4. Linear and Algebra
5. Consumer Finance
6. Bivariate Data
7. Measurement
8. Trigonometry

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the learning activities and assessment tasks that students are asked to complete.

- How is technology used to solve mathematical problems?
- How are negative indices different from positive indices?
- Where are algebraic equations used in the real world?
- Where are algebraic graphs used in my life?
- Can equations solve problems?
- How is mathematics used to solve financial problems?
- How do I find the height of something that I cannot physically measure?
- How can I use probability to make wise decisions in my life?
- How can information be collected, recorded and organised?

Year 10 Mathematics: Methods (Select Entry)

Introduction

Year 10 Methods is aimed at providing an extension of Year 10 General for students intending on undertaking VCE Mathematical Methods and/or Specialist Mathematics. The course is aimed at students who enjoy being challenged in mathematics and wish to explore a deeper level of understanding of the concepts learnt in mathematics. A strong work ethic is crucial when undertaking Year 10 Methods.

There is a heavy emphasis on algebra in this course as it is essential for future VCE pathways. Therefore, a strong understanding of algebraic and numerical skills, such as transposing equations and using fractions, without the use of a calculator, are a necessity in Year 10 Methods. The use of technology in the form of computers and CAS calculators is also incorporated into the subject.

Students will review their understanding of concepts met in previous years, such as linear, measurement, geometry and probability, and extend these concepts as new ideas are introduced. They will investigate and explore the properties of quadratic, exponential and logarithmic functions, their equations and graphs.

Please Note:

- In order to undertake this subject, students must complete and submit the online application form by the due date. Selection for this subject will be subject to a student's Year 9 results and teacher recommendation. If a student is unsuccessful in their application, they will be placed in the Year 10 Mathematics – General course.
- All students are expected to have a TI-Nspire CAS calculator.

Unit Overview

The following units will be studied in this subject:

1. Algebraic Foundations
2. Number
3. Quadratics
4. Probability
5. Polynomials
6. Exponentials and Logarithms
7. Measurement
8. Trigonometry

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the learning activities and assessment tasks that students are asked to complete.

- What is an irrational number? How can I manipulate irrational numbers?
- Where do I find irrational numbers in the real world?
- Where are algebraic equations used in the real world?
- Where are algebraic graphs used in my life?
- Can equations solve problems?
- How do I find the height of something that I cannot physically measure?
- How can I use probability to make wise decisions in my life?

Year 10 Religious Education

Introduction

In the first unit of study, students will consider how Sacred Texts are relevant in today's world. They will explore their nature and purpose, specifically how they are used in prayer, religious ceremonies, and as moral guides in our communities. Students will also reflect on the role of Sacred Texts in shaping our political landscape today, examining examples of leaders like Donald Trump and Martin Luther King Jr., and how they incorporated religion and Sacred Texts in their work. Additionally, we will discuss the importance of moral and legal codes, both religious and secular, and how they impact our lives.

In the second unit of study, students delve into the topic of the body, self-expression, and identity. They will explore the idea of the body as a temple, as mentioned in St. Paul's Letter to the Corinthians, discussing what this means, and the values associated with it. Students will learn how the Christian belief of Jesus as God in human form teaches us to treat our bodies with respect and care. Students will explore the challenges and opportunities that come with expressing our true selves and understanding our own identities.

Unit Overview

The following units will be studied in this subject:

1. How should Sacred Texts be used today?
2. Is the body a temple?

Driving Questions

The following Driving Questions will be considered by students during the units. They link directly to the assessment tasks that students are asked to complete.

How should Sacred Texts be used today?

- What is the nature and purpose of Sacred Texts?
- Should we follow the rules/laws of the bible?
- Do those with religiously informed values make better leaders?
- How do you balance 'rights' in a multi-faith, multi-cultural society?

Is the Body a Temple?

- What makes us human and what is personhood, from a Catholic perspective?
- What shapes our identity (positive and negative influences)?
- How do one's beliefs influence the way in which a person chooses to live?
- What role does the media play regarding self-expression and identity

Year 10 Science: Biological and Environmental Science

(formerly known as – Pre VCE Life)

Introduction

Biology and Environmental Science provides students with an introduction into the Biological and Environmental areas of Science. The focus is to build upon the skills and knowledge acquired from previous years and further develop an understanding of the living world. Science inquiry skills are developed through experiments, fieldwork and designing investigations. Students explore how to present and analyse data collected in a succinct manner. The course examines genes and inheritance, The theory of evolution, and human impacts on biodiversity.

This subject is strongly recommended for students wanting to undertake any of the VCE Science Subjects, especially those of Biology, Psychology and/or Environmental Science.

Unit Overview

The course is divided into the following major topics:

- Biological Science – Genes and Inheritance, Natural Selection and Evolution
- Environmental Science – Biogeochemical cycles and the four spheres on Earth, Human impacts on ecosystems.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Why is DNA considered to be the code of life?
- How would Biology differ today if the Theory of Evolution did not exist?

Why is maintaining biodiversity and monitoring of ecosystems essential to the survival of humanity?

Year 10 Science: Chemistry and Physics

(formerly known as – Pre VCE-Physical)

Introduction

Chemistry and Physics provides students with an introduction into the Chemical and Physics areas of Science. The focus is to build upon the skills and knowledge acquired from previous years and further develop a deeper understanding of the chemical and physical world.

Students will examine how the motion of objects involves the interactions of forces and the exchange of energy which can be described and predicted using the laws of Physics. The course will examine atomic theory as well as types of chemical reactions and their representation. There is a strong practical component with an emphasis on both designing and conducting scientific investigations, whilst also increasing student independence in terms of the safety considerations.

This subject is strongly recommended for students wanting to undertake any of the VCE Science Subjects, especially those of Physics and/or Chemistry.

Unit Overview

The course is divided into four major topics:

- Atomic Theory – Atomic Structure, Electron Configuration & the Periodic Table
- Chemical Reactions – Bonding & Reactions
- Motion & Energy – Forces, Energy and the Laws of Motion

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How does the structure of an atom relate to its properties and place in the periodic table?
- What is the reason for the differences in how chemical reactions occur?
- How do the laws of motion describe what is going on in the world around us?

Year 10 Learning for Life: Work Skills - Semester One

Introduction

The Work Skills curriculum will provide our students with the opportunity to grow and further enhance their knowledge and skills to not only survive in the modern world but to thrive. The curriculum lends itself to an authentic pedagogy, one that is devoted to strengthening a student's employability skills. Embracing the employability skills, the students will develop a refined skill set that will allow them to identify and seize opportunities. Students will practice and refine skills such as leadership, teamwork, communication, self-management, initiative and problem-solving skills. In nurturing each student's development, the Work Skills unit offers experiences such as the attainment of employable certificates (First Aid and Construction Induction Card), Work Experience as well as TAFE and further training visits.

The Work Skills curriculum fosters each student's strengths, interest, knowledge and attitudes through the participation of practical experiences. These experiences relate to personal, social, educational and/or community goals. These skills, knowledge and attitudes lead towards:

- social responsibility
- building community connectedness
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.
- knowledge of self and goals.

Unit Overview:

Work Skills invites students to explore the world of work through a variety of lenses. The curriculum is based on youth development principles, with a focus on themes that aim to develop:

- community awareness
- business skills
- commitment to, and achievement of, personal goals
- understanding of job opportunities
- pathways
- improve transferable work skills

Driving Questions

Students will consider the following Driving Questions during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are my future career goals and what pathways do I need to take to get there?
- Why is it important to have specific work-related skills for some industries and why specific skills do I need for my future career?
- What are some strategies I can use to work effectively with others in the workplace?
- Why are workplace rights and responsibilities including OH&S requirements important in the workplace?

Year 10 Learning for Life: Being Enterprising - Semester Two

Introduction

To become an entrepreneur, you need to develop the right business skills and build innovative capabilities. When individuals put these skills into practice an enterprise culture can be fostered within the workplace. Being Enterprising proactively responds to challenges by supporting effective communication, encouraging people to solve problems, and demonstrating adaptability, initiatives, and role-taking skills. leader. These transferable skills play an important role in an individual's lifelong learning.

Being Enterprising commonly recognises business skills, aptitudes, and behaviours used in Australia and abroad. Students develop entrepreneurship through structured learning and business projects, activities in the workplace, as well as in a variety of personal, educational, community and professional contexts.

Unit Overview:

Being Enterprising promotes enterprise capabilities through a project-based curriculum and aim to develop:

- Adaptable work practices.
- Capacity to act proactively and autonomously.
- Teamwork skills.
- Ability to learn and develop skills and knowledge.
- Managing and leading skills
- Problem-solving

Driving Questions

Students will consider the following Driving Questions during the units. They will link directly to the assessment tasks that students are asked to complete.

- What entrepreneurs inspire me?
- What entrepreneurial skills do I already possess and what do I need develop?
- How can these capabilities be transferred across industries?
- Why are entrepreneurial skills valued?
- What is the relationship between initiative and enterprise?

Year 10 Learning for Life: Advice for Life – Whole Year

Introduction

The Advice for life curriculum will provide our students with the knowledge and skills to form a strong foundation so that they can achieve their aspirations in learning and in life. In the program, we realise that everyone needs to work on skills to have positive relationships with others. Students work to practise these skills by working to understand their own personal strengths and using them to support their positive behaviour, learning and well-being. In addition, students build their capacity to manage conflict, coordinate projects, and employ a range of self-management strategies to ensure success across a set of real-world and simulated scenarios.

The curriculum fosters each student's strengths, interest, knowledge and attitudes towards learning through participation in practical experiences. These experiences relate to personal, social, educational and/or community goals. These skills, knowledge and attitudes lead towards:

- Enhanced social responsibility
- Established a sense of community connectedness
- Greater understanding of civic responsibilities, e.g. through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.
- knowledge of self and goals.

Unit Overview:

Advice for life naturally lends itself to a vocational pathway. Having a basis of projects models an applied, outcome-based learning approach, which caters for the students' individual learning styles.

The curriculum is based on youth development principles, with a focus on themes that aim to develop:

- community awareness
- enterprising and business skills
- commitment to, and achievement of, personal goals
- civil and civic responsibility
- improved transferable work skills

Driving Questions

Students will consider the following Driving Questions during the units. They will link directly to the assessment tasks that students are asked to complete.

- What is my relationship to myself and those around me?
- What are my roles, rights and responsibilities in the community?
- What are some strategies I can use to work effectively with others?
- How can I apply self-management strategies (time management, personal management, stress management) to improve my learning journey?
- How can I diffuse challenging and difficult situations?
- or employment and training opportunities.

Year 10 Careers: Pathways to Success

Introduction

As young people commence their studies in senior schooling, they are beginning their transition to life beyond school. This program will equip students with knowledge and skills to operate effectively in the 21st Century. An understanding of the cost of living, taxation, superannuation and budgeting is crucial in developing a lifelong approach to earning a living and achieving financial independence. This unit is designed to develop a level of financial literacy that will empower them to make appropriate decisions about buying, saving, investing and earning a living. The course also includes a unit on pathways planning, preparing students for subject selection in the final years of their secondary schooling and vocational pathways beyond school.

Unit Overview

The following units will be studied in this semester-based subject:

1 My Budget

This unit focuses on essential skills needed when entering the workforce including taxation, Superannuation and personal budgeting.

2 My Future

This unit is designed to give students a chance to explore their post-secondary options and help them consider what might be their best subject choices in the senior school to achieve these goals. This unit also focusses on the tools required to successfully obtain future employment, including a professional resume and cover letter.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- What knowledge and skills do I need to maintain financial wellbeing throughout my life?
- What are some of the strategies used to influence me as a consumer?
- How does budgeting help me control my spending and build savings? How does credit work?
- How do I prepare for a career that will match my interests and abilities?
- How is the world of work changing and what are the implications for my career planning?
- Is completing VCE the only option available for me in senior school?
- Where can I access information about study options?

Year 9 and 10 Elective Unit Descriptions, 2026

The following pages offer a detailed description of the Elective subjects offered to Year 9 and 10 students in 2026.

A reminder that Year 10, 2026 students (current year 9s) should take careful note of the 'formerly known as...' next to some Elective Unit names. If they have already undertaken that unit this year, they should NOT choose it for their 2026 Subject Selections.

The Arts: Studio Art – Painting and Ceramics Introduction

Students will explore the major areas of Art: Painting, Ceramics, Printmaking and Collage/ Mixed Media. Students investigate various two and three-dimensional forms. They document their sources of imagery and development of ideas. In this Unit, students will develop their skills in rendering, drawing from observation, and also explore a range of different drawing materials throughout the topics. Students experiment with traditional and contemporary skills and processes in art.

Students focus on creating works that solve technical problems by employing different processes and techniques. They identify and analyse visual characteristics within styles/periods and learn how such styles have developed. Students create and adapt images from a variety of sources, including art throughout history to generate and express ideas.

Students produce a body of work that reflects their ability to transform basic art skills and techniques into individual pieces of work. In art criticism and theory, they develop skills to make value judgements about various artworks.

Unit Overview

The following units will be studied in this subject:
In each Unit, a teacher will select from up to 3 topics, and each topic will be teacher guided with some student choices in the final designs. The Painting Topic will be student guided where students will follow the creative folio process to design and create their own painting on a canvas.

1. Introduction: Elements and Principles of Art. Students will create a small activity using the elements and principles in the artwork to demonstrate their knowledge and understanding of them and how to apply them in an artwork.
2. Painting: In this Unit students will develop their painting skills through colour experiments and also exploring different painting techniques and creating a finished painting of their own choice and theme.
3. Ceramics: In this Unit students will develop their skills in designing and constructing 3D artwork through either ceramics or sculpture materials. Students explore a range of materials and techniques.
4. Printmaking: In this Unit students will develop an understanding of printmaking techniques through the printmaking process of Lino Printing.
5. Collage/Mixed Media: In this Unit students will develop their skills by using a variety of media to explore and create a finished artwork based on a theme.
6. Art Theory and research: Students will complete one written analysis assessment task for the semester. The theory task will be based on the style of art linking to one of the Unit of works in Painting.

Driving Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the characteristics and role of art in different cultural and time contexts?
- What are the Elements and Principles of Art in relation to Painting, Ceramics, Printmaking and Mixed Media and how they are used in art.
- Who are the main artists of the periods they will study for each Unit?
- How do the personal experiences of artists impact their art making and art practice?

The Arts: Drama – Professional Acting

Introduction

This subject is ideal for students who wish to deepen their knowledge and skills in acting, scriptwriting, and directing. The Year 9 and 10 Drama course is practical and dynamic, encouraging students to collaborate, think both creatively and critically, and express their unique talents, interests, and perspectives through performance.

A highlight of this course is participation in Malthouse Theatre's The Suitcase Series, which blends classroom learning with the opportunity to perform on the renowned Malthouse Theatre stage.

The subject also includes written analysis and evaluation of a live, professional performance, helping students develop critical thinking and analytical writing skills that are valuable across all areas of study.

Drama empowers students to explore personal and collective experiences, building self-confidence and strengthening their ability to work effectively with others in a supportive and inclusive environment.

Unit Overview

The following units will be studied in this subject:

1. Devised Ensemble – Students will create an original group performance using stimulus provided by Malthouse Theatre's The Suitcase Series program.
2. Analysis of a Professional Production – Students will attend and critically analyse a professional performance, enhancing their understanding of dramatic elements, performance techniques, and the effects of artistic decisions.
3. Mini Solo Performance – Students will develop and present a self-devised solo piece, using stimulus materials as inspiration.

Driving Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can actors use collaboration and creativity to devise original performances that connect with diverse audiences?
- In what ways do performance techniques and dramatic elements shape meaning and impact in professional productions?
- How can a performer use their voice, body, and imagination to bring a solo character to life on stage?

Why study Drama? https://www.dramavictoria.vic.edu.au/why-study-drama/

The Arts: Music Performance

(formerly known as Music Performance)

Introduction

Music: Performance is designed for students with prior experience in learning an instrument or studying voice, who wish to develop their skills as performing musicians. This unit provides students with the opportunity to rehearse, refine and present music in both solo and ensemble contexts, while deepening their understanding of music performance, interpretation, and creative expression.

Students will explore a broad range of musical styles and repertoire. Through regular practical workshops, they will develop confidence, technical control, and expressive performance skills. Emphasis is also placed on rehearsal etiquette, stagecraft, and effective collaboration in group settings.

The unit further develops students' aural comprehension and understanding of music language, enabling them to critically engage with music through listening, analysis, and creative response. Students will also be introduced to composition and arrangement, including the reimagination of existing works to reflect their own artistic identity.

Unit Overview

The following units will be studied in this subject:

1. Solo and Group Performance
2. Music Language (aural and theory)
3. Composition/Improvisation
4. Music styles, Appreciation and Reimagination

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How can I use performance to express who I am as a musician and connect with an audience?
- What makes a great ensemble performance, and how can I contribute meaningfully to a group sound?
- How do musicians transform existing pieces into something new and original?
- What skills and habits do successful performers develop – both on stage and behind the scenes?

The Arts: Visual Communication & Design – Industrial Design and Interior Design

(formerly known as – Become a Visual Designer)

Introduction

Students will explore key areas of Visual Communication Design (VCD), including messages, environmental design, rendering, and object design. The course focuses on both two-dimensional (2D) and three-dimensional (3D) drawing and digital techniques, as well as design thinking and visual language. Students will explore how designers solve problems using the Double Diamond design process by investigating and applying the Elements and Principles of Design. They will experiment with both manual and digital methods, such as freehand sketching, instrumental drawing, and software like Adobe Illustrator. Throughout the course, students will study different design styles and movements, considering how social, cultural, historical, and environmental factors influence outcomes. They will document their process in an annotated folio, including visualisation sketches, concept development, and final presentations.

Unit Overview

The following units will be studied in this subject:
In each Unit there will be up to 3 topics that a teacher will select from, and each topic will be teacher guided with some student choices in the final designs.

1. Introduction to Visual Language - Students learn the Elements and Principles of Design and apply them to visual communications. They complete short exercises and a design task to demonstrate their understanding.
2. Messages Design - Advertisement: Students select a brief and design a poster using the double diamond design. Students explore fonts, lettering styles, and layout. They design a personal logo or brand identity using digital and manual methods.
3. Environmental Design - Interior Design: Students design a 3D space (e.g., a teen hangout space or café interior) using one-point and two-point perspective, plans, elevations, and digital mock-ups.
4. Objects Design - Product design: Students research and design a functional product (e.g., headphones, chair, water bottle). The focus is on ergonomic and aesthetic features using isometric or orthogonal drawing.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the three areas of design?
- What role does the client play in the design process?
- What role does the designer play in the design process?
- Why must we understand what these elements and principles look like in design work?
- Can analysing other people's work help to develop our own work?
- Why follow the design process to solve a design problem?
- Why use various drawing devices to explore design ideas?

The Arts: Creative Art – Sculpture and Photography Introduction

Art is a means of expression and communication. In this learning unit students develop skills in a wide range of art areas including Painting, 3D Sculpture, Printmaking and Digital Photography. Students create functional and non-functional forms both in two and three dimensions. They create and adapt images from a variety of sources including art throughout history to generate and express ideas. Students explore visual arts techniques and processes in the development of their visual arts knowledge and skills.

Drawing will be part of the folio for each topic covered. Students will also explore the rich history of the art world and learn to appreciate diversity within all movements through analysis.

Unit Overview

The following units will be studied in this subject:

In each Unit the teacher can select from up to 3 topics and each topic will be teacher guided. Students will be able to produce a mini folio off their own choice with a range of topics and materials available for the Sculpture topic.

1. Introduction: Elements and Principles of Art. Students will create a small activity using the elements and principles in the artwork to demonstrate their knowledge and understanding of them and how to apply them in an artwork.
2. Painting: In this Unit students will develop their painting skills through either mixed media or acrylic paint and through the creative practice create a final canvas painting of their choice from a theme set by the teacher.
3. 3D Sculpture: In this Unit students will develop their skills in designing and constructing a 3D artwork through sculpture materials. Students explore a range of materials and techniques. Produce a mini folio and select from the possible tasks to create their own 3D artwork.
4. Printmaking: In this Unit students will develop an understanding of printmaking techniques through the printmaking process of Etching Printing. Students follow the Creative Practice process to explore ideas based of a given theme.
5. Digital Photography: In this unit students will explore digital photography and or Adobe Illustrator or Adobe Photoshop.
6. Art Theory & Research: Students will complete one written analysis assessment task for the semester. The theory tasks will be based of the style of art linking to one of the Unit of works in Sculpture.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- What factors influence an artist to work in a particular medium?
- What are the essential skills required for effective drawing?
- How can we transform a real concept into a creative, highly expressive and emotive artwork?
- What are the essential elements of painting and what are the skills required to produce a successful, thought-provoking artwork?

The Arts: Dance

(formerly known as Choreography, Performance and Appreciation)

Introduction

This dynamic Dance subject invites students to explore the art of movement through both solo and group performance. Students develop technical and expressive skills as they learn, rehearse, and present choreographed routines. In addition to performing, they analyse a range of professional dance works to deepen their understanding of choreographic intention, style, and impact. Students also research diverse dance styles and cultural influences, building their knowledge of dance as a creative and communicative art form. This unit is is designed to prepare students for senior studies in dance. Those wishing to complete VCE Dance are advised to enrol.

Unit Overview

The following units will be studied and is designed to introduce students to the three dimensions of dance:

1 Choreography: Students will participate in structured improvisation activities and learn to choreograph dances using technical and expressive skills. They will reflect on, and evaluate, their own and peers choreographic processes.

2 Performance: Students will learn and rehearse dance works choreographed by the teacher, with an opportunity to perform in front of an authentic audience at such events as the MacKillop College dance showcase and year level assemblies.

3 Appreciation: Students will begin to develop their appreciation and understanding of dance works and increase their dance vocabulary. They will describe, interpret and evaluate dance elements, the choreographic intention and the context of dances.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How do choreographers use their background and experiences to create meaningful, relevant dance works?
- How does a choreographer combine expressive movement vocabulary, motifs and form with production aspects to communicate their desired intention while retaining individual style?
- How can practicing and refining technical and expressive skills develop artistry and enhance the communication of choreographer's intent?

The Arts: Media – Film Analysis and Film Production

(formerly known as Media Studies)

Introduction

Are you ready to step into the director's chair? In Lights, Camera and Action, you'll explore the exciting world of film and media. You'll discover how movies use camera angles, sound, editing and storytelling techniques to hook an audience, and then you'll get to do it yourself!

In this hands-on course, you'll complete two major projects: a film analysis of a popular movie and the creation of your own original short film. Working individually and as part of a team, you'll learn how to plan, shoot and edit like a professional. Whether you're behind the camera or in front of it, this subject is perfect for anyone who loves being creative, telling stories, or thinking like a filmmaker.

Unit Overview

The following units will be studied in this subject:

1. Film Analysis: In this unit, students will learn how film techniques—like camera work, sound, and editing—are used to tell stories and create meaning. They will watch and analyse a film, focusing on how media codes and conventions shape the audience's understanding.
2. Short Film Production: In this unit, students will produce a short film based on their own original concept and chosen genre. They will develop their ideas through brainstorming, then plan their production by scripting and storyboarding. Finally, they will film and edit their work to create a finished piece.

Driving Questions

The following Driving Questions will be considered by students during the units. They link directly to the assessment tasks students are asked to complete:

- How do movies use things like camera shots, sound and lighting etc to tell a story?
- What makes a scene powerful or emotional?
- How do characters, settings and storylines help us understand the movie's message?
- How can I use codes and conventions to understand the construction of a movie?
- How do I script and storyboard a Film?
- How do learn to produce a short Film

The Arts: Media – Photography and Visual Media

Introduction

Love taking photos or want to master a real camera? Pixels, Photography and Print puts photography front and centre as you learn how to capture powerful images using professional DSLR cameras. This hands-on course focuses on the creative and technical side of photography—framing the perfect shot, using lighting effectively, and editing your work like a pro.

You'll explore how photography has evolved over time and discover how it continues to shape culture, advertising, and communication. Along the way, you'll build your skills in digital editing and design, working with industry-standard programs like Photoshop and InDesign to create original, audience-focused media products.

Whether you're behind the lens or refining your work onscreen, this subject is perfect for visual storytellers who want to develop their creativity, technical skills, and media literacy.

Unit Overview

The following units will be studied in this subject:

1. Photography: Evolution of Photography: In this unit, students will explore the history of photography, label a DSLR camera, and compare it to other types. They will study and recreate photos from different time periods, then reflect on their process and results.
2. Creating a Media Product (Photography + Digital Manipulation): In this unit, students will create a media product using digital photography and editing skills. They will plan their work through research, design and timelines, then produce a project such as a magazine, posters, or photo series. The final product must include at least six original photos. Students will also evaluate their process, reflecting on what worked well and what could be improved.

Driving Questions

The following Driving Questions will be considered by students during the units. They link directly to the assessment tasks students are asked to complete:

- What impact do images have on our lives?
- How do we read visual images?
- How are codes conventions used to construct meaning in images?
- How can manipulating codes and conventions, influence an audience's perception?
- How can I produce the best photographs possible?
- How can we use a DSLR camera to take high-quality, meaningful photographs?
- How can I use Photoshop and InDesign to create and edit images?

The Arts: Music – Recording and Mixing

Introduction

Music: Recording and Mixing is designed to provide students with a range of skills that are considered by the Music Industry to be a relevant and useful preparation to pursue a career or further study in industries such as music, gaming, radio, television, media or entertainment. There is a significant focus on recording and mixing audio, and students will finish the subject with a portfolio of mixed recordings. Students will also develop basic knowledge in contemporary instruments and are not required to have previous musical experience.

Unit Overview

The following units will be studied in this subject:

1. Perform Basic Sound Editing: This unit covers the skills and knowledge to effectively edit and create audio on a Digital Audio Workstation.
2. Computer Editing & Recording – Gaming: This unit covers the developing industry of gaming audio production. Students learn professional gaming audio techniques, tips and tricks while producing audio for synchronisation with video gameplay.
3. PA Set up & Safety: This unit covers live PA set up and pack down, live mixing skills to create an enjoyable live sound experience, and how to create and maintain a safe environment around live musical equipment.
4. Sound Recording and Mixing: This unit covers the skills and knowledge required to undertake basic recordings using equipment in a studio environment. Students will then edit and mix these recordings using professional techniques and export these as finished recordings.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How can I effectively capture sound?
- What processes make audio sound professional?
- How do I ensure an enjoyable and safe live experience?
- What skills and habits do audio professionals use across multiple industries?

The Arts: Visual Communication & Design – Brand Identity and Architectural Design

(formerly known as – Designing for the Future)

Introduction

This unit will further develop students' skills in refining ideas for solutions to set Design Briefs and gain an understanding of the three fields of design Messages, Objects and Environmental Design. The course focuses on both two-dimensional (2D) and three-dimensional (3D) drawing and digital techniques, as well as design thinking and visual language. Students will explore how designers solve problems using the Double Diamond design process by investigating and applying the Elements and Principles of Design. They will experiment with both manual and digital methods, such as freehand sketching, instrumental drawing, and software like Adobe Illustrator. Throughout the course, students will study different design styles and movements, considering how social, cultural, historical, and environmental factors influence outcomes. They will document their process in an annotated folio, including visualisation sketches, concept development, and final presentations.

Unit Overview

The following units will be studied in this subject:
In each Unit there will be up to 3 topics that a teacher will select from, and each topic will be teacher guided with some student choices in the final designs.

1. Introduction to Visual Language - Students learn the Elements and Principles of Design and apply them to visual communications. They complete short exercises and a design task to demonstrate their understanding.
2. Messages Design - Digital Design: Students select a brief and design a digital design using the double diamond design. Students explore fonts, lettering styles, and layout. They design a visual communication using digital and manual methods.
3. Environmental Design - Architectural Design: Students design a 2D floor plan and elevations and construct a 3D model of the final design.
4. Objects Design - Package design: Students research and design a package for a business or product. The focus is on patterns and features using isometric drawing system.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How does rendering and freehand illustration communicate information?
- Why is the interpretation of information visually an important skill to learn?
- How can we implement these conventional drawing skills into real design challenges?
- How do we investigate the Design Process as a designing tool?

Technologies: Cultural Foods

(formerly known as – Foods from Near and Far)

Introduction

Cultural Foods takes students on a journey through the timeline of food in Australia. Foods native to Australia are investigated as well as how these foods were collected and prepared. Students will be introduced to a wide range of ingredients and dishes that contribute to current Australian food trends brought about by migration. Ingredients, dishes and cooking methods from different countries will be discussed, prepared in class and researched. In studying the culture and food habits of these countries, students will gain a deeper appreciation of the multicultural influences that have helped to shape modern Australian eating habits.

Students investigate a range of key foods including meat, eggs and grains and complete practical tasks that involve the use of these key foods.

Students may choose this subject having no prior experience in Food Studies. The course is comprised of both theory and practical classes.

Unit Overview

The following units will be studied in this subject:

1. Food Basics: safety and hygiene, cooking methods and nutrition (food models)
2. Cuisines: multicultural and indigenous foods
3. Key Foods: meat, eggs and grains

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How can I work safely and hygienically in the kitchen to prevent accidents, and use sensory language to create nutritious foods?
- How can I use the design process to create a product that reflects how migration has shaped Australia's cuisine?
- How can the Australian Guide to Healthy Eating be used as a food model to influence healthy food choices?

Pathways

Across Years 9 and 10 students can complete one, or a combination of: Food choices, Food for fitness and Cultural foods. These subjects serve as preparation for the (Year 11) VCE offering, Unit 1+2 Food studies.

Technologies: Food Choices

(formerly known as – Food Studies)

Introduction

Food Choices builds on the skills acquired in previous Food Studies classes and is comprised of both theory and practical lessons (including cooking, design briefs, food sampling and taste-testing, sensory analysis and product analysis). Students build on their knowledge of food safety and hygiene. They apply their knowledge of nutrition and the importance of meal planning. They use the design process in the development of a suitable meal that meets the specifications of a design brief. Students explore the science of food as it is prepared, cooked and digested. Various methods of food preservation, sustainability in food production and the importance of food labelling are also explored throughout the semester. They investigate how food is produced, including current challenges and innovative technologies and 'future' foods.

Unit Overview

The following units will be studied in this subject:

1. Food Basics: safety & hygiene and nutrition (diet related diseases)
2. Food Science: digestion, food preservation, food science
3. Food Choices: food labelling and marketing, sustainability in food production, future foods

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How do the physical and chemical properties of food change during preparation, cooking and consumption (digestion) of food?
- How can consumers make sense of food information to make informed choices about food?
- How will food production change in the future and how will this impact food choices?

Pathways

Across Years 9 and 10 students can complete one, or a combination of: Food choices, Food for fitness and Cultural foods. These subjects serve as preparation for the (Year 11) VCE offering, Unit 1+2 Food studies

Technologies: Food for Fitness

Introduction

Food for Fitness explores food as fuel for active individuals such as athletes and teenagers. Students look at how timing and selection of foods and key nutrients can support active lives. They investigate pre and probiotics and their role in supporting gut health and contribution to physical and mental health. Students investigate current food fads and restrictive diets and evaluate these against The Australian Guide to Healthy Eating. Students develop skills in assessing food information allowing them to distinguish fact from fiction, looking at how to optimise iron intake for active people.

Unit Overview

The following units will be studied in this subject:

1. Nutrition: fuel for athletes
2. Food hacks: Iron and gut health
3. Assessing food fads and diets

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can I use my understanding of nutrition to plan meals that support physical activity and athletic performance?
- How can I assess the impact of gut health, including prebiotics and probiotics, on overall wellbeing?
- How can I evaluate popular diets and food trends to determine whether they are healthy and can be maintained long-term?
- How can I identify reliable food and nutrition information to make informed choices about my health and performance?

Pathways

Across Years 9 and 10 students can complete one, or a combination of: Food choices, Food for fitness and Cultural foods. These subjects serve as preparation for the (Year 11) VCE offering, Unit 1+2 Food studies

Technologies: Product, Design and Technologies - Emerging Materials

(formerly known as STEAM: Materials, Tools and Processes)

Introduction

In this innovative and hands-on subject, students will explore the exciting world of emerging materials and sustainable design. Building on foundational design and technology skills, Emerging Materials introduces students to a range of advanced tools and techniques used in contemporary product, industrial and environmental design, including laser cutting, 3D printing, recycling, injection moulding and engineering practices.

Students will investigate and experiment with emerging materials—including precious plastics and natural alternatives—while developing an understanding of their properties, uses, and environmental impact. Emphasis is placed on sustainability, ethical design, and global responsibility, in keeping with Catholic social teaching and stewardship of the environment.

Using the double diamond design process, students will respond to design briefs by creating models and prototypes that address real-world problems. They will develop skills in technical drawing, CAD, modelling, and critical/creative thinking, while learning how design decisions can influence and improve the world around us.

This subject is ideal for students interested in design, architecture, engineering, sustainability, and innovative technologies, while providing a strong foundation for further study in VCE Product Design and Technology or related STEAM fields.

Unit Overview

The following units will be studied in this subject:

1. Innovation through Materials and Technologies
2. Designing for a Sustainable Future

Driving Questions

The following driving questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can I design a sustainable product that solves a real-world problem using plastics and natural alternatives?
- How do the plastics I choose impact people, the planet, and future generations?
- How can I use tools like CAD, 3D printing, and laser cutting safely and effectively to prototype my plastic-based design ideas?
- What role do designers play in promoting ethical practices and environmental stewardship when working with plastics?

Pathways

This subject will lead into Visual Communication Design, Product Design and Technologies and Systems Engineering.

Technologies: Product Design and Technologies - Textiles

(formerly known as – Textiles and Fashion)

Introduction

In this Textiles unit, students will explore a range of textile fibres and fabric construction methods to develop an understanding of where fabrics come from and their appropriate applications in product design. They will investigate ethical issues and sustainability practices within the fashion and textiles industry. Researching and analysing both local and international fashion designers such as Gucci, Nike, Coco Chanel and Louis Vuitton to gather inspiration for their own projects. Students will follow the double diamond design process to build a design portfolio. They will create a design brief for a specific end-user and develop functional textiles products using relevant materials, tools, technologies, and processes.

Throughout the unit, students will develop and strengthen hand and machine sewing skills; and learn how to read and follow a commercial pattern to construct a garment. They will explore the practice of upcycling and apply embellishment techniques to products that they create for end user/s. Prior study of Textiles is not required, making this unit accessible to all students with an interest in fashion, design, and sustainable practices.

Unit Overview

The following units will be studied in this subject:

1. The design process
2. Textile processes, production methods and garment construction
3. Ethical issues in the Fashion and Textiles industry

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How can I safely and correctly construct a functional garment for an appropriate end user/s?
- How do I apply the Product Design and Technologies process to design and produce a unique and functional product?
- How can I apply sustainable practices used in the industry to help me minimise my own impact of the environment?

Technologies: Product, Design and Technologies - Wood

Introduction

This subject builds on the woodworking skills developed in the junior years, with the introduction of the safe use of power tools. Students are given a range of tasks where they must utilise the technology process and see that the investigation, design, production and evaluation of the task are completed. These tasks for the semester may include the productions of a small table and/or that of a small set of steps and or Stool/bar Stool where in all stages of production processes are included. Students will investigate into ethical issues and sustainability in their designs and material choices.

Students demonstrate an ability to work in a safe environment and extend their skills through construction by developing knowledge in the use of hand and static power tools. They will develop skills in advanced joinery through furniture design and construction.

Unit Overview

The following units will be studied in this subject:

1. Safety and theory
2. Step ladder
3. Coffee table
4. Stool/Bar Stool

Driving Questions

The following essential questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- What are suitable methods of joints used in furniture construction?
- How does knowledge of power tools aid in the construction of specific tasks?
- How does design and investigation lead to an improved product?
- How do I design a product for a client with sustainability in mind?
- How does Industry include ethical and sustainable practices?

Pathways

Across Years 9 and 10 students can complete one, or a combination of: Emerging materials, textiles and wood. These subjects serve as preparation for the (Year 11) VCE offering, Unit 1+2 Product design and technology

Technologies: Game Design and Development

(formerly known as – Game Changers)

Introduction

In this subject, students will explore elements of 21st century gaming including virtual and augmented reality, mobile applications and massive multiplayer online games.

Students will learn about computing and networks as they relate to gaming and explore social, economic and environmental impacts.

Students will design their own game using a combination of programming and digital design. Students will host an expo to show-case their completed games to an audience of gamers, collect survey data and evaluate their games.

Students will explore pathways available within the Gaming and Information Technology industries.

Unit Overview

The following topics will be studied:

- History of gaming
- 21st century and future gaming
- Game design, development and evaluation

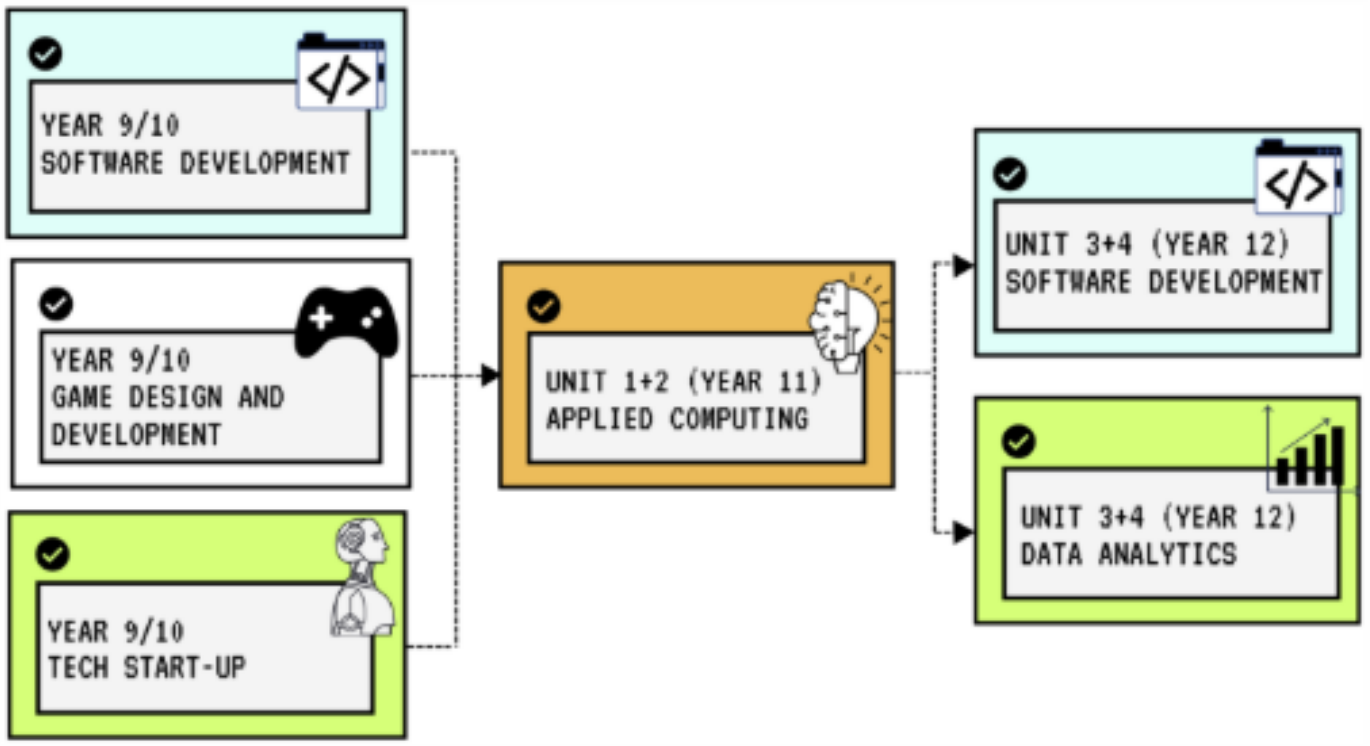
Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Where has gaming been and where is gaming going?
- What digital assets do games require to be entertaining and functional?
- How can designs be applied to the development of a video game to fulfil a real-world need?
- How can self and peer feedback improve the functionality and engagement of a multi-level game?

Pathways

Across Years 9 and 10 students can complete one, or a combination of: Game Design and Development, Software Development and Tech Start-up. These subjects serve as preparation for the (Year 11) VCE offering, Unit 1+2 Applied Computing.



Technologies: Tech Start Up

Introduction

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This subject equips students with the knowledge and skills required to create digital solutions for real-world problems.

Students will collect and analyse primary and secondary data to identify a need or opportunity for the development of an innovative solution. They will apply all stages of the problem-solving methodology (analysis, design, development and evaluation) to create a proof of concept, prototype or product.

Students will then follow a design process to develop an app/website to inform and advertise an audience about their innovative solution, before evaluating their work.

Unit Overview

The following topics will be studied in this subject:

1. Data
2. Innovation solutions (e.g. 3D printing, laser cutting, robotics, artificial intelligence, AR/VR)
3. Website development and design (Adobe XD)

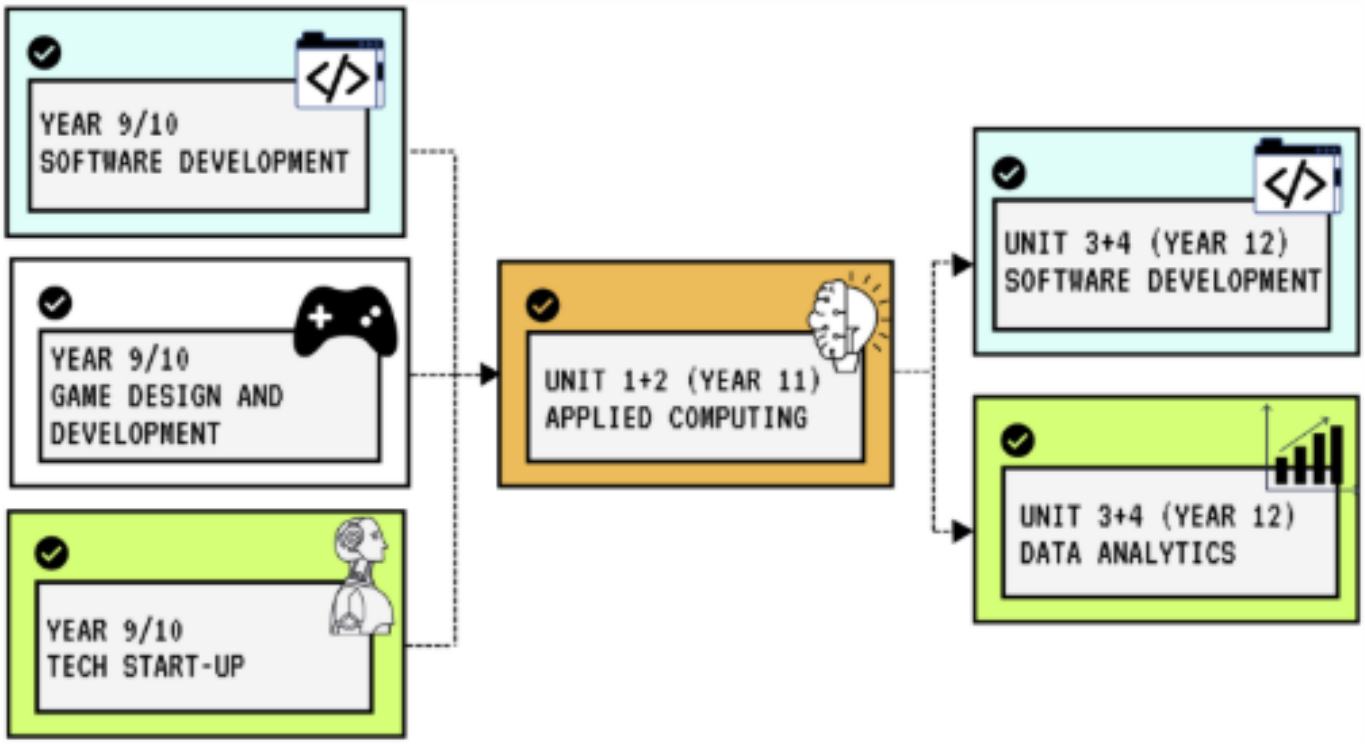
Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can data findings be used to inform decisions for the creation of an innovative solution?
- How can a design process be utilized to produce an innovative solution prototype?
- How do we effectively advertise/ market a new product in our contemporary world?

Pathways

Across Years 9 and 10 students can complete one, or a combination of: Game Design and Development, Software Development and Tech Start-up. These subjects serve as preparation for the (Year 11) VCE offering, Unit 1+2 Applied Computing.



Technologies: Software Development

(formerly known as – Behind the Screen)

Introduction

From streaming movies to online banking, software is integral to our lives and the need for quality software applications drives a booming Information Technology industry. This unit aims to give students software design and development skills needed to produce software applications.

Students will learn about the design process to produce quality software applications, through the use of a range of design tools and responding to the needs of customers. They will learn a programming language (Python) to manipulate data and perform tasks based on user interactions. Students will learn about testing techniques in order to determine whether their software performs as expected and if it meets the needs of the intended audience.

Unit Overview

The following topics will be studied in this subject:

1. Programming skills and theory
2. Program and project design
3. Production of digital solutions using an object-oriented programming language (Python)
4. Network security

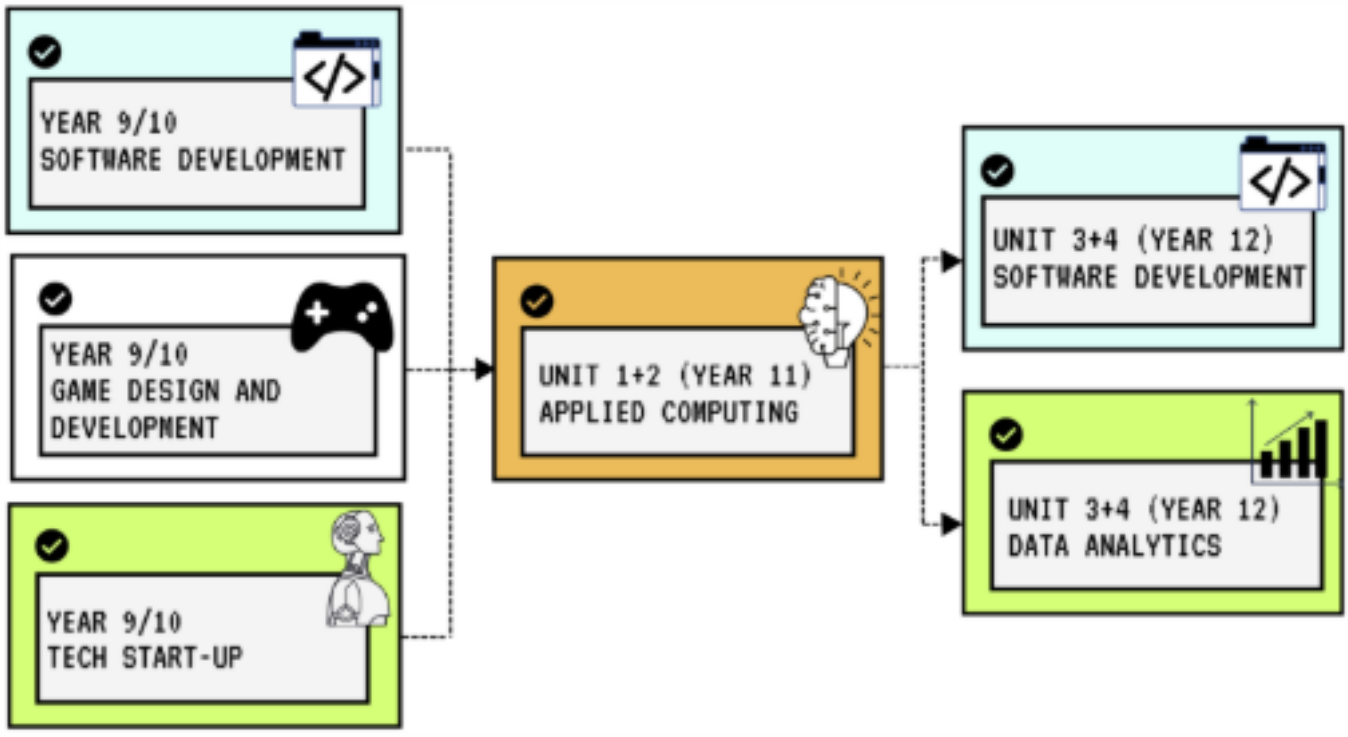
Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How can teacher-provided solution requirements be applied to produce working software modules?
- How would you design a new UX and functional design for a digital system?
- How can design be applied to the development of the digital system?
- What impact does security have on designing a network?

Pathways

Across Years 9 and 10 students can complete one, or a combination of: Game Design and Development, Software Development and Tech Start-up. These subjects serve as preparation for the (Year 11) VCE offering, Unit 1+2 Applied Computing.



English Literature

Introduction

This semester-based elective offers students the opportunity to engage deeply with a range of literary texts, including novels, plays, poetry, film, and short stories. Students will explore how authors construct meaning through language, structure, and style. Through close reading and discussion, they will analyse character, voice, and context, while developing their own interpretations of texts. This subject encourages critical thinking, thoughtful reflection, and a creative engagement with literature—building a strong foundation for those considering Literature in VCE.

Unit Overview

The following units will be studied in this subject:

1. Reading Practices
2. Exploration of Literary Movements and Genre

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How do our personal reading practices shape the way we interpret a text?
- In what ways do authors use language, structure, and style to shape meaning and voice?
- How do literary movements and genres reflect the values and ideas of their time?
- What can we learn about ourselves and our world through reading literature from different times and traditions?

English Language

Introduction

This elective semester-based subject is designed to introduce Year 9 and 10 students to linguistics, which provides a strong foundation for those who are considering transitioning into VCE English Language. By exploring the core linguistic subsystems, students will develop an understanding of how language has evolved and how it is used in today's society to express identity, culture, and new experiences. They will also learn how language reflects social change and historical context, giving them valuable insight into the ways we communicate and why language continues to adapt over time.

Unit Overview

The following units will be studied in this subject:

1. Linguistic Subsystems
2. Language Change Over Time
3. Constructed Languages (Conlangs)

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete:

- How do the different parts of language (like sounds, words, and grammar) work together to create meaning in English?
- What can the history of the English language tell us about the way people, cultures, and societies have changed over time?
- How do slang and neologisms reflect who we are and how we connect with others?
- Why do languages change, and what influences those changes?
- How can invented languages be used to create community, identity, or even entire fictional worlds?
- In what ways do languages like pidgins, creoles, and lingua francas help people communicate across language barriers?

Health and Physical Education: Advanced Sport Science

(formerly known as - The Body in Motion (Pre VCE))

Introduction

This learning unit of physical education aims to extend those students who wish to extend their knowledge of the systems within the body. Components of this unit will help in preparation for certain aspects of further VCE studies. In doing Sports and Systems the following components will be undertaken:

- Practical Components: All practical components will relate directly to the theoretical side of the topic giving students a hands-on approach to better understand these topics. This will be done with the use of exercise programs, heart rate monitors, pedometers and other means of monitoring the body systems.
- Theoretical Components: This unit pursues close investigation of food fuels, energy systems and the acute and chronic adaptations that occur within the body. Training methods to help develop the body systems will also be explored, along with training principles and fitness components. Students will also investigate biomechanics and its impact on sport.

Unit Overview

The following units will be studied in this subject:

1. Body systems
2. Acute and Chronic response to exercise
3. Food fuels and energy systems
4. Training methods
5. Biomechanics
6. Exam

Driving Questions (Practical and Theory)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the body's acute responses to exercise?
- What are the body's chronic responses to exercise?
- Why do these changes occur?
- What energy systems do we use during exercise?
- What training methods best prepare an athlete for competition?

Health and Physical Education: Health, Wellbeing and Fitness

(formerly known as – Fitness for Life)

Introduction

This elective aims to examine activities involved in various lifestyle options.

In doing Fitness for Life, the following contemporary components will be investigated and experienced:

- Practical Components: Fitness and Resistance Training, Relaxation Techniques (i.e. Yoga, Hot Yoga, Massage and Stress Management), Exercise for Aerobic Conditioning, Fitness Testing, Aerobic Leisure Activities (i.e. Walking, Jogging), and Self-Defence.

- Theoretical Components: The following units – Nutrition, Components of Fitness (practical and theory), Motivation and Monitoring Interest in Exercise, Health and Society (stage of the lifespan) and Self Esteem and Identity.

Unit Overview

The following units will be studied in this subject:

1. Nutrition
2. Components of Fitness
3. Health and Society: Stages of the Lifespan
4. Lifestyle, Motivation and Identity / Self Esteem

Driving Questions (Practical)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Of the numerous leisure activities which did you prefer? Why?
- Of the numerous fitness activities which did you prefer? Why?
- Of the numerous personal activities which did you prefer? Why?
- Will you continue with any of the activities outside of school? Which one(s) and why?

Driving Questions (Theory)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Components of fitness

- Why is the knowledge of fitness components important for student's health?
- What impacts on student's ability to be active?
- How do you set up a weights program?

Lifestyle, motivation and identity / Self Esteem

- What influences your activity levels?
- What motivates and effects people's activity levels?
- How does physical activity impact on a person's self- esteem?

Nutrition

- What influences (subjective and objective) people's food choices?
- What are the nutritional guidelines of Australia? Do you eat the recommended serving size?

Health and Physical Education: Advanced Health and Human Development

(formerly known as - Health and Human Development (Pre VCE))

Introduction

Advanced Health and Human Development provides students with a detailed overview into the key skills required for studies into VCE Health and Human Development. Students will explore varying perspectives of health and wellbeing amongst different population groups, including Aboriginal and Torres Strait Islander people, and use indicators to measure the quality of health status. They will also gain an understanding of the nutrients required for a balanced diet, their food sources and the consequences of under- and over-consuming them. An analysis into health promotion and the factors enabling and preventing this consumption will follow. Students will examine the characteristics of development across lifespan stages and the features required of healthy and respectful relationships.

This subject is strongly recommended for students wanting to undertake VCE Health and Human Development.

Unit Overview

The following units will be studied in this subject:

1. Health and Wellbeing
2. Food for thought
3. What to expect when you're expecting
4. Exam

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Health and Wellbeing

- How can we measure the level of health in different population groups?
- What factors in our life impact health?

Food for thought

- What nutrients does the body need and what impact do they have?
- What enables and prevents healthy eating?

What to expect when you're expecting

- How do I know if my relationships are healthy and respectful?
- What development occurs throughout the lifespan?

Health and Physical Education: Leading and Coaching

Introduction

This elective aims to examine the theory and skills associated with effective leadership and coaching in sport. In doing Leading and Coaching in Sport the following components will be undertaken:

- Practical Components: Aussie Sports, Related Laboratories, Teaching of a junior Physical Education class, SEPEP – Sport Organisation, Refereeing.

- Theoretical Components: Styles of Leadership, Roles of a Coach, Communication Skills, Organisation and Planning of Training Sessions, The Acquiring of Skills, Sports Psychology, Refereeing Skills, Sports Administration and Modified Sports Programs.

Unit Overview

The following units will be studied in this subject:

1. Role of the Coach – focus on styles
2. Junior sports coaching
3. Aussie Sports
4. Sport Education in Physical Education Program (SEPEP)

Driving Questions (Practical)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What do I (the student) have to do to fulfil each of the roles efficiently?
- What SEPEP role is the most challenging?
- What are the consequences of not fulfilling each role?
- What was it like to rely on others for the smooth running of the sessions?

Driving Questions (Theory)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Careers presentation

- What are the pathways for coaches?
- What considerations should young coaches have before entering coaching?

The Coach

- What is the role of the coach?
- Why do people coach?
- Which coaching style best fits?
- What are the legal and ethical responsibilities of the coach?
- What are the possible ways of managing a group?

Junior sports coaching

- What characteristics are evident at each stage of learning?
- What is my preferred learning style?
- How do I effectively teach skills?
- When do I use a game sense approach?
- When do I change someone's technique?

Health and Physical Education: Sport & People

Introduction

This learning unit of Physical Education offers students an opportunity to extend their knowledge and practical skills in a variety of sports. Components of this unit will help in preparation of certain aspects for further VCE studies.

In doing Sport and People, the following components will be undertaken:

- Practical Components: Striking and Fielding Games (e.g. Cricket, Softball/Baseball), Invasion Games - Court (e.g., Basketball, netball, European Handball), Invasion Games – Field (e.g. Soccer, Touch Rugby, Indoor Hockey), Wall or Net Games (Tennis, Table Tennis, Volleyball)

- Theoretical Components: This unit involves a closer look at socio-cultural issues involved in sport (including Performance Enhancing Drugs, Sponsorship in Sport, Participation, Sports History) and socio-science issues such as Technology in Sport and Biomechanics. The unit finishing with 'Designing Fitness Games'.

Unit Overview

The following units will be studied in this subject:

1. Culture in Sport
2. Participation and Sportsmanship in Sport
3. History of Australian Sport
4. Gender Issues in Sport
5. Technology and Technique in Sport
6. Minor game presentation
7. Practical participation

Driving Questions (Practical)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Of the 7 physical pursuits on offer, before learning them in the context of a Physical Education class, which pursuit do you prefer? Why?
- Of the 7 physical pursuits on offer, after learning them in the context of a Physical Education class, which pursuit do you prefer now? Has this decision changed, if so, why? Which pursuit:
  a) Requires the most skill?
  b) Has the most rules governing it?
  c) Involves more tactics?
  d) Is more physically demanding?
  e) Involves the most teamwork?

Driving Questions (Theory)

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

Gender issues in sport

- Why are there gender differences in sports participation?
- What effect does sponsorship have on a sport's participation levels and genders?
- What influence do the media have on sponsorship, participation and gender?

History of Australian sport

- Who has had a significant impact on Australian sport over the last 100 years?
- How has the MCG played a role in the history of Australian sport?

Technology and techniques in sport

- How has technological change improved performance?
- Which laws of motion are utilised in sporting technology?
- Why did the technological change eventuate?

Culture in sport

- What are the origins of major and minor sports?
- How does culture influence sport

Outdoor and Environmental Studies: Sea to Summit

Introduction

Students will investigate the importance of Outdoor and Environmental Studies and its benefits for physical and mental well-being. By engaging in outdoor recreational activities students will learn what is needed to safely participate in recreational activities in a remote location. Students develop skills in leadership, independent living and travel, decision making and environmental awareness including human impact on natural environments.

To receive a satisfactory completion for Year 10 Outdoor and Environmental Studies, Semester 1, students must attend each outdoor educational experience. These experiences are designed for students to discover and build connections with outdoor environments by linking theoretical knowledge to a practical experience and/or recreational activity. A Medical certificate must be presented if a student is absent for a medical reason, this certificate will cover students for the duration of the experience.

Unit Overview

The following units will be studied in this subject:

1. Wilderness-based recreational activities
2. National Parks & Sanctuaries
3. Navigation
4. Minimal impact and sustainable living in bush environments
5. Trip Preparation and planning
6. Technology advancements in recreation activities
7. Beach Safety

Driving Question

The following driving question will be considered by students during the units. They will link directly to the assessment tasks and practical experiences.

- What are the consequences of human impact on National Parks?
- How can humans minimise such impacts on National Parks?
- How can humans interact with National Parks and wilderness environments sustainably and safely?

Proposed Practical Experience

- Surfing and snorkeling (2 days)
- Bushwalking and Rock Climbing (3 days)

Outdoor and Environmental Studies: River to Sea

Introduction

River to Sea immerses students in swift-water river and bushland environments, providing opportunities to deepen their knowledge and skills in leadership, resilience, relationship-building, community engagement, and self-efficacy. Through direct experience in outdoor settings, students will explore concepts of sustainability and endangered species, while learning how to prepare for and manage themselves in remote environments.

They will also develop the ability to assess and minimise risk through informed decision-making. To achieve a satisfactory completion in Year 10 Outdoor and Environmental Studies, students are required to attend all scheduled outdoor education experiences. These experiences are essential for students to connect theory with practice, applying their learning through hands-on recreational activities in natural environments. If a student is absent due to illness, a medical certificate must be provided. This certificate must cover the full duration of the missed experience to be considered valid.

Unit Overview

The following unit will be studied in this subject:

1. Minimal impact on alpine environments
2. Trip preparation and risk management
3. Native and introduced flora & fauna
4. Navigation
5. Leadership and teamwork
6. Endangered species
7. Sustainability

Driving Question

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- Do humans look after the earth?
- What are the consequences of human impact on mountain and river environments?
- How can humans reverse/minimise such human impact?
- How can humans interact with mountain and river environments safely and sustainably?

Proposed Practical Experiences

- White-Water Rafting/Inflatable Kayak and Healesville Sanctuary (3 days)
- Mountain biking and bushwalking (2 days)

Humanities: Legal Studies

(formerly known as – Commerce: Politics and Justice)

Introduction

Understanding Australia's political system and how it enables change is paramount in a democratic society. The influence of political parties, interest groups, the media and individuals on government and their decision making provides for a process open to critique and review. Comparisons between Australia's system of government, with another system of government in the Asian region, are made to examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. It is in recognising how contemporary Australian society is shaped by Australia's global connectedness that the work done in international contexts can be made relevant to the citizen. The features and principles of the Australian Court system, for example, its role in applying and interpreting Australian laws, and the purpose and work of the High Court, link in with the values and practices that enable a democratic society to be sustained.

Unit Overview

The following units will be studied in this subject:

1. Politics

This unit develops a student's understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes.

2. Our International Context

Comparisons between Australia's system of government, with another system of government in the Asian region, are made. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations.

3. The Law and its Citizens

The features and principles of Australia's court system, including its role in applying and interpreting Australian law are investigated, as students also study the purpose and work of the Australian High Court. Students also examine global connectedness and how this is shaping contemporary Australian society.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How is Australia's democracy defined and shaped by the global context?
- How do citizens participate in an interconnected world?
- How are government policies shaped by Australia's international legal obligations?
- What are the features of a resilient democracy?

Humanities: Business and Finance

(formerly known as – Commerce: Show Me the Money)

Introduction

The unit explores the role of money, wealth and resources in the modern world, and Australia's economic performance on a global stage. The link between economic performance and living standards is investigated, along with comparisons to other economies. Students explore how entrepreneurs and businesses build both the wealth of individuals and that of the country. Finally, students are introduced to financial record keeping and reporting.

Unit Overview

The following units will be studied in this subject:

1. Not Just Miners - The Australian Economy

The semester begins with an exploration the performance of the Australian economy and its role in Asia and the global economy. Students explore the link to living standards, and how choices and policies in Australia impact its citizens across a wide range of measures such as education, migration, workforce development and the environment.

2. Businesses Building Wealth and Innovation

In this unit we explore the role of businesses in creating wealth, with an initial focus on innovation and entrepreneurship. Students explore a variety of emerging business techniques such as blended marketing and social media, to create competitive advantage. A range of innovative business strategies highlight opportunities for financial success in the modern business world.

3. Track and Trace – Following the Money

The final unit introduces students to the role of Accounting in recording, monitoring and reporting on financial flows, as well as providing information with which to make strategic decisions. Students learn how to record financial transactions in cash journals and create Statements of Receipts and Payments. Students also calculate their own net worth through the creation of personal balance sheets.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How might the performance of an economy be measured?
- What is the link between economic performance and living standards?
- Why are there variations in living standards in different economies?
- What can be done to foster entrepreneurship?
- How does creating a competitive advantage benefit a business?
- What is the role of Accounting in ensuring financial success?

Humanities: Geography – Your world, your future

Introduction

In this unit, students explore how people and places around the world are increasingly connected and how these global interconnections impact human wellbeing. They will investigate how the movement of goods, services, people, and ideas across borders influences the way we live, and how these connections can create both opportunities and challenges for different communities. Students will analyse patterns of inequality and access, such as who benefits from global trade or technology, and who is left behind. The students will assess different strategies used to address geographical challenges such as reducing inequality or improving access to resources. Students will develop and justify their own response to a real-world issue linked to global interconnection and wellbeing.

Unit Overview

The following units will be studied in this subject:

1. The Web of Us: Exploring Our Global Connections

This unit focuses on the significance of how we are connected to the entire world through a wide variety of ways, and how these connections help to make and change places and their environments. This unit explores the impact of modern technologies on peoples' lives and places, and how Australia is connected to the rest of the world through the products we buy. It explores how these products impact our global world, as well as how emerging powers like China and India shape our modern world. Students examine the influence of an interconnected world on the spread of trends in music, fashion and entertainment, and on how global events such as pandemics, financial crises, and natural disasters can spread rapidly and affect lives everywhere. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

2. Unequal Earth: Why Where You Live Matters

This unit focuses on the significant differences in human wellbeing experienced by people across the world. They explore why some individuals and communities have greater access to education, healthcare, income, and safety while others face disadvantage or hardship. This unit examines the factors that contribute to these global and local inequalities, including historical influences, geographic location, conflict, and access to resources and services. They will learn how human wellbeing is measured and consider how and why it varies between countries and within nations, including in Australia. Students will evaluate a range of responses to inequality, including programs and initiatives designed to improve wellbeing and promote fairness.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What are the causes and consequences of political change in places?
- What are the future implications of political changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?
- What international organisations are monitoring population change and countries' wellbeing?
- What are the indicators to measure a country's wellbeing?
- How can we evaluate differences in wellbeing?
- How do governments manage population change?
- How can we predict what Australia's population distribution would look like in 2050?

Humanities: History – Rights and Freedoms

(formerly known as – The Civil Rights Movement)

Introduction

This unit explores the global and local struggles for civil and human rights in the twentieth and twenty-first centuries, with a central focus on the experiences of First Nations Australians and global contexts. Students investigate how individuals and movements have challenged discrimination, demanded justice, and influenced governments to recognise and protect rights. Drawing on historical and contemporary case studies, this unit also examines how rights movements are connected across nations and time, and how global events such as migration, protest, and conflict have shaped Australia's journey toward equality.

Unit Overview

The following units will be studied in this subject:

1. Foundations of inequality

Students will explore how British colonisation and the 1901 Federation of Australia contributed to the exclusion of Aboriginal and Torres Strait Islander Peoples. Topics include dispossession, protectionist policies, exclusion from citizenship, and the origins of the White Australia Policy.

2. Australia's Fight for Rights: Inspired by a Movement

Students will explore the influence of the US Civil Rights Movement on Australia and investigate the impact of colonisation, the Stolen Generations, and the long campaign for rights and recognition. They will study key events and campaigns such as the 1938 Day of Mourning, the Freedom Ride, the 1967 Referendum, the Aboriginal Tent Embassy, and the land rights movement. Figures such as Charles Perkins, Vincent Lingiari, and Eddie Mabo will be explored.

3. The fight continues

Students will explore how migration experiences, both post-WWII and more recently have shaped Australia's multicultural identity and have raised new human rights challenges. Students will examine ongoing struggles – such as women's rights, refugee rights, Black Lives Matter, LGBQTI+ and Indigenous-led climate justice – and compare protest movements in Australia and around the world.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How did colonisation and Federation shape who was included or excluded from rights in Australia?
- How have people fought for rights and freedoms?
- What role did individuals, protest movements, and governments play in creating change?
- How have global events like migration and war shaped Australia's understanding of rights?
- What methods have activists used – and how effective have they been?
- What human rights challenges continue in Australia and the world today?

Humanities: History - Empires and Revolution

Introduction

This unit explores Imperial Russia and the American Revolution as backdrops to the French and Russian Revolutions. Students will explore the rise and expansion of the Russian Empire from 1552 to 1894, and the American Revolution from 1754 to 1789. They will examine how empires were built, maintained, and challenged through political power, social structures, and economic systems. By studying the development of the Russian Empire and the struggle of the American colonies for independence, students will gain insight into how empires operated and how revolutionary ideas and movements reshaped global power.

Unit Overview

The following units will be studied in this subject:

1. The Russian Empire

In this unit, students will explore the growth and transformation of the Russian Empire from 1554 to 1894. They will investigate the key developments, leaders, and ideologies that shaped the empire's expansion, governance, and society. The unit will examine how autocratic rule, social hierarchy, and reform movements influenced life in imperial Russia. Students will also consider how the empire responded to internal pressures and external challenges, and how ideas of power, authority, and resistance laid the groundwork for future revolutionary change in the 20th century.

2. The American Revolution

In this unit, students will explore the American Revolution and its impact on the British Empire and the modern world. They will investigate the key causes, events, and outcomes of the revolution, examining how ideas, individuals, and movements brought about significant political and social change. The unit will also consider how the American colonies broke away from British rule and evaluate the extent to which the revolution's ideals of liberty, equality, and democracy were achieved and how they influenced the French Revolution.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How revolutionary was the reign of Peter the Great?
- How can we explain Russia's emergence as a great power?
- Why did Alexander II implement the so-called "Great Reforms?"
- Was Russia a colonial empire? How did this lay the foundation for 'a revolution unending?'
- What were the events and conditions that contributed to the outbreak of the American revolution?
- What ideas played a significant role in challenging the existing order in America?
- What was the role of key individuals such as George Washington, Samuel Adams, Thomas Jefferson and Alexander Hamilton in challenging or maintaining the power of the existing order?

Humanities: History – World Wars and the Holocaust

(formerly known as – World War II)

Introduction

This unit of study begins with the legacy of World War I, including the Treaty of Versailles and the failure of the League of Nations. It follows Germany's rearmament, Italy under fascist Mussolini, Japan's quest for expansion, and the world's response. The unit covers the horrors of the Holocaust in Europe, America's reaction and retaliation to the bombing of Pearl Harbor in the Pacific. It also investigates Australia's involvement in the war and the unit finishes by exploring how the war shaped Australia's military identity and its place in global conflict.

Unit Overview

The following units will be studied in this subject:

1 The Road to War, again

Students investigate how unresolved tensions from World War I—including the Treaty of Versailles and the failure of the League of Nations—contributed to the rise of totalitarian regimes. They explore Germany's rearmament, the spread of fascism, and Japan's growing empire, as well as the global inaction that allowed war to break out once again.

2 War in Europe

Students explore wartime experiences through a study of World War II in Europe. This includes a focus on the causes, key events, and outcomes of the conflict, along with an in-depth investigation of the Holocaust. Students examine the roles of the Allies and Axis powers, the shifting fronts and theatres of war, and the devastating human impact of Nazi policies and genocide.

3 War in the Pacific

Students investigate wartime experiences through a study of World War II in the Pacific, and the immediate threats faced by Australia. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history; it will look at the bombing of Pearl Harbor, Australia's Kokoda campaign, the Japanese strategy and war effort, and the dropping of the nuclear weapons in Hiroshima and Nagasaki.

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- How did the legacy of World War I contribute to the outbreak of World War II?
- What were the causes and consequences of World War II?
- How did significant events change the course of the war?
- What was the impact of the Holocaust on individuals and nations?
- What role did Australia play in the conflict?
- How did the war affect life at home in Australia?

Science: Rocket Science

(formerly known as – Emerging Sciences)

Introduction

This subject focuses on the role of science in contemporary decision making, analysis and problem solving, and the recognition of the expanding range of science-based career paths. The course will investigate the nature of scientific development and the use and influence of science in society in the past, present and future.
Students will focus on the area of astronomy, cosmology and cutting-edge science in space exploration. Modern theories are contrasted with the perspectives of the Indigenous Peoples of Australia.

Unit Overview

The following units will be studied in this subject:

- Engineering Principles and Systems Thinking – Problem solving, designing solutions and innovation.
- Nanotechnology – Material properties on a microscopic scale
- Cosmology – Our Universe and space
- Space Exploration – Human exploration of the solar system

Driving Questions

The following Driving Questions will be considered by students during the units. They will link directly to the assessment tasks that students are asked to complete.

- What conditions are required for life to exist on other planets?
- How can materials with the same chemical composition be so different?
- How can cutting-edge techniques in chemistry be used to produce a range of useful substances, materials and applications in other areas of science?
- How do the conditions on other planets (e.g. Mars) inspire scientific innovations to enable human habitation?
- How may advances in science and technology affect society?
- How is scientific knowledge generated and validated?
- Why should we recognize and analyse multiple points of view in scientific research?
- How did the Universe come to be how we see it today?

Science: Elective Psychology

Introduction

Elective Psychology has been structured to offer students an introduction into contemporary psychological movements, such as positive psychology, whilst also continuing to build on skills acquired in junior science. Through exploring topics such as the brain and how it works, students will develop the skills to enhance brain function, thus their memory and learning capacity. This subject is designed to incorporate transferable skills to a variety of senior pathways through the lens of traditional and contemporary psychological areas of interest including nervous system function, positive psychology, ethics and research methods.

Unit Overview

The course is divided into various topics including:

- Inside our beautiful brain
- Positive and performance psychology
- Forensic psychology
- Research methodologies

Driving Questions

The following Driving Questions will be considered by students during the units:

- How does my brain work and what techniques and strategies can maximise its function?
- What influence has positive psychology had on how people approach their daily routine?
- How have approaches to ethics in science (including social sciences) evolved throughout time (with reference to the treatment of convicted criminals then and now)
- What is the science behind experimental research and why is the publication of research so important?