2021

CURRICULUM HANDBOOK

VISION STATEMENT

"I have come that they may have life, and have it to the full" John 10:10

Inspired by the life of Christ, our Presentation Heritage and the Salesian Charism, Nagle College is a Catholic community that welcomes, builds strong relationships, evangelises and prepares young people for life.

MISSION STATEMENT

So that all members of the Nagle College community can live out the College Motto "Let Your Light Shine", we will:

- Develop a safe, nurturing and hope-filled community based on Christ's message of love, justice and service.
- Provide innovative, inclusive and engaging educational pathways that enable students to develop their potential to become lifelong learners in the 21st century.
- Build a culture that promotes and accepts personal excellence.
- Be people of dignity, respect, compassion, resilience and unconditional love.
- Be conscientious stewards of the environment.
- Continue to build sustainable relationships with faith communities, other educational institutions, and community organisations and businesses.
- Create leadership opportunities and provide formation for all members of the College community.
- Celebrate the traditions and rituals of our Catholic Story.

A faith-filled community striving for excellence.

PRINCIPAL

Mr Neville Powles

Nagle College provides the young people of the Bairnsdale and extended region with a comprehensive and holistic Catholic Education permeated with the charism of Saint John Bosco and his Salesian education.

In these times of constant change, the provision of education in an environment promoting Christian values with consistent support and care can be significant during the years of adolescence. These years of rapid growth and emerging independence can, at times, be challenging. By providing clear boundaries and having high expectations in relation to conduct and presentation, we aim to assist our young people to become responsible and mature young citizens. It is our aim that by the time a young person leaves Nagle College they are in the habit of consistently giving their best effort through a strong work ethic. This then means that each young person is well prepared to succeed in life, regardless of the type of further study or career path chosen.

We assist our students to have a strong sense of self, a belief in themselves as a valued member of their community and one who makes a contribution to the betterment of that community.

We have adopted the school-wide expectations of Respect, Responsibility and Excellence to guide our students as they live out the College Motto "Let Your Light Shine".

Students at Nagle College develop an understanding of the Catholic traditions and beliefs through the Religious Education program which operates from Year 7 to 12. They participate in religious celebrations, and rituals and prayer is a part of their daily experience. They are encouraged and supported to explore their faith and beliefs throughout their time at Nagle.

We want our students to be motivated and reflective learners who show ownership and take action. We view education as a partnership between parents and the staff at Nagle College. We believe that by working in partnership we can provide the opportunities for young people to become caring independent individuals who live out the Christian values expressed and shared in the day to day interactions and the classrooms of Nagle.

In recent times we have enhanced and expanded the facilities available to students. We invite you to visit the College and see first-hand, the excellent facilities and opportunities available.

RELIGIOUS EDUCATION AND CATHOLIC IDENTITY

"Religious Education in Australian Catholic schools develops students' knowledge and understandings of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary Australian and global society. It expands students' spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth and making meaning. It challenges and inspires their service to others and engagement in the Church and the world."

Religious Education is a learning area within the formal curriculum that aims to nurture and enrich the religious and spiritual development of students through prayer, liturgy and social justice activities. Religious education is not a matter of imposing a set of beliefs on young people but rather, a process of educating from within.

Religious Education centres on the student as a learner. Students are encouraged to ask and explore religious questions. They draw on their imagination to express their innate sense of wonder and awe. They listen to and dialogue with religious perspectives and interpret religious concepts. They make connections between Scripture and life experiences.

Students are provided with opportunities to consider profound questions within their world, reflecting on "who I am" and "how I am" in relation to God, the world and others.

Learning and teaching is organised in a way that seeks to empower learners to respond with openness to opportunities for transformation, to "see, judge and act", and to contribute to the common good.

They may respond freely to the invitation to faith and prayer, discern and apply their insights to new directions of hope.

The Religious Education Curriculum is developed by the Diocese of Sale, 'To Live in Christ Jesus' and is mandated for all students from Years 7 to 12.

While Religious Education teachers give explicit Christian witness to and invite students into engaged learning about the Christian message, we do not presuppose faith in our students. Teachers simply invite students to consider the religious dimensions of reality, foster an understanding of the biblical narratives, the insights and challenges of the Gospel and provide an experience of and reflection on the Christian worldview as it is expressed in Catholic Tradition.

Using a wide range of learning and teaching strategies, and being aware of and informed by personal experiences, religious education teachers encourage students to reflect on self, the world, the environment and God's Revelation in and through Scripture, Tradition, Christian Prayer and Liturgy, and Religion and Society.

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JUNIOR SCHOOL

Curriculum Overview

Nagle College follows the Victorian Curriculum. This is administered by the Victorian Curriculum and Assessment Authority (VCAA) for all Victorian Schools. Teachers have developed units of work which ensure that all aspects of the curriculum are addressed.

Year 7 and 8 students study all learning areas, with some choices or options of work within a subject. The College determines the time set aside for each subject. This style of curriculum is often referred to as 'comprehensive'. Individual subject selection commences in Year 9.

Students receive a timetable – a rotating two-week cycle consisting of 40 sessions. Each day has four sessions except for Wednesdays which are divided into 39-minute periods. The key learning areas and their time allocation (sessions per fortnight) are identified on the right.

Student timetable allocations

Key Learning Area	Sessions per fortnight
Core Studies (Religious Education, English, Humanities)	13
Mathematics	5
Science	5
Arts	5
Language	4
Health and Physical Education	4
Technology	3
Pastoral	1

Information and Communications Technology (ICT) is integrated into all subjects. This includes subject specific programs or extended use of commonly used programs such as Word, Excel, Power Point and Publisher.

Catering for Mixed Abilities

Junior School classes consist of mixed ability groups. Teachers prepare classes and set work tasks mindful of the differing ability levels within their classes. Work caters for a student's individual learning needs which supports them in achieving their full potential. Additional assistance is offered in some classes and differentiation of tasks is practiced to cater for mixed abilities. Students who require extension are encouraged to participate in one of the many competitions offered in junior school.

Sport

Students participate in a wide range of sports and physical activity.

The sports program provides students with the skills, fitness and knowledge to allow them to participate, safely, in game situations. Swimming, athletics and cross-country running are compulsory units each year. Students also have the opportunity to participate in indoor/outdoor, individual/team and recreational/competitive sports.

Inter-House Swimming, Athletics and Cross-Country Carnivals take place in Terms 1 and 2. The Triathlon Carnival is conducted after school to provide further opportunities for students to compete in House teams.

Nagle College participates in School Sport Victoria (SSV) competitions in swimming, athletics, cross-country, basketball, golf, football, table tennis, soccer, tennis and cricket. Nagle College teams also compete in local cricket, equestrian, shooting, touch football and hockey competitions.

Students interested in representing Nagle in local community-based sporting competitions, such as cricket, netball, basketball, hockey, indoor soccer, volleyball and more, are supported in doing so.

Nagle College's excellent facilities, grounds and equipment support the sport program. These include a sports hall (with two basketball courts), a gymnasium, physical education classroom, two ovals (catering for cricket, football, hockey and soccer), cricket nets, netball and tennis courts, and change rooms.



Outdoor Education

Years 7 and 8 attend camps based within East Gippsland and allow students to participate in a variety of outdoor activities, appreciate the environment and interact with other students.

Each year level has a camp which rotates through a range of activities and sessions. The program includes bike riding, bush craft, hiking and survival in the outdoors.

Students travel by bus to the campsites and sleep in tents or cabins. Meals are catered for and the College provides bikes and canoes.

CORE STUDIES

The Core program is structured to reflect the teaching model students are familiar with from primary school. This provides them with a sense of belonging as they explore their new identity, both within Nagle College and in relation to the adult world they are moving towards. Core integrates English, Humanities and RE curriculum to provide a secure pastoral atmosphere for our new learners.

Year 7

Semester 1 focuses on *Celebrating Belonging*. Students study the concept of belonging to a family, a school community, a faith community, a local community and a nation. These units require a mix of independent and group work.

Assessments: Belonging Unit, How Do We Celebrate, Text Study, Classroom Assessment Tasks – Water in the World, Writing Tasks.

Semester 2 includes a study of Ancient Civilisation and a Geospatial Skills Unit. Religious Education units focus on the experience of community, personal development and The Covenant Unfolds. These units require a mix of independent and group work.

Assessments: Study of an Ancient Civilization, Text Study, Reading, Personal Development Unit, Writing, Information and Communications Technology, Public Speaking.

Year 8

Semester 1 develops skills and positive learning behaviours through units of work centered around English, Humanities and Religious Education.

Assessments: Jesus a man of change, A just world, Landforms and Landscapes, Changing Nations, Text Study, Public Speaking.

Semester 2 covers Medieval History, Economy and Work, and a film study. These units require a mix of independent and group work.

Assessments: Why are there differences in the World, Communities at Prayer, Medieval History, Shogun Japan, Text Study, Myth, Legends and Heroes.

Aa ENGLISH

Active and effective participation in Australian society depends on the ability to speak, listen, read and write with confidence, purpose and enjoyment in a wide range of contexts. The study of English is based around the three central strands of language – reading, writing, and, listening and speaking.

In Core, our focus is on consolidating and expanding students' knowledge and understanding of a range of texts. This includes:

- how to use formal language to create a range of texts for real life purposes
- how to use texts to explore in depth both familiar and more challenging themes
- how to respond to texts both personally and in a more analytical and critical way

All English teachers make use of the High Reliability Literacy Teaching Procedures in their classes and the Education Perfect online learning program for individually targeted grammar homework. Students who need extension are provided opportunities in public speaking and creative writing programs, as well as individualised activities. Students who need extra support in English are offered more structured activities within LEAP classes.

✝ RELIGIOUS EDUCATION

Year 7 and 8

Junior School Religious Education (RE) follows the mandated curriculum set by the Catholic Education Diocese of Sale – To Live in Christ Jesus. RE teachers prepare and plan lessons based on one strand at a time and are delivered to students through the lens of Tradition, Scripture, Christian Prayer, Religion and Society. The Lenses are the illuminating perspectives through which we view the Strands.

There are four strands to the RE Curriculum:

1. **Triune God:** Students name some ways in which God reaches out to humanity in a loving relationship. They explain why God sent his Son, Jesus, and describe ways God sends the Holy Spirit into the world. They explain ways people are invited to share in the life and love of the Triune God.
2. **The Life and Mission of Jesus:** Students develop the knowledge, skills and understandings to enable them to learn about the historical, social, political and religious contexts in which Jesus lived. They learn about Jesus' teachings, actions and mission and what they reveal about God. Students learn practical ways the Kingdom/Reign of God can be lived out today.
3. **Sacramental Church:** Students develop the knowledge, skills and understandings to enable them to learn about the life and mission of the sacramental Church. They learn that sacraments express and enrich the shared life of the Christian community, celebrating initiation, healing and service and that each sacrament has its own history, symbols and rituals.
4. **Christian Life and Catholic Social Teaching:** Students develop the knowledge, skills and understandings to enable them to learn that the teachings, actions and mission of Jesus Christ inspire people to lead Christian lives. They learn that Christian life is nourished within a faith community, inviting people into dialogue and service. Students learn how justice calls people to be in relationship with God, others and creation.

THE ARTS

Visual Arts (2 Units)

Year 7 Visual Arts

Students use the principles of composition and the elements of design to create artworks. They produce works in the areas of painting, printmaking, 3D art, Visual Communication Design, drawing and computer-image software. Students discuss and contemplate the time, society and culture art and design are created and are encouraged to research and analyse the works of other artists. Each student will reflect on the progress of their own artwork learning.

Assessments: Folio of artworks, Wire Sculpture, Computer Graphics image, Visual Diary.

Year 8 Visual Arts

Students use the principles of composition and the elements of design to create artworks. They produce works in the areas of painting, printmaking, 3D art, Visual Communication Design, drawing and computer-image software. Students discuss and contemplate the time, society and culture art and design are created and are encouraged to research and analyse the works of other artists.

Assessment: Techniques, Folio, Visual Diary, Analysis.

Music (1 Unit)

Year 7 Music

Students explore the definitions of music through listening, creating and performing. Students study instruments of the orchestra and categorise them according to how their sound is made. They learn to play a wind or brass instrument of their choice in a concert band format. Aboriginal music is explored and students create and perform a soundscape to a Dreamtime story.

Assessments: Musical Instrument, Research Assignment, Dreamtime Soundscape

Year 8 Music

Students organise music loops to demonstrate musical form and texture. Through hand-drumming, they explore rhythm and musical expression in preparing a performance. Students listen to and analyse western art music and develop piano keyboard skills.

Assessments: Music Technology, Performance, Chord progression

Drama (1 Unit)

Year 7 Drama

In this course students explore various ways of moving their body in order to effectively communicate character and situation. Students explore the use of Mime and examine the historical events which led to the creation of Melodrama. Students develop performances based on physical characterisation, film text and improvisation work.

Assessments: Expressive and Performance skills, Journal and theory tasks.

Year 8 Drama

In year 8 students further develop their expressive and performance skills. They explore the history of Shadow puppets before developing their own performance based off a provided text. Students also explore the creation of character using various techniques including research, improvisation and analysis.

Assessments: Expressive and Performance skills, Journal and theory tasks

HEALTH AND PE

Semester 1– Students participate in swimming, athletics and a variety of team and individual sports. Students have the opportunity to improve skill levels and understanding associated with each physical activity. They develop an awareness of the value of warm-up and safe participation in selected sports. Students also participate in fitness testing and investigate several health issues.

Assessments: Swimming, Sport Units, Athletics, Fitness Testing, Cross-Country, Health

Semester 2 enables students to train for and participate in cross-country running, as well as a variety of winter and summer physical sports activities. The course allows students to develop an awareness of the rules, skills and strategies involved in the different sports covered. Students also study the importance of a healthy lifestyle.

Assessments: Winter Sports Activities, Summer Sports Activities, Fitness Testing, Health

LANGUAGES

Students may select either Italian or Japanese as a Language; this forms a compulsory part of their program for the next two years.

Italian

Year 7

Semester 1: Students experience oral, aural and written forms of the Italian language. It focuses on introductions, names, nationalities, ages and numbers. Culturally, the unit covers the Italian nation, focusing on regional diversity, the use of Italian the Italian language around the world and Italian festivals.

Coursework Assessment: Cultural Task – Italian Regions, Writing Task – Postcard and Speaking Task – Poem Recitation

Semester 2: Students experience Italian through a wide range of listening, speaking, reading and writing tasks. The course expands on semester 1 vocabulary and grammar, investigating language connected with the family and describing individuals.

Coursework Assessment: Speaking Task – Profile Card, Writing Task – Family Tree

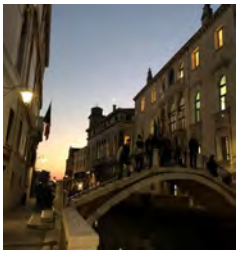
Year 8

Semester 1: In this course students experience oral, aural and written forms of the Italian language. It focuses on likes and dislikes, animals, time and school. Students compare life in Italy and Australia through the lens of school and the daily timetable.

Coursework Assessment: Writing Task – Responding to a Personal Email, Reading and Writing Task – Profile of an Italian Student

Semester 2: Students experience Italian through a wide range of listening, speaking, reading and writing tasks. Semester 2 focuses on shopping, clothes and fashion, as well as food and meal practices in Italy.

Coursework Assessment: Speaking Task – Shopping Dialogue, Writing Task – Italian Menu



Japanese

Year 7

Semester 1– Students will read, write, speak and listen to Japanese in a variety of contexts and activities. Each of these skills are assessed per unit of learning. Students will be introduced to hiragana – the basic Japanese alphabet. The following topics will be covered:

- Introduction of self and others: classroom instructions
- Numbers: counting to 99, saying your own and others age and phone numbers using kanji
- Nationality: saying your own and others nationality and abode.

The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, test and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning.

Further, the students will develop their understanding of Japanese as a culture and a language by comparing and contrasting its similarities with Australian customs and our English language.

Semester 2 – Students continue their reading, writing, speaking and listening of Japanese. Each of these skills are assessed per unit of learning. The student's knowledge of hiragana is consolidated. The following topics will be covered:

- Family: describing your own and others family member
- Pets: describing what pets you have
- Food: asking and saying what food you like and do not like

The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, test and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning.

Further, the students will develop their understanding of Japanese as a culture and a language by comparing and contrasting its similarities with Australian customs and our English language.

MATHEMATICS

Year 7 and 8 Mathematics represents an important step into thinking and working mathematically, as students deepen their knowledge of the three curriculum strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are assessed through class activities, topic summary tests and application tasks, and follow the powerful Maths Mate program of weekly homework tasks.

Students are encouraged to continue to develop their ability to communicate mathematically, as they head towards the more sophisticated skills of Middle School Mathematics, where sequencing of logical steps is essential for understanding. Students are actively encouraged to build and maintain a complete set of class notes which becomes a reliable 'body of knowledge' of their year's coursework.

Year 7

In **Semester 1**, students work with Whole Numbers, including powers, index notation, prime numbers, square roots of perfect squares, number properties, calculation and order, and an introduction to negative numbers. The topic of Measurement involves formulae for calculating areas of triangles, rectangles and related shapes, and volumes of cubes and rectangular prisms. Students form two-dimensional representations of prisms, buildings and other structures. In Statistics, data from primary and secondary sources are used to investigate issues of interest, and data displays to compare data sets, and to calculate simple measures of centre and spread to analyse and interpret the data.

In **Semester 2**, and in the new topic of Algebra, students use variables to express relationships in real life data, and pronumerals to construct and substitute into simple algebraic expressions. They solve simple linear equations and plot points on the Cartesian plane. In Geometry, students investigate transformations, geometric patterns, line and point symmetry, parallel line and transversal angle properties, angles sums and types of triangles and quadrilaterals. Students work with Fractions and Decimals, representing these on number lines, applying the four operations, calculating ratios and converting between fractions, decimals and percentages. In Probability, students construct simple experiments involving chance, and assign probabilities to outcomes.

Year 8

In **Semester 1**, and in the topic of Measurement, students convert between metric units, develop and use formulae for calculating perimeters and areas of quadrilaterals and circles, and volumes of prisms. They solve related measurement problems as well as problems involving time and duration. Students consolidate their proficiency with the four arithmetic operations, and combinations of these, and extend these to the study of Integers, representin these numbers on the number line. A study of Algebra extends the use of indices and the index laws, and students expand, factorise, simplify and substitute into simple algebraic expressions. The topic of Geometry uses congruence and transformations to establish

properties of simple shapes related to sides, angles and symmetry, and solve related problems. In Statistics, students investigate techniques for collecting data, including random sampling from a population, and investigate the effect of individual data values, including outliers, on the measure of centre (average).

In **Semester 2**, students investigate the relationship between Fractions, Decimals and Percentages and solve problems involving ratios, proportions, percentages and rates. Equations extends algebra skills into solving linear equations and inequations, and plotting linear relationships on the Cartesian plane. In their topic of Probability, students learn the logical connectives 'not', 'and', 'or' and 'either … or' to relate events to probabilities, and use Venn diagrams and two-way tables, developing an understanding that probabilities range from 0 to 1 and that the sum of probabilities for events in a sample space is 1.

SCIENCE

Year 7

Semester 1 begins with an *Introduction to Science* unit. Students discover what science is, how scientists work and how to work safety in the laboratory. They are introduced to Chemistry through states of matter and the particle theory; they identify different types of mixtures and investigate techniques to separate these mixtures.

Coursework Assessment: Classwork, Homework, Practical Exercises, Assignment, Tests.

Semester 2 sees students investigate the way taxonomists construct and use classification keys and perform these tasks themselves. Students are introduced to Ecology and look at the way plants and animals interact in ecosystems. In the Physical Sciences unit students look at the different types of forces and apply this knowledge to everyday situations. Students study the Earth in space and investigate how predictable phenomena, including eclipses and seasons, are caused by the relative positions of the Sun, Earth and Moon.

Coursework Assessment: Practical Exercises, Assignment, Tests.

Year 8

Semester 1: Students study aspects of Biology and Chemistry. They study the following Chemical units: The particle theory of matter; elements; compounds and mixtures; and chemical change. The Biology unit study has a focus on microscopes, living things and the different levels of organisation from cells to body systems.

Coursework Assessment: Classwork, Homework, Practical Exercises, Assignments, Tests.

Semester 2: Over this semester students study aspects of Chemistry, Physics and Geology. They study the following Chemical units: The particle theory of matter; elements; compounds and mixtures; and chemical change. The Physics unit they study has a focus on transitions of energy forms and their transfer. The Geology unit introduces the students to tectonic processes that contribute to land, rock and mineral formations.

Coursework Assessment: Practical Exercises, Assignment, Tests.

TECHNOLOGIES

Junior School Technologies is divided into: 1) Food and Textiles and 2) Materials and Design. Students are encouraged to explore and expand their knowledge and skills in each area through practical classes.

The Food and Textiles component of Technology takes up one semester, with students taking one unit of Food and one of Textiles for approximately 8 weeks each. The one teacher takes students for both of these units for this semester. In Food, students study the importance of food choices they will make throughout their lives, concentrating on an understanding of nutrition. In Textiles, students learn to design and then create individual articles using machine and hand skills.

The Materials and Design component also takes up one semester for approximately 16 weeks. The one teacher takes this unit for the allocated time. Students investigate, generate and produce a variety of products using a wood and plastic. In Materials and Design students learn to design and manufacture products using both hand and power tools. There is also a bookwork component to complete.

F[illegible] Textiles

Year 7

This course has two strands. In the Food strand, students study kitchen safety and hygiene, the use of basic equipment, weighing and measuring ingredients and reading, interpreting and preparing food from recipes. Students complete a variety of introductory design and production activities. In "Textiles" emphasis is placed on identification and use of equipment, safety and the use of the sewing machine. Students then design, produce and evaluate a practical task.

Year 8

This course extends the student's knowledge and skills in two strands. In the Food strand, students study the importance of wise food choices based on an understanding of food selection models. Students complete food production activities incorporating the design process. In Textiles, students construct a soft toy and design clothing around an individually selected theme.

Materials and Design

Year 7

This course aims to introduce and develop a student's ability to work in an active environment through the use of tools, materials and equipment. Each student is presented with a range of design problems and then shown how to develop solutions, produce products and then evaluate the complete process.

Year 8

This course aims to extend and develop the student's ability to design and produce solutions to given problems. The semester's work is focused around timber and how this medium can be manipulated to produce a quality item. Students are required to analyse the problem, design a solution, produce the product and then evaluate the complete process.

YEAR 9

YEAR 9 CURRICULUM OVERVIEW

The Year 9 Program is provides students with the knowledge, skills and behaviours needed to fully engage with the social and technological environment of the future, to understand its issues and to achieve successful lives in an increasingly complex and challengingworld.

Key features of the Year 9 program:

- Developing critical and creative thinking skills as well as enhancing the ability of students to work collaboratively in teams.
- Identification of learning styles.
- Techniques for enhancing memory, information accessing, processing and evaluation.
- Focus on Information and Communications Technology (ICT).
- Communication skills required to present to a particular audience.

It is an expectation that students will:

- Increase their knowledge of the elements of metacognition.
- Become aware of their learning styles.
- Attempt to make effective decisions so that they can begin to take control over their own learning.
- Acquire a favourable attitude to learning.
- Set standards for understanding and performance and so more accurately evaluate their learning.
- Become effective, independent learners who can diagnose and overcome difficulties by using class and private time productively.

Structure

Year 9 students take core subjects (Religious Education, English, Maths, Sport) throughout the year. Additionally, students select 16 units from the elective program, two of which much include a Pathways unit and a Health unit. All elective units have a duration of one term. Students on an accelerated pathway may replace the compulsory Year 9 Health unit with either the Year 10 Physical Education or Year 10 Health and Wellbeing unit. For more information please see the Accelerated Pathways section.

In addition to the two compulsory units, students must select 14 electives from Humanities, Science, Health and Physical Education, Arts, Language, Technology, Religious Education and Interdisciplinary areas. It is anticipated that through choosing electives, Year 9 students take more responsibility for their learning and become highly engaged in their learning programs.



✝ RELIGIOUS EDUCATION

In Year 9 the Religious Education follows the mandated curriculum set by the Catholic Education Diocese of Sale - To Live in Christ Jesus. Religious Education Teachers prepare and plan lessons based on one strand at a time and are delivered to students through the lens of Tradition, Scripture, Christian Prayer, Religion and Society. The Lenses are the illuminating perspectives through which we view the Strands.

There are four strands to the Religious Education Curriculum:

1. Triune God

Year 9, students explain how people experience the Father's life through his Son, Jesus Christ, the Holy Spirit, the Church and creation. They describe some of the ways in which Christians give witness to the Triune God by creating loving communities where the dignity of the human person is respected.

2. The Life and Mission of Jesus

Year 9 students develop the knowledge, skills and understandings to enable them to learn about the portrayal of Jesus through the Gospels. They learn about the central Christian belief in the resurrection of Jesus as the foundation for Christian hope. Through a study of Church teachings on death and eternal life, students learn how, for Christians, death has been transformed by Jesus.

3. Sacramental Church

Year 9 students develop the knowledge, skills and understandings to enable them to learn how the Catholic Church worships and celebrates as a sacramental community. They learn about the ongoing renewal of the Catholic Church and the call to service that is implicit in the Sacrament of the Eucharist. They learn that the Church is called into dialogue with other Christian traditions and religions of the world.

4. Christian Life and Catholic Social Teaching

Year 9 students develop the knowledge, skills and understandings to enable them to learn that Christian life challenges Catholics to share in the mission of Christ as disciples. They learn that the Christian understanding of the dignity of the human person requires the pursuit of the common good in a spirit of solidarity. Students learn how Christian life calls people to an understanding of the Church's moral and ethical teachings. They learn how inspirational figures in Catholic Tradition encourage a Christian thirst for justice

THE ARTS

Students must choose two or three Arts Units. Students must include at least one Performing Arts and one Visual Arts unit in their selection.

Visual Arts

Digital Imaging (Unit Code: 9AV1)

Students use digital cameras to explore given photographic composition arrangements in order to recognise and produce interesting photographs. Selected images are then manipulated with Adobe Photoshop software. Students develop a photographic folio of images and record their weekly progress and self-assessment in a digital folio. Students develop studio artworks using their digital images as a starting point to explore collage and mixed media drawing.

For more information please contact Mrs Sally Bailey or Mrs Jennifer Rawlings

Art for Outdoors (Unit Code: 9AV2)

The study of Art for Outdoors explains the method of designing through to construction, of an outdoor installation or sculpture. As a group, the class explores "Street Art" and uses ideas and concepts both historical and contemporary to create artwork. Students are required to brainstorm, design and use small scale model drawings as plans to aid construction of the installation. Each student is also encouraged to develop an individual artwork selected from a variety of media.

For more information please contact Mrs Sally Bailey or Mrs Jennifer Rawlings

Animation Media (Unit Code: 9AV4)

In this unit, students work individually and in small groups to explore animation in many forms. They create their own short narrative and plan a storyboard. Students may make sets, props and manipulate characters in short animation film making activities using film and animation software. Students analyse contemporary short animation from a variety of techniques.

For more information please contact Mr John Corby or Mrs Jennifer Rawlings

Freehand, Specialist Drawing and Mixed Media (Unit Code: 9AV5)

This unit develops students' drawing skills and broadens their knowledge of drawing styles. These skills are used as a base to then extend their learning onto using new media and techniques such as collage, mixed media and possible digital applications. They construct artworks using various mediums to broaden and develop their own art style. There is a focus on developing an understanding of artists and how their artwork reflects the society in which it was produced.

For more information please contact Mrs Jennifer Rawlings

Visual Communication Design (Unit Code: 9AV7)

The focus of this unit is the production of graphic communications by utilising freehand and computer-aided techniques. The unit requires students to work on topics drawn from themes that are modern or from social media to help them design new packaging, advertising, publications and information design. Students also explore contemporary and experimental ways designers create typography and letter style. They develop skills in freehand drawing and use Photoshop to manipulate photos and produce a variety of graphic designs.

For more information please contact Mrs Sally Bailey, Mr John Corby or Mrs Jennifer Rawlings

Studio Art Sculpture (Unit Code: 9AV8)

In this unit, students explore ways of developing artwork in three dimensions. Sculptures are researched, designed and could be produced using a variety of techniques, such as; plaster or talc stone carving, 'papier maché', wire or card construction and air dried construction "clays" or modelling material. Students research contemporary sculpture artists exploring social commentary and how elements and principles of design are used in a 3D format.

For more information please contact Mrs Sally Bailey or Mrs Jennifer Rawlings

Music

Real Wild Child (Unit Code: 9AM1)

In this unit students explore the history and development of rock and pop music and the social influences on music. Students identify musical styles over the decades from the 1950s to the 1990s.

For more information please contact Mrs Dionne Rettino

Commercial Music (Unit Code: 9AM2)

Students study the ways music is used in radio, television and film. They explore the use of music to enhance interaction and communication in advertising by supporting the images and emotions. Students learn to identify the musical elements that are important in evoking time and place, expressing emotions, conveying a character or idea and setting a mood. They then apply this knowledge by creating their own soundtrack to a short film extract.

For more information please contact Mrs Dionne Rettino

Music Performance (Unit Code: 9AM3)

In this unit students explore and develop performance techniques through practical work and observation. Students prepare a performance for the class in groups or individually and develop their technique on a chosen instrument.

For more information please contact Mrs Dionne Rettino

Drama

The Werewolf (Unit Code: 9AD1)

Students will create a class performance based on Angela Carter's short story The Werewolf. They will explore the text through role play, research and improvised play making techniques. During the course they will examine how mood and tension can be created using dramatic elements. They will explore themes such as: greed, fear, blame, superstitions, guilt and scapegoating.

Note: This unit contains a performance night which students must attend.

For more information please contact Mrs Ashley Jarvis

Masks (Unit Code: 9AD2)

Students will view the use of masks in various dramatic styles. They will then complete acting workshops tailored towards creating a chorus, exploring character with commedia dell'arte and developing a performance based on animals and the exploration of African masks. They will have the opportunity to view and create their own masks which will be used for their performance work.

For more information please contact Mrs Ashley Jarvis

Aa ENGLISH

Creative Writing (Unit Code: 9CW1)

This optional elective focuses on students gaining a deeper understanding of how to write a creative response. Students explore how to use descriptive language and imagery as well as different forms of writing in their imaginative writing. Film and images are used as a basis to help students create their own stories and reflections. A reading and writing journal forms the basis of the assessment, as well as a creative writing folio. An elective like this is aimed at students who love to read and write, as well as those students who would like to develop their skills in the creative writing area.

For more information please contact Ms Kym Diprose

HEALTH AND PE

The Year 9 Health program covers social and cultural factors that influence the development of personal identity and values. Students are introduced to the rights and responsibilities associated with the relationships they encounter as they become more independent. A variety of health services and products provided by government and non-government bodies, to cater to the health needs of young people is discussed. Personal behaviours and community actions that affect health status, both positively and negatively, are studied. Students must complete the Health Unit and they can elect to choose one more unit.

Health (Unit Code: 9HEB/G)

Develop an understanding of a wide range of physical, mental and emotional health issues relevant to young people. As they explore each health issue, students identify and discuss a range of health services that can be accessed to support the health needs of young people. This is a compulsory unit.

More information: Mr Nigel Carr

Boot Camp (Unit Code: 9PE1)

Participate in a series of practical classes designed to challenge and develop fitness levels. They have the opportunity to participate in a series of group exercises designed to provide variety and maintain motivation. Students keep track of their achievements, fitness levels and nutritional status, by making journal entries at intervals throughout the course. Approximate cost to student $20.

More information: Mr Nigel Carr

Improving Sporting Performance (Unit Code: 9PE2)

Explore a variety of ways to improve sporting performances through both theoretical and practical lessons. Students have the opportunity to develop an understanding of how fitness components and fitness assessments, together with methods of training, injury management and sports psychology can lead to improved sporting achievements.

More information: Mr Nigel Carr

Games for Life (Unit Code: 9PE3)

This course allows students to explore a variety of competitive and recreational games that are neither age nor gender-based. Each of the games can potentially be played throughout the students' lives, allowing them opportunities for regular physical activity and social interaction. Each game is covered in depth to allow students the opportunity to develop their skills and understanding of rules, scoring and strategies.

More information: Mr Nigel Carr

HUMANITIES

Students must choose three or four Humanities units. Students must choose at least one unit from History and one unit from either Geography or Economics.

History

Making a Better World – The Industrial Revolution (Unit Code: 9HU1)

In this unit, students gain an understanding of how England became the engine that drove the world through a study of the Industrial Revolution. Students explore the technological innovations that were the catalyst of the industrial revolution as well as the developments in agriculture, manufacturing and transportation. Students also gain an insight into the sometimes appalling experiences of men, women and children during the Industrial Revolution.

For more information please contact Mrs Julie Henley

Australia at War – World War I (Unit Code: 9HU2)

In this unit, students will study World War 1 and investigate the impact it had on Australia. Students will study the causes of the war, the reasons for Australia's involvement and some of the famous battles. Students will also study the importance of the ANZAC legacy.

For more information please contact Ms Tracey Lucas and Mrs Julie Henley

Movement of Peoples (Unit Code: 9HU3)

This course is designed for students who want to understand the movements of people throughout the world, especially migration of people to Australia between 1788 and 1901. Students will also investigate how the transatlantic slave trade and convict transportation impacted movements of people to Australia, as well as the legacy of the gold rush on Australia's population.

For more information please contact Ms Tracey Lucas

China: 1750 – 1918 (Unit Code: 9HU4)

This unit is perfect for students who wish to study China's history from 1750 until World War 1. Students will investigate the various features of the Qing dynasty, conflicts between the Chinese and Europeans during the opium wars and the Boxer Rebellion.

For more information please contact Ms Lauren Hollingsworth

Geography

Geographies of Interconnection (Unit Code: 9HU6)

This is a unit that all travel enthusiasts will enjoy. Students will investigate the impact of human movement throughout the world, exploring how tourism, trade and communications all have a lasting effect on our environment in both positive and negative ways. This is also an excellent unit for students who are also passionate about the effect that product consumption has on the environment.

For more information please contact Ms Meg McCallum

Biomes and Food Security (Unit Code: 9HU7)

In this unit of study, students develop an understanding of the major biomes of the world and the importance of these biomes in the production of food and establishing food security for the people around the world. Students investigate various animals and plants found in biomes, the threats to the sustainable production of food and ways of sustainably managing these biomes in the future. A study is also made of other issues concerning food security, such as factory farming and genetically modified foods.

For more information please contact Ms Lauren Hollingsworth

Economics and Business

Dollars and Sense (Unit Code: 9HU8)

This course is ideal for students who wish to develop their financial literacy to become wealthy! In this course students learn how to manage their money with an emphasis on budgeting, resource allocation and the different types of credit. Complimentary this is student lead research on the changing job market so students can match their future vocations with their financial goals.

For more information please contact Ms Tracey Lucas and Ms Lauren Hollingsworth

LANGUAGES

Students may choose to continue to study Italian or Japanese for the entire year (four units). Students may choose one less unit than the minimum amount in any three other areas, except digital technologies if continuing with a language.

Italian 1 (Unit Code: 9IA1 & 9IA2)

Students continue to explore oral, aural and written forms of the Italian language. We investigate Italian family and home life, looking at how to talk about our homes, families and recipes. Culturally, the unit covers the way Italians live, focusing on regional diversity, the nature of the Italian family today, Italian family stereotypes and traditional Italian dishes.

Coursework Assessment: Writing Task – La mia casa floorplan, Reading Task – La mia casa in campagna and Speaking Task – Una ricetta italiana (your own cooking show segment!).

For more information please contact Miss Celeste Campagna or Ms Anamaria Micati

Italian 2 (Unit Code: 9IA3 & 9IA4)

Students experience Italian through a wide range of listening, speaking, reading and writing tasks. The course expands on semester 1 topics exploring the Italian daily routine, young Italians and their free time and travelling. Students will be able to discuss their daily lives and events that have happened in the past, providing them with the skills to engage in personal conversation.

Coursework Assessment: Speaking Task – La mia routine, Reading Task - La Giornata di Donatella and Writing task – A personal email

Japanese 1 (Unit Code: 9JA1 & 9JA2)

Students will read, write, speak and listen to Japanese in a variety of contexts and activities. Each of these skills are assessed every topic. Katakana- the Japanese alphabet for foreign loan words – will be consolidated. Students will learn: asking and saying the time (invitations and requests); describing what is in a house/ room by location and adjectives.

The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, test and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning.

Further, the students will develop their understanding of Japanese as a culture and a language by comparing and contrasting its similarities with Australian customs and our English language.

For more information please contact Ms Katherine Brown

Japanese 2 (Unit Code: 9JA3 & 9JA4)

Students continue their reading, writing, speaking and listening of Japanese. Each of these skills are assessed per unit of learning. Students will learn the following topics: talking about school grades, subjects and being able to say when an activity starts and finishes; talking about seasonal activities and the weather in terms of present, past and future activities; Japanese currency and shopping.

The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, test and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning.

Further, the students will develop their understanding of Japanese as a culture and a language by comparing and contrasting its similarities with Australian customs and our English language.

For more information please contact Ms Katherine Brown

MATHEMATICS

In Year 9 Mathematics, students begin to plan their Maths pathway for the remainder of their secondary school journey, continuing to develop and extend their knowledge and skills in the three curriculum strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students undertake a sequence of topic studies throughout the year, and are assessed through class activities, topic summary tests and application tasks. Students are encouraged to maintain a hands-on approach to their mathematical learning, as they observe patterns, develop rules, think critically, and apply formulae and reasoning in their tasks.

In **Semester 1**, students apply Pythagoras' Theorem to solve problems involving the sides of right-angled triangles. In Statistics, they ask questions involving categorical and numerical data, and use displays to describe and compare data in terms of centre, spread and shape. Students solve Linear Equations, apply laws of Indices, express very large and very small numbers in scientific notation, and find areas of composite shapes and the surface area and volumes of right prisms and cylinders in Measurement. Students solve problems involving simple interest in Financial Maths.

In **Semester 2**, students extend their right-angled triangle study into Trigonometry. They plot Linear Graphs using tables of values, and obtain the gradient of a line. In Geometry, students use similarity, and apply geometric reasoning to solve problems involving ratio and scale factors. Students study Probability where they list outcomes for two-step experiments, use Venn diagrams and two-way tables. They solve problems involving very small and very large time scales and intervals, and use scientific notation in this context.

The focus throughout the year is on students consolidating their ability to communicate mathematically, as they head towards their personal choice of Year 10 Mathematics courses. Students are actively encouraged to build and maintain a complete set of class notes which becomes a reliable 'body of knowledge' of their year's coursework, helping them to actively take ownership of their mathematical studies.

Year 9 Enhanced Mathematics (09EM1)

This fortnightly program selects advanced students, who are withdrawn from their regular Maths classes to attend a session of extension and enhancement activities, designed to better equip these students for the rigours of advanced studies in Mathematics in Years 10, 11 and 12. Students are nominated for this class towards the end of Year 8 by their Mathematics teacher, based on their level of achievement, class contribution and consistency of effort.

For more information please contact Mrs Jenny White

PATHWAYS

Pathways (Unit Code: 9PW1)

Year 9 Pathways is a program designed to introduce students to the concept of vocational preparation. Students are made aware of their strengths and weaknesses, interests and talents. The importance of developing employability skills is highlighted. Students begin the process of preparing a resume and they write a job application letter. The rights and responsibilities of employees are investigated and students are made aware of safe work practices. Course options and pathways for Year 10 and beyond are discussed, including VCE and VET options. This is a compulsory unit.

TECHNOLOGIES

Students must choose one or two Technology units.

Food Technology

A Baking Challenge (Unit Code: 9TF1)

In this unit, students develop an appreciation of food by investigating a range of ingredients, their functional properties and how different food preparation techniques influence the final product. Students work with design briefs, complete design plans, make decisions and then produce and evaluate their solution to the design brief challenge.

For more information please contact Mrs Hilary Arnold

Make a Meal (Unit Code: 9TF2)

In this unit, students investigate the challenges involved in providing interesting and healthy family meals. Students examine the different components of a family's food intake over a day. They also examine the type of food that can be prepared for different meals. Students work with design briefs, complete design plans, make decisions and then produce and evaluate their solution to the design brief challenge.

For more information please contact Mrs Ann Clack

From Paddock to Plate (Unit Code: 9TF3)

Students develop an interest in seasonal foods and the seasonal availability of fresh produce. They investigate sustainability of seasonal foods, the effect that transportation has on the quality of food and on the family budget. Students work with design briefs, complete design plans, make decisions, then produce and evaluate their product. Students complete a written report pertaining to food from paddock to plate.

For more information please contact Mrs Hilary Arnold

Textiles

Fabrics, Fashion and Design (Unit Code: 9TT1)

Students develop an interest in the areas of garment and small article construction with an emphasis on extending their sewing skills, innovative fabric decoration and the role of recycling in the fashion industry. Students use the technology design process and a variety of sewing and embellishing techniques. They develop a folio of design sketches and samples of stitching and embellishments.

For more information please contact Mrs Hilary Arnold

Woodworking and Construction

Trendy Tables (Unit Code: 9TW1)

This unit aims to enrich a student's ability to design a creative and stylish timber table, which could be used in a range of situations. Students will design, produce and evaluate their tables, all within an active working environment.

For more information please contact Mr Dean Hamer

Toys (Unit Code: 9TW2)

This unit of work involves students in the design and construction of small wooden toys, both static and those which move. Students research, investigate, design, produce and evaluate their products. There is a bookwork component which includes an investigation relating to the unit.

For more information please contact Mr Dean Hamer

Creative Boxes (Unit Code: 9TW3)

This unit aims to further develop a student's understanding of the product design process. Students will design and construct a range of timber boxes which build confidence, team work, and the ability to work in an active environment. Timber and the creative use of a range of timbers is the main focus for this unit.

For more information please contact Mr Dean Hamer

VET Building and Construction Taster (Unit Codes: 9VBC1)

Do you have an interest in the Building and Construction Industry? Curious what it's all about? In this 'taster' program students get an inside view of VET Building and Construction. This unit gives students an idea of what is undertaken/expected in the main VET Building and Construction course offered in Years 10, 11 and 12.

For more information please contact Mr Dean Hamer

SCIENCE

Students must choose a minimum of three and a maximum of four Science subjects.

Forces and Motion (Physics) (Unit Code: 9SC1)

This Year 9 Physics elective is at Year 10 Standard. This subject focuses on the description and explanation of the motion of objects. It involves the study of the interaction of forces and the exchange of energy and how motion can be described and predicted using the laws of physics.

For more information please contact Mr Steven Jenes

So Cool (Physics) (Unit Code: 9SC3)

This Year 9 Physics elective is at Year 9 Standard. In this unit, students examine the concepts and nature of energy flow in Earth's atmosphere and how it can be explained by the processes of heat transfer. Temperature, Heat energy and Heat Transfer are studies.

For more information please contact Mr Steven Jenes

Magnets and Motors (Unit Code: 9SC4)

This Year 9 Physics elective is at Year 9 Standard. In this unit, students examine the interaction of magnets and how it can be explained by the field model. How magnets are used in the generation of electricity and the operation of motors. Also Electric circuits are investigated. How they can be designed for diverse purposes using different components including the concepts of voltage and current.

For more information please contact Mr Steven Jenes

It's all in Your Genes (Genetics) (Unit Code: 9SC2)

This Year 9 Biology elective is at Year 9 Standard. This biology unit requires students to develop basic skills and understanding of Genetics. Topics include pedigree analysis using Punnett squares, the role of chromosomes and revision of simple cell biology. Students study people who have contributed to the study of genetics, including Gregor Mendel. The unit introduces students to the concepts of inheritance, DNA structure and function and pedigree analysis of monohybrid crosses.

For more information please contact Mr Dan Crowe

Our Earth, Our Home (Ecology) (Unit Code: 9SC5)

This Year 9 Biology elective is at Year 9 Standard. Students are introduced to the biological topic of ecology. They look at the factors that affect the survival of living things and at energy transfers in ecosystems, particularly the introduction of invasive species. The unit also involves an ongoing surveying program in the school grounds.

For more information please contact Mr Dan Crowe

Body At War (Unit Code: 9SC8)

This Year 9 Biology elective is at Year 9 Standard. The focus of this unit is based on the biology of how the body fights disease – first line of defence, second line of defense and third line of defense (immunology). Students investigate how their body works, what happens when their immune system fails and how medicine has advanced, assisting in treating diseases.

For more information please contact Mr Phil O'Neill

Putting Bubbles into Beer (Chemistry basic) (Unit Code: 9SC6)

This Year 9 Chemistry elective is at Year 9 Standard. In this unit, students investigate the process of fermentation and its application in industry around the world. They look at chemical reactions, acids and bases, balancing equations and the production of ginger beer.

For more information please contact Mr Dan Crowe

Advanced Chemistry – Preparation for VCE (Unit Code: 9SC7)

This Year 9 Chemistry elective is at Year 10 Standard. This unit is relevant for students considering studying Chemistry in senior school and who are looking to get a head start. The course content is similar to "Putting Bubbles into Beer" but will be taught at a higher level. Throughout the eight weeks of this unit you will investigate atomic structure and chemical reactions; metals and non-metals; and acids and bases. You will be writing and balancing chemical equations.

For more information please contact Mr Dan Crowe

INTERDISCIPLINARY LEARNING

Students may choose any number of Interdisciplinary Learning Units to make up their total of 16 units. Interdisciplinary Learning Units may replace no more than **one** selection from a Learning Area. This is indicated by the Main Learning Area of the Interdisciplinary Learning Unit.

Human Powered Vehicle (Unit Code: 9I03)

Main Learning Areas: Science, Design and Technologies

This unit focuses on developing a student's understanding of alternative modes of transport that have minimal environmental impact. It also encourages creativity in design and construction while fitness attainment and dietary goals are formulated culminating in a team oriented environment at a 24 hour endurance race. The Human Powered Vehicle program has been going successfully since 1991 providing opportunities for students and members of the community to expand their knowledge and understanding of technology as it affects the way we live and learn. Approximate cost to student: $120

For more information please contact Mr Dean Hamer

Mitchell River Environment – Eco Warriors (Unit Code: 9I04)

Main Learning Areas: Science, Religious Education, Intercultural Capability, Ethical Capability

Mitchell River Eco Warriors engages students in practical and theoretical workshops specific to understanding and mitigating the issues that face River and Lakes health. Working closely with Government Community partners, students participate in workshops including sustainable fishing, water health and catchment, threatened animal conservation, seed propagation and tree planting. Eco Warriors participate in the award winning establishment and maintenance of the Nagle Rainforest Project involving them in their growth as stewards of their environment.

For more information please contact Mrs Andrea Savage

The Mysterious Universe (Physics) (Unit Code: 9I07)

Main Learning Areas: Science, Mathematics, Design and Technologies, and Critical and Creative Thinking

This Year 9 Physics related elective is at Year 10 Standard. This subject focuses on the Universe and how it contains features including galaxies, stars and solar systems. Other topics include the Big Bang theory and how it can be used to explain the origin of the Universe.

This advanced unit calls on the students' skills in Mathematics, Science and Technology. Students research different facets of the Mars exploration missions, including the geological features search for evidence of life on the 'Red Planet'. Practical work is conducted at the Victorian Space and Science Education Centre in Melbourne; this deals with simulation programs of a Mars surface landing and mission control responsibilities and problem solving activities. Successful completion of all components of this unit awards the student with a Year 10 standard of attainment. Students choosing this unit must be reasonably strong in Mathematics, with an average ranging from B to A+. Students require a recommendation from their Mathematics teacher for selection.

This subject runs for one term only and is only offered once per year. The subject is capped at 22 students (limited by how many people can fit in the Melbourne program). Approximate cost to student $115.

For more information please contact Mr Steven Jenes

Bush Tucker (Unit Code: 9I09)

Main Learning Areas: Personal and Social Capability, Intercultural Capability

Bush Tucker is a program which focuses on the Koorie aspect of Australian fauna and flora for diet and sustenance, both in a spiritual and physical sense. This course focuses on the local Koorie food, culture and customs in order to promote greater understanding of the Indigenous people, and to promote better harmony with the local environment and ecosystem. It expands on the Koorie mainstay of food sources - the tree. Food, shelter, canoes and weapons (boomerangs and spears) are all derived from the tree. Students also learn about the significance of seasons and the relationship with food and the Koorie culture in the Australian bush. Students experience on- and off-campus instruction by Koorie educators.

For more information please contact Mrs Tania Holmes

Bronze Duke of Edinburgh's Award (Unit Code: 9I11)

Main Learning Areas: Personal and Social Capability

The Duke of Edinburgh's Award Scheme is a personal development program for 14 to 25 year olds. Participants may complete the award at Bronze, Silver or Gold level. There are four components to the Award: Service, Skills, Physical Recreation and Adventurous Journey. The Gold Award must also include a Residential Project.

The Gold level of the Award is recognised internationally. Awards may be used as a character reference when seeking employment or applying for study courses.

The Duke of Edinburgh's Bronze Award Scheme is an eight-week project designed to prepare students for the entry stage of the award. The award has four components: Service – learning how to give useful service to others; Skills - encouraging the development of personal interests, creativity or practical skills; Physical Recreation – encouraging participation in physical activity and improvement of performance; and Adventurous Journey - encouraging a spirit of adventure and discovery whilst undertaking a journey in a group. Approximate cost to student: $230 ($180 administration, $50 camp)

For more information please contact Mrs Paula O'Neill

Rock and Water (Unit Code: 9I13)

Main Learning Area: Personal and Social Capability

Rock and Water engages students in a new way to interact with other young people through physical and social teaching. Physical exercises are linked with mental and social skills. The project leads from simple self-defence, boundary and communication exercises to a strong notion of self-confidence. The project offers a framework of exercises and ideas about teenagers and adulthood to assist students to become aware of purpose and motivation in their life. Topics include intuition, body language, mental strength, feelings, positive thinking and positive visualising. Students participate in fun, physical and confidence-building activities. They are taught a variety of self-defence exercises incorporated into games and competitions.

For more information please contact Ms Patrina Reeves

CO2 Powered Dragster (Unit Code: 9I15)

Main Learning Areas: Science, Design and Technologies

This unit develops a student's ability to design, prepare a plan and produce a working carbon dioxide powered vehicle. The design specifications must be met to enable their vehicles to compete in an inter-school competition. The small rocket-powered car travels along a 20-metre course against another car whilst being timed. The student must complete a folio presentation, including a production log and an assignment relating to dragster car design.

For more information please contact Mr Dean Hamer

Girls' Stuff (Girls Only) (Unit Code: 9I16)

Main Learning Areas: Personal and Social Capability, Health

This unit focuses on learning strategies to strengthen and improve students' self-esteem, body image and self-confidence. Participation in group discussions, reflective activities and critical observation and awareness of the media increase the students' media literacy. Students participate in meditation and yoga to equip them with tools to help manage stress better and also achieve a healthier body, mind and sense of self. Furthermore students have the opportunity to participate in a range of beauty workshops including: hair, skin, nails and hand massage which fosters personal development and group cohesion.

More information: Ms Patrina Reeves and Mrs Paula O'Neill

Computer Aided Design (Unit Code: 9I19)

Main Learning Areas: Science, Digital Technologies

Using the Engineering Design Cycle, students will address a design problem, through the use of innovative technology and creative design skills. Students will learn how to visualize a drawing in 2D and 3D formats utilising the computer, how to operate Computer Numerical Control machines (3D Printers), and produce a physical object of their design.

For more information please contact Mr Dean Hamer

Interactive Creations (Unit Code: 9IC3)

Students will explore the use of elements in media, to develop an interactive product/ experience that focuses on narrative, genre and audience to create meaning. This will be achieved through the manipulation of images, sound and text, to create and develop meaning. Examples of the types of products a student may be able to produce are, Kickstarter Campaign, websites, digital escape rooms, simple computer games, virtual reality tour.

For more information please contact Mr Stephen Whibley

Design Digital Worlds (Unit Code: 9IC4)

In this subject, students will develop skills in manipulating and creating assets within a 3D environment. This will focus on environmental design, such as architecture, landscapes and interior design. This will be achieved through the creation of digital objects, textures and materials, lighting and sound. These designs could be experience in game environments or virtual reality experiences.

For more information please contact Mr Stephen Whibley

Robotics (Unit Code: 9IC5)

Much of our world today operates on the use of systems, many of them digital control systems. This unit is the study of control systems using the environment of Lego Robotics. Students construct a variety of vehicles and machines out of Lego and control these using a set of instructions. These instructions are formed using the Robolab programming language.

For more information please contact Mr Steven Jenes

ACCELERATED PROGRAM

Starting from Year 9, students are able to select one subject from a subsequent year as part of an accelerated program. As part of the accelerated program:

- Year 9 students may study one Year 10 subject
- Year 10 students may study one VCE Unit 1 & 2 subject
- Year 11 students may study one VCE Unit 3 & 4 subject

This acceleration/enrichment program is designed to provide:

- Extra challenge, acceleration and enrichment to students who are ready and capable
- Opportunities for students to experience the conditions and working environment of the senior school earlier
- Increased opportunity for students to study a wider range of subjects during the student's senior / VCE years

- Increased opportunity of achieving a higher ATAR score by studying the extra subject or using the extra experience to do better in their normal program
- Opportunities for students to participate in an enhancement course and study a university subject whilst in Year 12

Students in accelerated programs are expected to participate in a full program in Years 10 to 12.

A student who commences an accelerated program in Year 9 would generally continue with the equivalent VCE option in Year 10. Students may enrol in acceleration programs in Year 10 without having participated in an accelerated subject in Year 9.

When to apply

- Year 9 students wishing to study a Year 10 subject apply during subject selection in Year 8 (due 26/6/20).
- Year 10 students wishing to study VCE/VET would apply during subject selection in Year 9 (due 26/6/20).
- Year11 students wishing to continue accelerated VCE/VET would apply during Year 10 subject selection (due 26/6/20).

Selection process

- Interested students are encouraged to consult with their teacher.
- A student's performance determines whether their application is successful.
- The final application of a student is verified by School Coordinators to ensure a balanced course and the application is viewed in relation to the student's overall progress.

Program Logistics

All VCE subjects are taken as two-unit sequences. The VCE subject replaces the equivalent Year 10 units (i.e. VCE Biology would replace two Year 10 Science selections).

Year 11 students wishing to study a VCE Unit 3 & 4 subject would do so after appropriate preparation in Year 10. While there is more scope for student choice, such students must apply and be approved by the appropriate subject teacher and School Coordinator. Students may only take one VCE Unit 3 & 4 subject.

Students will be provided with a link to the online acceleration application form.

Program Exclusions

Languages, Physics, Chemistry, Mathematical Methods, Specialist Mathematics, Accounting, and Economics are not available for acceleration.

ACCELERATED PROGRAM UNITS

The following subjects are available for acceleration for Year 10 students:

Health and PE

Health and Wellbeing (Unit Code: 10HW1)

Physical Education (Unit Code: 10PE1)

Humanities

Humanities: The Law and Society (Unit Code: 10CO2)

Environmental Change and Management (Unit Code: 10ES1)

History: Popular Culture (Unit Code: 10HI1)

History: Australia at War World War II (Unit Code: 10HI2)

History: Rights and Freedoms – 1945 to present (Unit Code: 10HI3)

Science

Biology (Unit Code: 10SC4)

Psychology (Unit Code: 10SC7)

Visual Arts

Computer Graphics (Unit Code: 10CG1)

Studio Arts 1 (Unit Code: 10SA1)

Studio Arts 2 (Unit Code: 10SA2)

Visual Communication Design (Unit Code: 10VC1)

SENIOR SCHOOL

Senior School Overview

Introduction

Planning your Senior School program well in advance ensures your studies progress as smoothly as possible. Students should enter subjects in order of preference. While the College is able to accommodate some changes, others may not be possible due to timetabling considerations.

Students are provided planning information by their House/mentor teacher. This information supports students as they plan the next two years of their studies. Subjects run for a full year and are selected based on interests, strengths and prerequisites required for further study. This builds on the pathways planning and preparation sessions that have been underway since Year 9.

VCE Unit Selection

Overview

- Students may choose multiple units within a Learning Area (i.e. three visual art units)
- Focussing on traditionally academic areas (i.e. Humanities, Language and Science) is possible
- Students on accelerated VCE programs have more variety (i.e. a student selecting VCE Legal Studies Units 1 & 2 may still do History and/or Geography).
- Year-long courses are possible if students choose two units from one subject area. This may be advisable, in some cases, to provide the basis for VCE study.

Blocking and final selection

If we cannot accommodate initial subject selections once they have been blocked, an appointment will be made with Ms Louise Kelly. After advice, the student will make another selection from the choices available.

YEAR 10

Pathways Program

The Pathways program is designed to help students develop a deeper understanding of their options for the future. This involves a consideration by each student of their own developmental traits, such as a sense of self-identity, concern about social issues, and an understanding of responsible decision making. Further, students consider how individual personality, abilities and interests relate to career goals.

Throughout the program students consider options such as university, further training and/or entry into the job market. They will become more aware of transferable skills that can apply to a variety of occupations.

The Pathways program is offered once per cycle and students are divided into House groups. A House teacher is appointed as mentor. The mentor will take the group through a number of Career-based activities and will work with students individually as they make decisions about Years 11, 12 and beyond.

Work Experience

Participating in a work placement allows students to 'test drive' an occupation that sounds interesting to them. It is usually undertaken during Year 10, during school holidays, but can also be arranged for Years 11 and 12.

Work Experience provides self-confidence and an awareness strengths and weaknesses in relation to the workplace. It assists students to see the link between school and work as it relates to them personally and assists with a more positive understanding of the link between their future work prospects and further education and training. The experience of working in an adult environment is valuable, particularly if students do not have a part-time job.

Work Experience is arranged, usually by students themselves, after they have discussed their chosen place of employment with the Learning Pathways Coordinator and collected the official arrangement forms from the Careers Office. If students know which area of work they are interested in but do not know of a workplace to approach, the College can assist students to find an appropriate placement.

Year 10 Courses and Unit Selection

The Year 10 course structure aims to provide students with course selection variety, ownership and responsibility in the selection process, motivation through interesting, accessible and challenging units and the flexibility to diversify or specialise in a specific pathway(s). Choosing a well-balanced course load establishes a good foundation for further education and training. The selection process takes place in three rounds.

Subject Selection

Students will select 14 semester-based subjects (7 per semester) on the sheet provided. Units must attract sufficient interest and numbers to be offered.

Using the codes listed in this handbook, students must complete the preliminary subject form. Care should be taken to note if some subjects are specifically located in Semester 1 or 2.

Considerations

- Religious Education is compulsory for two semesters
- Languages are taken as a two-unit sequence
- Mathematics and English (standard) units are designed to be taken as two-unit sequences
- Subjects links to VCE need to be considered when selecting a course
- Not all units of a particular subject need to be taken to select the subject in VCE. Advice from subject teachers, House mentors, School Coordinators and the Learning Pathways Coordinator should be sought.

YEAR 10 STUDY UNITS

THE ARTS

Visual Arts

Photography (Unit Code: 10PH1)

Students are introduced to digital photography and digital manipulation of images using computer software. Students develop a personal creative style using elements and principles of compositional design. Students further develop their digital studio understanding by producing artwork using Graphics Tablets and photo-montage. Self-paced learning enables students to complete advanced photographic skills and Photoshop techniques. Students also research photographic artists and analyse their artwork discussing compositional, aesthetic and related social and cultural relationships.

For more information please contact Mr John Corby and Mrs Sally Bailey

Computer Graphics (Unit Code: 10CG1)

Students develop skills and techniques in design and visual communication by manipulating digital images. Students create a range of designs for a variety of contemporary and real clients such as the Nagle College student diary. Final designs are refined and produced using Adobe software. The history of design styles is researched and practical and written evidence of this work is produced.

For more information please contact Mrs Sally Bailey

Media (Unit Code: 10ME1)

This unit is a mix of the creative and the exploration of media production and role of media in our society. Not only will students develop skills in critical analysis through close examination of media texts and media institutions they will also plan and create their own media products (in film or photography) following the media production process. Students will create a folio of inspiration and show the development of their own product through the pre-production stage of intention and audience as well as through the creation of a script, storyboard and editing techniques available to them on the Adobe Premier Suite and Movie Maker software. Students will also learn to analyse the structure and organisation in media texts and recognise how different media codes, conventions and practices contribute to conveying information. This subject is an excellent transition to the study of Media Units 1 – 4 in the VCE.

For more information please contact Mrs Sally Bailey or Mr John O'Sullivan

Studio Arts 1 (Unit Code: 10SA1)

Students design, plan, experiment and create artwork in a wide variety mediums and art forms They study and analyse artwork and artists from modern art movements.

For more information please contact Mrs Sally Bailey or Mrs Jennifer Rawlings

Studio Arts 2 (Unit Code: 10SA2)

This unit extends the student's media and technical skills. Students undertake research to adopt an inquiry-based approach as they experiment with the making of artworks. The unit includes sculpture, printmaking, painting, digital photography and mixed media artworks. Students study selected artists and their artworks.

For more information please contact Mrs Sally Bailey or Mrs Jennifer Rawlings



Visual Communication Design (Unit Code: 10VC1)

This area of study focuses on the creative concepts of drawing, designing and visual representation. Students use a variety of starting points to develop imagery that communicates a visual message. They progressively engage in complex designing for the development of visual communications in symbology, typography, and architectural and technical drawings and illustration. Students develop hand and computer skills in Adobe software to present the final images.

For more information please contact Mrs Sally Bailey

Music

Music 1 (Unit Code: 10MU1)

Music students develop their instrumental skills through listening to inspirational performances and identifying the skills they need to develop through critical analysis. They practise music notation, theory and aural skills. Students prepare an improvisation over the 12 bar blues and a solo or group performance.

For more information please contact Mrs Maureen Plunkett

Music 2 (Unit Code: 10MU2)

Performance and Instrumental/Vocal skills continue to develop through this unit with a focus on exploring musical styles and related skills. Students learn how to optimise their practice time and to effectively evaluate their strengths and weaknesses. They now have basic music reading and theory skills, some analysis vocabulary and they continue to broaden these.

For more information please contact Mrs Maureen Plunkett

Drama

Year 10 Production (Unit Code: 10DR1)

This is a flexible course designed to prepare students for VCE Drama, support the work in the English department as well as fulfil the Strands in the level 10 Drama curriculum. Students will explore an adaptation or a consolidated version of a Shakespearean play. They will be responsible for all areas of stage craft with the exception of directing which will take place by the teacher. If a Shakespearean play is not chosen by the English department the course will be modified to character and thematic work based off of novels chosen by the English department. The course will conclude with a performance night at the end of the Semester. This may take place in the drama room or an open air theatre depending on the time of year and the content chosen.

For more information please contact Mrs Ashley Jarvis

The Pigs Unit Code: 10DR2

This unit focuses on the Expressive and Performance Skills. During this unit actors will focus on the very basics developing important skills which they will need in further years. In a crowded curriculum of style and analysis this is akin to learning how to physically play the instrument before exploring various genres, practitioners, history and so forth. This unit will lead into VCE work for both Drama and Theatre studies and offers the student's valuable time to develop skills before being asked to apply them in VCE assessed performances. It is highly recommended that anyone wishing to study VCE Drama take this course. Students will engage in a variety of physical and vocal workshops designed to develop their actors' toolbox. This will culminate in a final performance based on Roger McGough's poem entitled The Lake. In this performance piece, students will play the part of mutant pigs who live in the lake and hunt people for food. There will be some mask work and costuming as part of creating the pigs.

For more information please contact Mrs Ashley Jarvis

Aa ENGLISH

Students selecting Year 10 Literature must also select both of the Year 10 English units.

English 1 (Unit Code: 10EN1)

Students focus on honing their analytical and persuasive writing skills, through the study of a film, novel and other supplementary texts. The course encourages students to improve their exploration and appreciation of literature and language, aiming to enhance their written and oral expression. Students focus on demonstrating a deeper understanding of the themes and issues presented in the texts studied. Different writing modes are explored, in particular essay writing, reviews, creative writing and persuasive language. Spelling and grammar exercises are undertaken on a regular basis and wide reading is encouraged outside the classroom.

For more information please contact Ms Kym Diprose or Ms Geraldine Greenland

English 2 (Unit Code: 10EN2)

Skills from Unit 1 continue throughout this unit with explanation and appreciation of literature and language to enhance skills in written and oral expression. The Public Speaking Unit extends the capacity of our students to speak effectively to a range of audiences, in an impromptu as well as a formally prepared fashion. Writing Folio is further developed along with essay writing skills. A study of a film, a novel and other texts is included to elicit a wide variety of responses from students whilst enhancing skills of appreciation, critical thinking, analytical and creative writing.

For more information please contact Ms Kym Diprose or Ms Geraldine Greenland

Year 10 English Literature (Unit Code: 10LT1)

The Year 10 Literature Elective introduces students to the study of Literature. It is designed to expose students to the close analytical study of poetry and texts. The study of Literature moves beyond the study of characters and themes, to look at the way in which texts reflect the human experience and comment on society. It enables students to reflect and comment on texts and to analyse different interpretations of ideas and experiences. This unit is aimed at those students who enjoy reading and writing and who wish to extend their knowledge on the different aspects of the study of English.

For more information please contact Ms Kym Diprose or Ms Geraldine Greenland

Year 10 Literacy 1 and 2 (Unit Code: 10LI1 and 10LI2)

The Year 10 Literacy course is designed for students who need additional time and assistance to strengthen and refine their literacy skills to support their studies. This area of study focuses on developing learning strategies and literacy skills. Communication skills are developed through students' comprehension and their ability to compose and respond to oral and written texts.

For more information please contact Ms Skye Smith

HEALTH AND PE

Health and Wellbeing (Unit Code: 10HW1)

This unit of study introduces students to Australia's health status, the patterns and trends in the population, special groups and health issues. The course investigates factors affecting food consumption and strategies to address nutrition. The course also addresses a wide range of health and wellbeing issues related to Australian adolescents.

For more information please contact Mr Nigel Carr or Mr Mal Hudson

Outdoor Education (Unit Code: 10OE1)

Students develop an understanding the impact recreational activities have on the environment. They study the different environments of East Gippsland and the importance of minimal impact. Students will complete two camps during the course, both encompassing a part of their assessment. These include a preparation trip that will focusing on shelters, team building and camp cooking and a three-day hiking expedition to the Victorian High country. Students develop skills in navigation, weather forecasting, menu planning, outdoor cooking, remote area first aid, risk assessments, trip planning and minimal impact camping, as well as having a practical experience that relates to the content taught in class. There will be an approximate cost of $50 per camp plus personal equipment and food requirements.

For more information please contact Mr Mark Fairweather

Physical Education (Unit Code: 10PE1)

Physical Education promotes an understanding of the structure and function of the body in practical situations. It explores fitness and skill requirements of different sports and the importance of training. Students investigate a range of different methods used to enhance performance in various sports.

For more information please contact Mr Nigel Carr

VET courses

VET Certificate II in Outdoor Recreation and VET Certificate III in Sport and Recreation are also offered to students. See the VET section for information about these courses.

HUMANITIES

Accounting and Business (Unit Code: 10CO1)

This unit assists students to develop and practise skills and attributes in the context of economics and business, including facing challenges, showing initiative, accepting responsibility, developing economic and business vocabulary, working sustainably, setting goals, and negotiating solutions. They develop associated behaviours such as working with others, planning and organising, reflecting and reviewing performance, analysing economic and business issues, taking advantage of opportunities and making decisions. Students learn about the importance and role enterprising behaviours and capabilities, and entrepreneurship, play in resource allocation, the production process and in the construction, development and prosperity of an economy.

For more information please contact Mrs Jackie McPherson

Humanities: The Law and Society (Unit Code: 10CO2)

In this course, students undertake a study of the origins and nature of our Australian community, how we are governed and the operation of the legal system. Topics include the Australian federal political system, the Commonwealth Constitution, voting, human rights, the legal system and Australia as a multicultural society. Students draw on a range of resources including the mass media to articulate and defend their own opinions about political, social and environmental issues in national and global contexts.

For more information please contact Miss Molly Lawson

Environmental Change and Management (Unit Code: 10ES1)

In this course, students will have the opportunity to explore some of the biggest issues facing society. From pollution to climate change, students will tackle these human-induced issues from a range of different perspectives, ensuring they are making well-rounded and informed decisions.

For more information please contact Ms Michaela O'Connor

History: Popular Culture (Unit Code: 10HI1)

In this course, students study the popular culture of Australia and other western countries from the end of World War II to the present time. The unit of study covers various aspects of popular culture such as music, fashion, film and television and how they have changed over time. It looks at what has influenced Australian popular culture and also Australia's contribution to international popular culture. The course focuses on youth culture, comparing the youth from previous generations with those of modern times.

For more information please contact Miss Molly Lawson

History: Australia at War World War II (Unit Code: 10HI2)

Students study the causes of World War II, the impact of the Versailles Treaty, the Great Depression and the rise of new political ideologies of communism and fascism. They then investigate Australia's experiences in World War II; in Europe, Singapore, New Guinea and on the home front. The outcome of the war and its political consequences are discussed.

For more information please contact Ms Julie Henley

History: Rights and Freedoms – 1945 to present (Unit Code: 10HI3)

Students will investigate Australia's history with specific focus on the Indigenous Civil Rights Movements. Parallels are drawn between the American Civil Rights events and the lesser-known Australian actions. This subject is a great choice for students who are passionate about Indigenous affairs and ensuring we know our own history.

For more information please contact Ms Michaela O'Connor

Geography of Human Wellbeing (Unit Code: 10GE1)

This course is perfect for those students who are passionate about social justice issues, specifically how poverty affects wellbeing. Students will investigate case studies from around the world, including Australia and India, examining how geographic location can directly influence wellbeing.

For more information please contact Ms Michaela O'Connor

LANGUAGES

Italian (Unit Code: 10LO1 & 10LO2)

Semester 1: Students continue to explore oral, aural and written forms of the Italian language. We investigate the use of technology for communication and the Italian arts. Culturally, the unit covers the way Italians utilise technology and the influence on language and the Italian influence on film, art, music and opera. Students begin to express opinion and expand their vocabulary beyond daily life.

Coursework Assessment: Writing Task –Comic strip, Reading Task – Online Posts and Speaking Task – Film review.

Semester 2: Students experience Italian through a wide range of listening, speaking, reading and writing tasks. The course expands on semester 1 topics exploring the influence of Italian fashion and Italian migration of the past and present. Students will be able to discuss events of the past and consider the impact of immigration on the lives of the Italian people.

For more information please contact Ms Annamaria Micati or Miss Celeste Campagna

Japanese (Unit Code: 10JA1 & 10JA2)

Semester 1: Students will read, write, speak and listen to Japanese in a variety of contexts and activities. Each of these skills are assessed every topic. Students will learn the following topics: describing someone by their appearance and personality; Let's Eat –using the correct phrases for a restaurant and understanding use of specific counters for certain objects/ nouns. Further, the students will develop their understanding of Japanese as a culture and a language by comparing and contrasting its similarities with Australian customs and our English language.

The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, test and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning.

Semester 2: Students continue their reading, writing, speaking and listening of Japanese. Each of these skills are assessed per unit of learning. Students will learn the following topics: Japanese etiquette for homestay and living in a Japanese home – including asking for and giving permission to do something; Directions – map reading and giving directions on Japanese. Further, the students will develop their understanding of Japanese as a culture and a language by comparing and contrasting its similarities with Australian customs and our English language.

The course will include class work, cultural tasks, songs, role-plays, storybooks, poems, test and unit tests. The course is designed to engage students through a variety of learning activities that engage, challenge and consolidate their learning.

For more information please contact Ms Katherine Brown

MATHEMATICS

The pathways, outlined below, constitute suggested Mathematics course structures only. It is possible for students, during a year or at the end of a year, to switch up from one pathway in the table to the one above. It is also clearly possible for students to switch down in the table to the pathway below.

Pathway	Rationale	Suggested Course Structure
Acceleration	For students who: • excel in Maths and would enjoy acceleration challenges • have the potential to translate relatively advanced mathematical skills into a higher ATAR. • want to do first year university maths when they are in Year 12. Access to this pathway is via a series of tests taken in Semester 2 of Year 9.	**Year 10** Maths Methods 1& 2 **Year 11** Maths Methods 3 & 4 Specialist Maths 1 & 2 **Year 12** Specialist Maths

Standard (Advanced)	For students who did not find Year 9 Maths too difficult and intend to keep the option of completing Mathematical Methods in Year 11 and 12 open. Following this pathway keeps all tertiary and career options open in relation to Mathematics. The possibility of utilising the scale up potential presented by Specialist Mathematics is left open. Access to this pathway is subject to Year 9 teacher recommendation.	**Year 10** Advanced Mathematics **Year 11** Maths Methods 1 & 2 Specialist 1 & 2 Further Maths 3 & 4 **Year 12** Maths Methods 3 & 4 possibly with Specialist Maths 3 & 4
Standard	Intended for students who had difficulty with Year 9 Maths and are not interested in a course that requires a high level of Mathematics beyond Year 10. Initially, many tertiary and career options in relation to Mathematics remain open. These options decline significantly when the student chooses against Further Maths in Year 12.	**Year 10** 10 Mathematics **Year 11** General Maths 1 & 2 **Year 12** Further Maths 3 & 4 No Maths
Minimal or Vocational Maths	Intended for students who had significant difficulties with Year 9 Maths and would most likely want to scale down the amount of mathematics they do at school. Whist in Year 10, many tertiary and career options in relation to mathematics remain open. These options start to decline as the student chooses against ultimately completing Further Maths in Year 12.	**Year 10** Year 10 Numeracy **Year 11** Foundation Maths VCAL Numeracy No Maths **Year 12** VCAL Numeracy No Maths

Year 10 Numeracy 1 and 2 (Unit Code: 10NU1 and 10NU2)

This course focuses on basic numeracy skills and the mathematics encountered by students in everyday living. An emphasis is placed on a thematic approach to mathematics. Topics include basic number skills, calculating costs, percentages, fractions, reading graphs and shopping lists. Reading tables, computation and measurement, perimeter, area, diagrams, length and volume are also included. Students are given the opportunity to apply these skills in hands-on activities.

For more information please contact Mrs Jennifer White

Year 10 Mathematics 1 (Unit Code: 10MA1)

In Semester 1, students complete work in five areas of study. Pythagoras' Theorem enables students to investigate the relationship between the sides of right-angled triangles. In Measurement, students extend their understanding of length and area, to surface area and volume of 3-dimensional straight-edged solids. Linear Algebra reinforces basic concepts, including use of the distributive law and solution of linear equations. In Geometry, students explore the angles associated with parallel lines, triangles, quadrilaterals and other polygons, and study congruence and similarity. In Linear Functions, students interpret straight-line graphs, use these graphs to interpolate and extrapolate, produce and interpret distance-time graphs, and calculate and interpret gradients and y-intercepts. Another key skill developed in this course is maintaining a thorough and organised reference book of coursework notes.

For more information please contact Mrs Jennifer White

Year 10 Mathematics 2 (Unit Code: 10MA2)

In Semester 2, students complete work in four areas of study. Statistics provides a study of mean, median, quartiles, box-and-whisker plots, scatter plots to display bivariate data, and the relationship between two variables. In Trigonometry, students find missing side lengths and angles in right-angled triangles, including angles of elevation and depression, true bearings, and 3 dimensions. Finance exposes students to a range of skills relating to budgeting, purchasing goods, banking, rates and utility bills, car costs, wages, discount, profit and loss, and simple and compound interest. Students learn various methods for solving Simultaneous Equations including graphical, elimination, and substitution. Another key skill developed in this course is maintaining a thorough and organised reference book of coursework notes.

For more information please contact Mrs Jennifer White

Year 10 Advanced Mathematics 1 (Unit Code: 10AM1)

In Semester 1, students work in four areas of study. In Measurement, students study Pythagoras' Theorem, and extend their understanding of length and area, to surface area and volume of 3-dimensional polyhedra and curved solids. Linear Algebra takes students into a study of linear expansions, factorisation, solution of linear equations and inequations, linear relationships in the Cartesian Plane, and real life modelling. Geometry introduces students to the reasoning and structure of geometric proofs, congruency and similarity, and circle theorems. In Statistics, students investigate measures of centre and spread, and represent data in box plots and scatter plots for analysis. Other key skills developed in this course are learning to use the TI-Nspire graphing calculator and maintaining a thorough and organised reference book of coursework notes.

For more information please contact Mr Chris Kool or Mrs Jennifer White

Year 10 Advanced Mathematics 2 (Unit Code: 10AM2)

In Semester 2, students work in five areas of study. Completing their topic of Linear Algebra, students solve simultaneous equations by graphing, substitution and elimination. Trigonometry provides a review of trigonometric ratios as derived from the unit circle, applications in two and three dimensions, bearings, and graphs of circular functions. Surds and Exponents introduces students to irrational numbers, operations with surds, review and extension of index laws, and exponential growth, decay, graphs and equations. Quadratic Algebra involves expansions, factorisation including completion of square, quadratic equation-solving, quadratic formula, graphing and transformation of the parabola, and quadratic modelling. In Probability, students list outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these experiments. Other key skills developed in this course are proficiency with the TI-Nspire CAS calculator and maintaining a thorough and organised notes book.

For more information please contact Mr Chris Kool or Mrs Jennifer White

† RELIGIOUS EDUCATION

Religious Education (Unit Code: 10RE1 and 10RE2)

In Semester 1, Year 10 students will develop the knowledge, skills and understandings to learn how the Catholic Church worships and celebrates as a sacramental community. Students learn about the ongoing renewal of the Catholic Church – locally and globally – and the call to service that is implicit in the Sacrament of the Eucharist, the source and summit of Christian life. They learn the Church is called into dialogue with other Christian traditions and religions of the world. In Semester 2, students will learn that Christian life challenges Catholics to share in the mission of Christ as disciples. They learn that the Christian understanding of the dignity of the human person requires the pursuit of the common good in a spirit of solidarity. Students learn how Christian life calls people to an understanding of the Church's moral and ethical teachings and can identify the role of conscience in moral decision making. They learn how inspirational figures in Catholic Tradition encourage a Christian thirst for justice.

For more information please contact Mrs Rose Lee

SCIENCE

Chemistry (Unit Code: 10SC1)

Chemicals are an integral part of modern life. This unit studies chemicals and their reactions and a range of materials that have been developed to improve society, for example acids and hydrocarbons. Safe practice and laboratory skills are emphasised.

For more information please contact Mr Dan Crowe

Marine Science (Unit Code: 10SC2)

This unit covers a variety of topics. These include: Chemistry - oceans, properties of sea water, currents and convection; Biology – coastal environments, aquatic flora and fauna; Physics - energy sources, wave theory and the wave machine; and Earth Science – structure and formation of continental shelves, rock ledges, beaches and sand dunes. Part of this course involves an excursion at an approximate cost of $100.

For more information please contact Ms Andrea Blunden

Physics (Unit Code: 10SC3)

In this unit the topics studied are linear motion, Newton's laws, forces, friction, simple electric circuits, Ohm's Law and electrical safety.

For more information please contact Mr Peter Cheung

Biology (Unit Code: 10SC4)

Biology is the study of life. This unit looks at life on earth and gives students an understanding of some of the major areas of biology such as cells and cell processes, plants, fitness and disease, genetics and evolution.

For more information please contact Mrs Sue Whitbourne

Agriculture (Unit Code: 10SC5)

This unit has a strong emphasis on sustainability in farming, the dairy industry, teamwork and practical skill development. Students participate in the Cows Create Careers program where they gain hands-on experience with calves and are introduced to further educational opportunities and careers in agricultural science. Other areas of study include ethical issues in the agricultural industry; genetics on the farm; and advanced technology in agriculture.

For more information please contact Mr Dan Crowe

Forensic Science (Unit Code: 10SC6)

This unit deals with the scientific processes and techniques that are currently employed in the field of crime detection. Some of the areas of study covered in this unit include: deduction, reasoning, prediction and inference; fingerprinting; chromatography; DNA analysis; ballistics; hair and fibres; identikits; blood; soil analysis; and forgery/fraud.

For more information please contact Mr Dan Crowe

Psychology (Unit Code: 10SC7)

Psychology is a systematic study of the human mind and behaviour. The first area studied is an introduction to psychological research methods and scientific thinking. Other topics include aspects of Sport, Clinical and Forensic Psychology. Throughout the course students design and conduct investigations that lead to the collection, interpretation and presentation of valid data.

For more information please contact Ms Amanda Banks

Environmental Science (Unit Code: 10SC8)

Environmental Science is an Interdisciplinary science that explores the interactions and interconnectedness between humans and their environments. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change. Field work including surveying and data collection along the Mitchell River and within the Nagle Rainforest Precinct engages students in their studies of this Science.

For more information please contact Mrs Andrea Savage

TECHNOLOGIES

Food

The World on your plate (Unit Code: 10TF1)

Students research the changing food patterns in Australia and analyse the influences from a range of countries on their food selection choices. Students will investigate the global spread of commodities such as chocolate. This will include an investigation into the history, manufacture and use of chocolate. Students will be required to pay $50.00 for the Melbourne Excursion.

For more information please contact Mrs Hilary Arnold or Mrs Ann Clack

Master Class Chef (Unit Code: 10TF2)

This course introduces students to factors associated with designing and presenting food for use in a commercial setting. It encompasses issues relating to safety and hygiene and the properties and characteristics of various food groups. Production tasks incorporate a range of complex processes. The design process involves analysing a design brief, generating design options, selecting the best solutions, producing the selected design and evaluating the result. Students' research, plan, produce and evaluate a meal that uses a key food as its main component. Students will be required to pay $30.00 for the Melbourne Excursion.

For more information please contact Mrs Hilary Arnold or Mrs Ann Clack




Textiles

Fabric to Fashion – Unit 1 (Unit Code: 10TT1)

Students develop an interest in areas of garment and small article construction, with an emphasis on extending their sewing skills, modifying commercial patterns to satisfy the fashion design processes of their chosen garment or article. Students use the technology design process and a variety of sewing techniques and machines to develop samples for their folios. They develop a range of fashion design sketches and complete a mood board for their chosen garment. There will be an excursion to Spotlight for students to purchase fabric and patterns. Approximate cost of excursion to White House Institute is $55.00. Students are required to purchase their own fabric.

For more information please contact Mrs Hilary Arnold

Fabric to Fashion – Unit 2 (Unit Code: 10TT2)

Students extend their skills of garment and small article construction, with an emphasis on more complicated techniques to further develop their sewing skills. Students learn the skills surface design i.e. sun dyeing, printing on fabric and then embellishing to produce a usable product. Students develop patterns from blocks to satisfy the fashion design processes of their chosen garment or article. Students continue to use the technology design process and a variety of sewing techniques and machines to develop samples for their folios. They continue to develop a range of fashion design sketches and complete a mood board for their chosen garment. Students investigate fabrics and fibres and research the necessary requirements at Spotlight for their garment, which they will then purchase. Approximate cost of excursion to Melbourne for Textile workshops is $55.00.

Students may choose both units of Study, but will need to negotiate with Mrs Arnold if they choose to do only Unit 2.

For more information please contact Mrs Hilary Arnold

Materials and Design

Aeronautical Engineering (Unit Code: 10TE1)

Students consider engineering principles and systems, to design and produce an aircraft capable of fixed wing flight and the ability to pilot it via remote control. Students gain knowledge and understanding about processes and production skills and design thinking to produce solutions to problems. Specifically students gain understanding of project planning and management, aircraft design, design optimisation, energy production, flight mechanics, radio frequencies, materials and manufacturing, flight control and navigation systems.

For more information please contact Mr Dean Hamer

Robotics (Unit Code: 10RO1)

This unit of work is project–based, students engage in holistic STEM learning. Students will produce battery-powered robot. Through a range of calculations, design, experimentation and testing procedures students are set the challenge of creating a robot with a balance of function, durability and aesthetic features. Throughout the design, development and practical creation of the project student teams expand their knowledge of Science, Technology and Mathematics as they improve and apply their content knowledge to practical problem-solving situations. To complement the hands-on practical mathematics and science applied in this subject, teams record their evidence of scientific testing, mathematical problem-solving and design successes and failures through the use of ICT, culminating in the presentation, highlighting their work throughout the subject.

For more information please contact Mr Dean Hamer

Systems and Machines (Unit Code: 10TS1)

This course involves students in the construction, assembly, modification, testing and evaluation of a mechanical project. Students undertake mechanical trials with simple machines in order to develop an understanding of mechanisms, force & motion and basic systems used to operate the mechanical device. Students are required to use a range of both manual and digital tools to construct the mechanical project.

For more information please contact Mr Dean Hamer

Functional Furniture (Unit Code: 10TW1)

This unit engages students in the design and construction of a bedside timber unit. Students analyse the given problem and develop a solution based on the materials available to them. They produce working plans and written support notes, make the product and evaluate the complete process. Students are required to use a range of both manual and power tools to construct the bedside unit.

For more information please contact Mr Dean Hamer

Creative Design (Unit Code: 10TW2)

Students to develop an understanding of the relationship between creative design and a functional three-dimensional product. Students are presented with a poorly made timber chest. They evaluate this product, redesign it and then construct the new, improved version. The principles of design are supported through a design folio.

For more information please contact Mr Dean Hamer

Digital Technology 1 (Unit Code: 10IT1)

This study focuses on students who wish to extend their use of ICT as a tool to assist with work, study, recreation and in relationships. Students develop advanced software skills in Microsoft Office. In Word, students create resumes, business letters and better ways to format assignments. In Excel students create a program to calculate blood alcohol content and in Access, students create databases for a range of purposes.

For more information please contact Mr Steve Jenes

Digital Technology 2 (Unit Code: 10IT2)

This course explores the functions and capabilities of Hypertext Mark Up Language (HTML5). Students undertake activities designed to develop competence in HTML scripting using notepad and a browser. Students expand their skills and techniques with the use of CSS (Cascade Style Sheets), learn basic JavaScript, create animations in SwishMax2 and learn how to use PHP (Hypertext pre-processor) code to create an e-commerce page.

For more information please contact Mr Steve Jenes

PREPARING FOR THE VCE

VCE and VET

Studies and Units

A wide range of VCE studies are listed in this booklet. A wide range of VET programs are also part of the VCE. The content of these units is prescribed by the VCAA. Each VET program contributes four units towards the VCE.

Each unit lasts for one semester. Semester 1 runs from February to June and Semester 2 runs from June to November.

What do I have to do to satisfactorily complete the VCE?

To be awarded the VCE, you must satisfactorily complete at least 16 units. These units must include three units from the English group, including a sequence of Units 3 & 4. In addition to English, it must include at least three sequences of Units 3 & 4 of studies.

A VCE program would generally consist of 20 to 24 units taken over two years.

How Many VCE Units are there in each study?

Most VCE Studies are made up of four units; a few studies include more units.

What do the numbers in the titles mean?

Each unit has a number: 1, 2, 3 or 4. Units 1 & 2 can be done separately or in sequence; generally in Year 11. Some students may choose to take one VCE Unit 1 & 2 subject in Year 10.

Units 3 & 4 must be done as a sequence. Unit 3 is offered in the first half of the year and Unit 4 is offered in the second half of the year. They are usually done in Year 12. Some students have the opportunity to complete one sequence of VCE Units 3 & 4 in Year 11 and the other in Year 12.

In what order do I have to do the Units?

You have to do four units of English. Units 3 & 4 must be done as a sequence. This means that if you enrol in Unit 3 of a study, you are expected to be enrolled in Unit 4.

VCE (Baccalaureate)

The VCE (Baccalaureate) is contained within the VCE. To be eligible to receive the VCE (Baccalaureate) students must satisfactorily complete the VCE and receive a study score for each prescribed study component. The VCE program of study must include:

- A study score of 30 or above in a Units 3 & 4 sequence in English or Literature

- A Units 3 & 4 sequence in either Mathematical Methods (CAS) or Specialist Mathematics
- A Units 3 & 4 sequence in a VCE Language
- At least two other Units 3 & 4 sequences
- English requirement for satisfactory completion of VCE

Students are required to satisfactorily complete at least three units of English or Literature with a Unit 3 & 4 sequence. However, Nagle College expects all students to enrol in 4 units from the English/Literature requirements during their senior years.

In order to satisfy the VCE English requirement students would choose from:

- Unit 1 & 2: English or Literature
- Unit 3 & 4: English or Literature

Prerequisites

Unless otherwise stated, there are no prerequisites for entry into Units 1, 2 or 3. Students must undertake Unit 3 prior to undertaking Unit 4. All VCE Unit 3 & 4 must be taken as a two-unit sequence.

Australian School-based Apprenticeships

Please see Ms Louise Kelly and Ms Karen Dukakis in careers for details.

VET and VCAL Programs

Please see Mrs Tina Sonka for details.

VCE ASSESSMENTS

Assessment Dates

Early each semester, students are given a list of all assessment tasks for SACs and the deadlines for handing it in. This information is provided for students and parents.

General Achievement Test

The General Achievement Test (GAT) is a test of general knowledge and skills in:

- Written Communication

- Mathematics, Science and Technology
- Humanities, the Arts and Social Sciences.

No special study is required for the GAT; it is a general test. Students will have prepared for the GAT in past study of subjects like English, Mathematics, Science and History, where they built up general knowledge and skills in writing, numeracy and reasoning. These are the knowledge and skills that will be tested.

The GAT is an essential part of the VCE assessment procedures. All students enrolled in one or more VCE Unit 3 & 4 sequences must sit the GAT.

Although GAT results do not count directly towards a student's VCE results, they play an important role in checking that school assessments and examinations have been accurately assessed, and in determining Derived Examination Scores. It is important to sit the GAT, completing each section to the best of your ability.

Achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, their achievements are likely to be high on their school assessments and examinations.

Clearly, some GAT questions relate more closely to achievement in particular studies. The VCAA takes this into account when it calculates a student's expected achievement in each study for each school. For example, GAT results in mathematics, science and technology play only a minor part in calculating a student's expected achievements in humanities studies.

How is the GAT used?

The VCAA will use students' GAT scores as a basis for:

- contributing to statistical moderation of School-Assessed Coursework (SAC)
- reviewing school assessments in School-Assessed Tasks (SAT)
- checking the accuracy of examination marking
- calculating the Derived Examination Scores

School Assessments

Results of SACs and SATs count towards a student's Study Score in each VCE Study and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR).

School-Assessed Coursework

Coursework Assessment evaluates each student's level of achievement based on a selection of the assessment tasks designated in the study design. These tasks are marked by the classroom teacher and moderated by the VCAA. Students receive feedback and initial scoring or grades after each task.

School-Assessed Tasks

Technology, Arts and Computing subjects set tasks which are the same for every school, with specifications set by the VCAA. The VCAA specifies how marks and grades are to be awarded. Your teacher does the marking and the school will send the VCAA a score to show how you performed in each assessment task.

Examinations in the VCE

In VCE Unit 1 & 2, Nagle College sets and marks examinations. These SATs are seen as vital preparation for VCE Unit 3 & 4 examinations. VCE Unit 3 & 4 external examinations, set and marked by the VCAA, are held in November (December in 2020). Language subjects have an oral examination and performing arts subjects have a performance exam.

Any student experiencing unusual circumstances during VCE should contact their Senior School Coordinators, Ms Geraldine Greenland and Mrs Tina Sonka.

VCE STUDY UNITS

THE ARTS

Visual Art

Media (ME011 and ME033)

Students analyse media concepts, forms and products in an informed and critical way. They consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

For more information please contact Mr John O'Sullivan

Studio Arts (SA011 and SA033)

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities. VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making. VCE Studio Arts broadens students' understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. Students are required to regularly visit and observe artworks in a variety of galleries and displays.

For more information please contact Mrs Sally Bailey

Visual Communication Design (VC011 and VC033)

This study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design. There may be an additional cost for excursion to Melbourne for the Top Arts and Design exhibitions of approximately $40 (This would include Media, Studio Arts and Visual Communication students).

For more information please contact Mrs Sally Bailey

Music

Music Performance (MC011 and MC033: Group and MC023: Solo)

Music performance involves synthesis of knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performance also requires the use of an instrument to interpret and realise the work, and knowledge and understanding of how to use an instrument/s to produce and manipulate sound. Performers use musicianship skills along with instrumental techniques to present musically engaging performances. Through research and analysis of performances by leading practitioners, students become aware of ways that performance conventions, musical nuance and effective communication between performers and audience can facilitate engaging, exciting and meaningful performances. Students expand their musical vocabulary and develop language to articulate their awareness and understanding of the impact that interpretative decisions have on the music they perform, listen to and analyse.

For more information please contact Mrs Maureen Plunkett

Theatre Studies

Theatre Studies – Unit 1, 2, 3 and 4 (TS011, TS022, TS033 and TS034)

Students interpret scripts from the pre-modern era to present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners. Students work individually and collaboratively in various production roles to creatively interpret scripts and to plan, develop and present productions. Students study the contexts – the times, places and cultures – of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience. They examine ways that meaning can be constructed and conveyed through theatre performance. Students consider their audiences and in their interpretations incorporate knowledge and understanding of audience culture, demographic and sensibilities. Students learn about innovations in theatre production across different times and places and apply this knowledge to their work. Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in theatre production.

For more information please contact Mrs Ashley Jarvis

Aa ENGLISH

English (EN011 and EN013)

All students must achieve a satisfactory result in English to be awarded their VCE. It is a prerequisite for nearly all university courses. This is a challenging subject for students who have found Year 10/11 English particularly difficult. Students will study a variety of texts, including print, multimedia, and film. In Term 1, student develop a creative response relating to one text, and write a sustained and carefully constructed essay responding to another nominated text. Language of the media, learn more about current issues, and become informed critics will be examined. Three skills will be used to create a sustained oral argument in relation to an issue that is of current interest within the media. Two further texts are studied, with a view to constructing a comparative analysis. The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity.

For more information please contact Ms Kym Diprose

Literature (LI011 and LI013)

Students develop their awareness of other people, places and cultures and explore the ways texts represent the complexity of human experience. Students who select Literature must achieve a satisfactory result to be awarded their VCE. This is a challenging subject for students who have found Year 10/11 English particularly difficult. Students will study a variety of text forms, including poetry, short stories, novels and films. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. There may be costs of up to $50 to cover excursions throughout the year to support the curriculum.

For more information please contact Ms Elizabeth Warden

HEALTH AND PE

Health and Human Development (HH011 and HH033)

Students gain knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to make appropriate choices for good health and to seek appropriate advice. VCE Health and Human Development enables students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia and global health and human development. This unit caters to those who wish to pursue further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

For more information please contact Mr Mal Hudson

Outdoor and Environmental Studies (OS011 and OS033)

Students gain skills and knowledge to safely participate in outdoor activities and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing enables informed understanding of human relationships with nature. Students critically analyse differing relationships, impacts and issues, providing the knowledge and skills to participate in and contribute to contemporary society. This unit caters to those wishing to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture. There will be an additional cost of $90 to attend the Source to Sea camp.

For more information please contact Mr Stephen Whibley

Physical Education (PE011 and PE033)

Students integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, this unit develops a student's knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

For more information please contact Mr Nigel Carr

VET courses

VET Certificate II in Outdoor Recreation and VET Certificate III in Sport and Recreation are also offered to students. Full details of these VET Courses are outlined in the VET section of this handbook.

HUMANITIES

Accounting (AC011 and AC033)

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses. VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning. Unit 1 explores the: Role of accounting in business, Unit 2: Accounting and decision-making for a trading business Unit 3: Financial accounting for a trading business and Unit 4: Recording, reporting, budgeting and decision-making.

For more information please contact Ms Lauren Hollingsworth

Business Management (BM011 and BM033)

In contemporary Australian society a range of businesses are managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

For more information please contact Ms Lauren Hollingsworth

Economics (EC011 and EC033)

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences. Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop

viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy. Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.

For more information please contact Ms Lauren Hollingsworth

Geography (GE011 and GE033)

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these. Interpretive and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

For more information please contact Ms Lauren Hollingsworth

20th Century History (HI031); Revolutions (HI133)

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

The study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and using imagination. The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history. VCE History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

For more information please contact Ms Lauren Hollingsworth

Legal Studies (LS011 and LS033)

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

For more information please contact Ms Lauren Hollingsworth

LANGUAGES

Italian (LO141 and LO143)

The focus of the course is experiencing and using Italian in realistic situations so that students are able to interact in typical Italian settings, using the appropriate cultural language patterns, vocabulary and body gestures. Therefore, the emphasis is on language structures, effective linguistic understanding and responding within given contexts. Students are introduced to language that is relevant to their own daily life experiences at school, celebrations, friendships, leisure activities, technology, holidays and healthy lifestyle. Students will also compare Italian and Australian contexts of art, history and work.

VCE Italian is designed for students who have typically studied Italian for at least 200 hours prior to the commencement of Unit 1.

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural

understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

VCE Italian is designed for students who have successfully completed the Year 11 VCE 1 & 2 Italian course.

For more information please contact Ms Annamaria Micati or Miss Celeste Campagna

Japanese (Second Language) (LO461 and LO463)

The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking. Students are able to engage with Japanese-speaking communities in Australia and internationally in a variety of endeavours. Units 3 & 4 focus on the areas of study for language, which are made up of themes and topics common to all four units of VCE Japanese study.

VCE Japanese is designed for students who have successfully completed the Year 11 VCE 1 & 2 Japanese course.

For more information please contact Ms Katherine Brown

Mathematics

MATHEMATICS

Foundation Mathematics (MA101)

Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. Provision of this course is intended to complement General Mathematics and Mathematical Methods. It is specifically designed for those students who are not provided for in these two courses. Students completing this course would need to undertake further mathematical study in order to attempt Further Mathematics Units 3 & 4.

For more information please contact Mrs Jennifer White

General Mathematics (MA071) and Further Mathematics (MA073)

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 & 4 level. The areas of study for General Mathematics Unit 1 & 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facilities with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit asapplicable.

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'.

For more information please contact Mrs Jennifer White

Mathematical Methods (MA111 and MA113)

Mathematical Methods Unit 1 & 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 & 4 and contain assumed knowledge and skills for these units.

Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics'. Assumed knowledge and skills for Mathematical Methods Units 3 & 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 & 4.

For more information please contact Mr Geof f Neeson

Specialist Mathematics (MA091 and MA093)

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof ', and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

For more information please contact Mrs Jennifer White

† RELIGIOUS EDUCATION

Students in Year 11 and 12 will work on VCE Religious Education Units for Terms 1, 2 and 3. Term 4 includes an alternative program focussed on community and personal growth issues. The Year 11 Retreat Program is integrated into the coursework undertaken during Semester 1. The Year 12 Retreat Program is also integrated into the coursework undertaken during Semester 1. There willbe an opportunity to look at future choices and decisions for Year 12 students and preparation for the Commitment Mass.

Youth Ministry Experience (YME1)

YME involves students at Nagle within a faith community, expressing and understanding who they are as members of Nagle College in relationship with God. The Youth Ministry Experience class fosters personal and spiritual growth, it draws students into a responsible participation in the life, mission and work of the Catholic faith community empowering students to live as disciples of Jesus in our world today.

Entry to YME is based on application.

For more information please contact Mrs Louise Kelly

Liturgical Music Through the Ages(LM011)

Liturgical music provides an opportunity for students to make an active connection with their personal faith by utilising their musical talents at liturgical events throughout the year. This rich tradition of our Catholic school incorporates music, symbols and actions, encourages students to participate in the organisation and presentation of the liturgies and prayer services in order to develop their own spirituality, as well as grow in confidence in themselves and their gifts.

For more information please contact Mrs Maureen Plunkett

The Role of Religion in Society (RE022 and RE033)

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

For more information please contact Ms Elizabeth Warden

SCIENCE

Biology (BI011 and BI033)

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

For more information please contact Mrs Sue Whitbourne

Chemistry (CH011 and CH033)

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication

skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

For more information please contact Mr Dan Crowe

Environmental Science (EV011 and EV033)

In VCE Environmental Science, Earth is understood as a set of four interdependent systems: the atmosphere,biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change; they explore the conceptual, behavioural, ethical and technological responses to these changes. There will be an additional cost of $30 each for excursions to Cape Conran ,Healesville Sanctuary (Unit 1&2), and Phillip Island Nature Parks for Unit 3&4.

For more information please contact Mrs Andrea Savage

Physics (PH011 and PH033)

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

For more information please contact Mr Peter Cheung

Psychology (PY011 and PY033)

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society. In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position. There will be a cost of approximately $50 for excursion to the Zoo.

For more information please contact Ms Amanda Banks

TECHNOLOGIES

Applied Computing (IT01) & Data Analytics (IT023)

This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level. VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

For more information please contact Mr Dean Hamer

Product and Design Technology (DT011 and DT033)

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions. VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels.

For more information please contact Mr Dean Hamer

Systems Engineering (SE011 and SE033)

Students learn about and engage with systems from a practical and purposeful perspective. The study is based on integrated mechanical and electro technological engineered systems. Students gain knowledge and understanding about technological systems and their applications. VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

For more information please contact Mr Dean Hamer

Food Studies (FY011 and FY033)

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply. Many Australians, amid a variety of influences, consume food and beverages that may harm their health. This study examines the background to this abundance and explores reasons for our food choices. VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

For more information please contact Mrs Ann Clack or Mrs Gabrielle Costin

The Victorian Certificate of Applied Learning

The Victorian Certificate of Applied Learning (VCAL) is designed to meet the needs of young people who wish to pursue vocational training and/or employment. VCAL provides an accredited program that covers four compulsory strands: literacy and numeracy, work related skills, industry specific skills and personal development. VCAL graduates can look forward to enhanced apprenticeship and traineeship opportunities or acceptance into further vocational studies. For more information please contact Mrs Tina Sonka.

Qualifications

The VCAL is accredited at three levels: Foundation, Intermediate and Senior. These levels cater for students with different abilities and interests. They also provide a progression of skills, knowledge and attitudinal development. The qualification aims to provide the skills, knowledge and attributes to enable students to make informed choices about employment and education pathways.

Foundation level

At this level the focus is on linking familiar and everyday contexts that lead to transferable knowledge and skill development. Foundation students receive a high level of teacher support.

Intermediate level

At intermediate level, the focus is on linking skills and student experiences to unfamiliar and challenging contexts. Intermediate students receive some teacher support but there is an expectation that students will demonstrate independent learning.

Senior level

At this level the focus is on linking complex tasks that require integration and application of a range of knowledge and skills to problem solving and abstract contexts. Senior students are expected to work as independent, self-directed learners with teacher support and assistance when requested.

Structure

The VCAL has four curriculum areas, called strands. These strands are:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

A student's VCAL learning program must include each strand.

Cost

Materials fee of $50 – this fee includes workbooks and folders.

Curriculum Options for VCAL Eligibility

The following table outlines curriculum options which, on satisfactory completion, meet minimum requirements for VCAL eligibility.

Literacy Skills	
Foundation	VCAL Literacy Skills Reading and Writing units VCE units: EAL, English, English Language, Foundation English, Literature, Bridging EAL Selected FE reading and writing modules
Intermediate	VCAL Literacy Skills Reading and Writing Intermediate/Senior units VCE units: EAL, English, English Language, Foundation English, Literature, Bridging EAL Selected FE Certificates II/III literacy/reading and writing modules
Senior	VCAL Literacy Skills Reading and Writing Senior units VCE Units 3 & 4: EAL, English, English Language, Literature, Selected FE Certificate III literacy/reading and writing modules
Numeracy Skills	
Foundation	VCAL Numeracy Skills units: Numeracy Skills Foundation, Numeracy Skills Intermediate – Unit 1, Numeracy Skills Senior – Unit 1, Advanced Numeracy Skills Senior VCE units: any mathematics units, Chemistry, Environmental Science, Physics Selected FE numeracy and mathematics units of competency
Intermediate	VCAL Numeracy Skills units: Numeracy Skills Foundation, Numeracy Skills Intermediate – Unit 1, Numeracy Skills Senior – Unit 1, Advanced Numeracy Skills Senior VCE units: any mathematics units, Chemistry, Environmental Science, Physics Selected FE numeracy and mathematics units of competency
Senior	VCAL Numeracy Skills units: Numeracy Skills, Intermediate – Unit 1, Numeracy Skills Senior – Unit 1, Advanced Numeracy Skills Senior VCE units: any mathematics units, Chemistry, Environmental Science, Physics Selected FE Certificate III or above numeracy and mathematics units of competency

Industry Specific Skills	
Foundation	VET certificates – VCE units: Accounting, Industry and Enterprise, Technology studies, Visual Communication Design, Studio Arts, Business Management, Media, Product Design and Technologies, Systems Engineering, Agricultural and Horticultural Studies Selected VET units of competency within FE certificates at Level I/II
Intermediate	VET certificates II or above Selected VET units/modules within FE certificates at level II or above
Senior	VET certificates II or above Selected VET units/modules within FE certificates at Level III or above
Work Related Skills	
Foundation	VCAL Work Related Skills units VET certificates – VCE units: Industry and Enterprise (Unit 1 only), Outdoor and Environmental Studies*, Product Design and Technologies, Systems Engineering, Agricultural and Horticultural Studies, Industry and Enterprise (Unit 1 only), Studio Arts Selected FE units of competency
Intermediate	VCAL Work Related Skills units VET certificates – VCE units: Industry and Enterprise (Unit 1 only), Outdoor and Environmental Studies*, Product Design and Technologies, Systems Engineering, Agricultural and Horticultural Studies, Industry and Enterprise (Unit 1 only), Studio Arts Selected FE Certificates II/III units of competency
Senior	VCAL Work Related Skills Intermediate/Senior units VET certificates II or above – VCE units: Industry and Enterprise (Unit 1 only), Outdoor and Environmental Studies*, Product Design and Technologies, Systems Engineering, Agricultural and Horticultural Studies, Industry and Enterprise (Unit 1 only), Studio Arts Selected FE Certificates III units of competency
Personal Development Skills	
Foundation	VCAL Personal Development Skills Foundation unit
Intermediate	VCAL Personal Development Skills Intermediate/Senior unit
Senior	VCAL Personal Development Skills Senior unit

VCAL STUDY UNITS

Aa LITERACY

Literacy Foundational Level (Unit Code: LIT011)

The purpose of this unit is to enable students to develop skills and knowledge to read and write simple or short texts. Texts will deal with mainly personal and familiar topics but may include some unfamiliar aspects. At this level students, often with support, use the writing process with an awareness of the purpose and audience of the text. In reading students are able to identify the main point of the text, some key details and express an opinion about the text as a whole as well as some of the details. At the end of the Foundation Reading and Writing unit students will be able to read and comprehend a range of simple short texts and write a range of short texts in a number of contexts which may be interrelated.

Literacy Intermediate Level (Unit Code: LIT021)

The purpose of this unit is to enable students to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level students, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text taking into account its effectiveness. At the end of the unit students will be able to read, comprehend and write a range of texts within a variety of contexts. At the end of this unit students will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts.

Literacy Senior Level (Unit Code: LIT031)

The purpose of this unit is to enable students to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the student identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text. At the end of the unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts. They will also be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

For more information about VCAL Literacy units please contact Ms Kym Diprose

NUMERACY

Numeracy Foundational Level (Unit Code: NUM011)

The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes numbers and data, financial literacy, time and location, measurement and design and the use of software tools and devices. On successful completion of this unit students will be able to perform everyday mathematical tasks which involve a single mathematical step or process.

Numeracy Intermediate Level (Unit Code: NUM021)

The purpose of this Numeracy unit is to enable learners to develop everyday numeracy to make sense of their daily, personal and public lives. The mathematics involved includes numbers and data, financial literacy, time and location, measurement and design and the use of software tools and devices applied to tasks which are part of the students' normal routine but also extending to applications outside their immediate personal environment such as the workplace and the community. At the end of the unit students would be able to attempt a series of either single and multi-step operations or tasks with some confidence, be able to select the appropriate method or approach required, and be able to communicate their ideas both verbally and in written form. They would be at ease with straightforward calculations either manually and/or using software tools and devices.

Numeracy Senior Level (Unit Code: NUM031)

The senior level unit aims to enable learners to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers, workplace documents and procedures, and specific projects at home or in the community. At the end of the unit students will have the capacity to interpret and analyse how mathematics is represented and used. They can recognise and use some of the conventions and symbolism of formal mathematics. The mathematics involved would include numbers and data, financial numeracy, time and location, measurement and design, the use of software tools and devices and an introductory understanding of the use of formulae and problem-solving strategies.

For more information about VCAL Numeracy units please contact Mrs Jennifer White

INDUSTRY SPECIFIC SKILLS

Students develop their skills, knowledge and attitudes related to one or more vocational contexts in preparation for further learning or employment. While specific vocational units can be curriculum components of this strand, it focuses on the orientation towards a number of vocational contexts so learners can make informed choices as to the pathway options available to them through the VCE, VET, further education and employment. Curriculum selected for this strand can include:

- Nationally accredited certificates
- Australian School Based Apprenticeships
- Units of competence/modules of VET certificates that focus on aparticular industry, or sample a range of experiences in a number ofindustries.

For more information about Industry Specific Skills please contact Mrs Tina Sonka

WORK RELATED SKILLS

Work Related Skills Foundational Level (Unit Code: WRS011)

The Work Related Skills units have been developed to recognise learning that may not normally be recognised within other qualifications, which is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop interests and employability skills and an understanding of OHS can be selected for inclusion in this Work Related Skills unit.

Unit 1 introduces students to basic OHS knowledge and skills in the workplace. It introduces students to other skills that are important in the workplace. This unit provides opportunities for students to explore career/employment options and to develop job application skills.

The purpose of Unit 2 provides a focus for the development of employability skills in the context of practical work-related experiences. It provides students with the opportunity to develop skills that are transferable in work-related contexts.

Work Related Skills Intermediate Level (Unit Code: WRS021)

Unit 1 develops a student's knowledge and understanding of OHS in the workplace and introduces them to a range of knowledge, skills and attributes required for different workplace settings. Students to explore career and employment options and develop job application skills.

Unit 2 focusses on developing employability skills in the context of complex, practical work-related experiences. It provides students with the opportunity to develop skills that are transferable in work-related contexts.

Work Related Skills Senior Level (Unit Code: WRS031)

Unit 1 consolidates a student's understanding of the complex nature and the importance of OHS in the workplace. It focuses on developing a range of knowledge, skills and attributes required for different workplace settings. The unit provides opportunities for students to explore career/ employment options and to develop job application skills.

Unit 2 provides a focus for the development of employability skills in the context of complex, self-directed work related experiences. It provides students with the opportunity to develop skills that are transferable in work related contexts.

For more information about Work Related Skills please contact Mrs Tina Sonka

PERSONAL DEVELOPMENT SKILLS

Personal Development Skills Foundational Level (Unit Code: PDS011)

Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to: resilience, self-esteem and efficacy health and wellbeing, family and social connectedness, environmental awareness, critical and creative thinking, planning and organisational skills, problem-solving and interpersonal skills.

Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to: community engagement, social and environmental awareness, participation in a democratic society, social connectedness, critical and creative thinking, planning and organisational skills, problem-solving and interpersonal skills.

Personal Development Skills Intermediate Level (Unit Code: PDS021

Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to: resilience, self-esteem and efficacy, health and wellbeing, family and social connectedness, environmental awareness, critical and creative thinking, planning and organisational skills, problem solving and interpersonal skills, collaborative skills, leadership and decision making skills for group work or teamwork.

Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to: community engagement, social and environmental awareness, participation in a democratic society, social connectedness, critical and creative thinking, planning and organisational skills, problem-solving and interpersonal skills.

Personal Development Skills Senior Level (Unit Code: PDS031)

Unit 1 focuses on the development and implementation of appropriate knowledge, skills and attributes in relation to:, resilience, self-esteem and efficacy, health and wellbeing, family and social connectedness, environmental awareness, critical and creative thinking, self-directed planning and organisational skills, problem-solving and interpersonal skills, collaborative skills, leadership and decision-making skills for group work and teamwork.

Unit 2 focuses on the development and implementation of appropriate knowledge, skills and attributes in relation to:, community engagement, social and environmental awareness, participation in a democratic society, social connectedness, critical and creative thinking, planning and organisational skills, problem-solving and interpersonal skills.

For more information about Personal Development Skills please contact Mr Mark White.

VOCATIONAL EDUCATION AND TRAINING

Changes in the Australian and international economies over the past decade have begun to influence schools at senior levels. Widespread changes are occurring in the ways in which people work and will work in the future. The retention rate of students to Year 12 has risen; over 70% of young people nowadays complete Year 12 (in Victoria this is the VCE or VCAL). This is, in part, due to the lack of full-time employment opportunities for young people and also to the demand from industry for more highly skilled workers. Secondary schools around Australia include vocational programs as part of their offerings to Year 11 and 12 students.

- These programs are designed to allow students to undertake initial levels of training for work while still enrolled at school.
- VCE/VET Programs combine general VCE studies, vocational education and training, plus hands-on practice in industry.
- Work placement is an important part of all VET programs. In some, work placement is a requirement for satisfactory completion; in the other programs it is strongly recommended.

VET programs enable VCE students to complete accredited, nationally recognised vocational training programs as part of their VCE. These programs, formerly

offered predominantly by TAFE colleges, can now be offered by schools on their own or in partnership with TAFE colleges or other providers. Satisfactory completion of a program entitles students to receive two awards - their VCE and a VET certificate. In Victoria, over 85% of secondary schools have students enrolled in VET programs.

Successful completion of a program not only continues to give students a university option but also provides additional pathways, with credit, into vocational education and training courses as well as into employment, including apprenticeships. These programs multiply options.

Costs

All VET courses have an associated fee. The fee for 2021 is $210.

Withdrawal from a VCE/VET program

Students have a three-week grace period at the beginning of the year, after which, a $500 exit fee will be charged. This is a proportion of the non-refundable fee the school is charged. Note: subject selection may be limited is students choose to withdraw from their program.

- Some programs require specialist equipment or books (i.e. safety boots, overalls, chef 's uniform, module books). These costs are approximate and based on information received from the Registered Training Organisations (RTOs).
- VET courses require specialist teachers and numbers, therefore classes and programs will only run if there are sufficient numbers.
- Other VET courses may be considered on request.
- Please see the VCAA website for updates or changes (www.vcaa.vic.gov.au).

VET PROGRAM OVERVIEW

Year 10, 11 and 12 students may choose from a variety of Vocational Educational and Training (VET) programs. These programs take place over two years, are equivalent in status to VCE, and contribute towards the VCE or VCAL. VET courses at Nagle College include:

- Agriculture – Certificate II
- Allied Health- Certificate III (Partial Completion)
- Animal Studies – Certificate II
- Applied Fashion Design and Technology – Certificate II
- Automotive Vocational Preparation -Certificate II
- Building and Construction – Certificate II
- Hospitality (Kitchen Operations) – Certificate II*
- Early Childhood Education and Care – Certificate III (Partial completion)
- Electrotechnology -Certificate II

- Engineering – Certificate II*
- Hairdressing (Salon Assistant) – Certificate II
- Outdoor Recreation – Certificate II
- Plumbing -Certificate II
- Beauty – Certificate II
- Sport and Recreation – Certificate III*

** Offer scored assessment for a study score.*

Increments for unscored VCE/VET programs will be calculated using 10% of the lowest study score of the primary four. Students who undertake Vocational Education and Training (VET) or Further Education (FE) qualifications may be eligible for credit towards their VCE or VCAL program. Credit is available according to guidelines determined by the VCAA please see Mrs Sonka for more detail.

VET STUDY UNITS

Certificate II in Agriculture (VTAG1 and VTAG2)

Contribution to VCE: 4 units at levels 1, 2, 3 and 4

Contribution to ATAR: 10% of the lowest study score of the primary four

Course Description: Certificate II in Agriculture is a nationally recognised course comprising 18 units which run over two years. This course provides students with broad knowledge of the agricultural industry whilst having a strong focus on beef and sheep production. Students participate in an active feed-lot and pasture grazing scenarios where monitoring and handling livestock is conducted. This qualification is desirable for those who wish to complete further studies or seek an agricultural traineeship.

Who should apply? Students with a strong interest in the practical side of agriculture industries, such as farm chemical uses, crop and pasture establishment, care and grazing and farm/enterprise maintenance and improvement.

Possible job outcomes: This course will prepare students for employment as an apprentice or trainee in this industry or in a rural environment.

Pathways: This course will articulate into Certificate III, IV and Diploma level courses in Agriculture and Horticulture, including apprenticeships. Students interested in a career in Forest Industries would also benefit from the program.

Duration and Delivery: One day per week for two years at Nagle College.

Special requirements: Sturdy footwear and appropriate clothing is required as there are many practical components completed on site.

Certificate III in Allied Health Assistance (VTAH1 and VTAH2)

(Partial Completion)

Contribution to VCE: 4 units at levels 1, 2, 3 and 4

Contribution to ATAR: 10% of the lowest study score of the primary four

Course Description: Students gain knowledge and skills to enhance their employment prospects in the Health industry. These qualifications cover workers who provide assistance to Allied and other health professionals with the care of clients.

Who should apply? Students with a strong interest in the Health industry.

Possible job outcomes: Patient Care Assistant, Nursing Assistant (including in aged care and disability support), and Physiotherapy Assistant.

Duration and Delivery: One day per week over a two year period off campus.

Certificate II in Animal Studies (VTAC1 and VTAC2)

Contribution to VCE: 4 units at levels 1, 2, 3 and 4

Contribution to ATAR: 10% of the lowest study score of the primary four

Course Description: This course is designed to provide students with basic skills and knowledge to enter the animal care and management industry.

Who should apply? Students with a strong interest in the care of animals.

Possible job outcomes: Animal care attendant, animal shelter attendant, kennel hand, cattery attendant, pet shop attendant, assistant dog groomer.

Duration and Delivery: One day per week over a two year period off campus.

Certificate II in Applied Fashion Design and Technology (VTAF1 and VTAF2)

Contribution to VCE: 4 units at levels 1, 2, 3 and 4 sequence

Contribution to ATAR: 10% of the lowest study score of the primary four

Course Description: The VCE VET Applied Fashion Design and Technology program aims to provide students with an introductory overview of fashion design. Students are provided with the opportunity to acquire and develop skills in sewing, design processes, working with patterns and applying quality standards.

Who should apply? Students with a strong interest in working within the fashion industry.

Possible job outcomes: An introductory overview of fashion design which may lead to employment opportunities producing fashion products where a basic understanding of design skills is required. It is particularly suitable for those who are self-employed and involved in low volume production (i.e. for markets, repairs and alterations).

Pathways: Completion of the VCE VET Applied Fashion Design and Technology program leads to the award of a qualification that articulates directly with higher level qualifications in the Textiles, Clothing and Footwear TrainingPackage.

Duration: Two years

Delivery: During Nagle College timetable

Additional Costs: cost for fabrics for set projects, Excursions (NGV Exhibition when possible – $55 for workshop and travel; Masters Institute – $55.00 for workshop and travel)

Certificate II in Automotive Vocational Preparation (VTAV1 and VTAV2)

Contribution to VCE: 4 units at levels 1, 2, 3 and 4 sequence

Contribution to ATAR: 10% of the lowest study score of the primary four

Course Description: The automotive program develops skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited. This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles.

Who should apply? Students interested in working within the automotive industry.

Possible job outcomes: Vocational preparation for the automotive industry which may lead to employment opportunities i.e. automotive apprenticeship.

Duration: Two years, one day per week off campus

Additional Costs: Safety Boots

Certificate in Building and Construction (Pre-apprenticeship) (VTBU1 and VTBU2)

Contribution to VCE: 4 units at levels 1, 2, 3 and 4

Contribution to ATAR: 10% of the lowest study score of the primary four

Course Description: Basic industry-specific skills and knowledge are taught so students may transition into an apprenticeship within the building and construction

industries at the Certificate III level. This course consists of a core of common cross-sector units of competency that provide skills and knowledge in applying levelling procedures, carrying out measurements and calculations, communicating in the workplace, erecting and safely using working platforms, interpreting plans and drawings, working effectively and sustainably in the construction industry and workplace safety practices on-site.

Who should apply? Students interested in further study in specialist or industry specific streams of the building and construction industry.

Possible job outcomes: Building apprenticeships

Duration: Two years, one day per week at Nagle College and/or RTO

Work placement: The VCAA strongly recommends that students enrolled in this program undertake a minimum ten days Structured Workplace Learning.

Special requirements: Tool kit, boots, work jeans, shirt.

Additional Costs: CIC card (approximate cost is $130.00); Certificate HLTAID002 Basic Life support (approximate cost $160.00)

Certificate II in Electrotechnology (Pre-vocational) (VTEL1 & VTEL2)

Contribution to VCE: 4 units at levels 1,2,3 and 4.

Course Description: Certificate II in Electrotechnology offers students the opportunity to develop the skills and knowledge across a range of electrical sectors, including electrical, electronics, refrigeration and mechanical engineering.

Who should apply? Students interested in the outdoor recreation industry with an emphasis on the conduct of activities at outdoor recreation centres and first aid and sports injury management.

Possible job outcomes: This course prepares students for work in the electrical industry.

Delivery: Two years, one day per week off campus

Special requirements: Safety Boots, CIC card (cost in 2020 was $130.00)

Certificate II in Kitchen Operations (Hospitality) (VTHS1 and VTHS2)

Contribution to VCE: 4 units at levels 1, 2, 3 and 4

Contribution to ATAR: Study Score available

Course Description: This prepares students with a limited range of food preparation and cookery skills to prepare food and menu items. Includes units such as; preparing appetisers

and salads, preparing stocks, soups and sauces, preparing vegetable, fruit and farinaceous dishes, preparing poultry dishes.

Who should apply? Students looking to gain practical experience in commercial cookery, food and beverage service, as well as an understanding of communication, occupational health and safety and hygiene procedures necessary for a career in the hospitality industry.

Possible Job Outcomes: This course will prepare participants for employment within the hospitality industry in a range of areas such as the kitchen, food and beverage service, as well as in the retail industry.

Pathways: This course has been designed to articulate with Certificate III and IV in Hospitality.

Duration and delivery: One day per week over two years off campus

Work placement: Work placement is highly recommended and may be taken during the term holidays.

Certificate III in Early Childhood Education and Care (Partial Completion) (VTCC1 and VTCC2)

Contribution to VCE: 4 units at levels 1, 2, 3 and 4 and Contribution to ATAR: 10% of the lowest study score of the primary four.

Course description: This course offers students the opportunity to support the implementation of an approved learning framework and support children's wellbeing, learning and development.

Who should apply? Students who wish to undertake further studies in the community services/early childhood care or education field or who wish to broaden their skills base for future employment as a childcare worker or nanny.

Possible job outcomes: This course will prepare the student for employment as an assistant in a Childcare Centre or as a nanny.

Duration: One day per week over two years.

Work placement: A requirement of the course requires students to complete work placement. Work placement has an age restriction students must be 16 years of age. Students must be 16 years of age to enrol in this certificate.

Delivery: One day per week Off campus.

Certificate II in Engineering Studies (VTEN1 and VTEN2)

Contribution to VCE: 4 units at levels 1, 2, 3 and 4

Contribution to ATAR: Study Score available

Course Description: Students gain knowledge and skills to enhance their employment prospects in the Engineering or wider manufacturing industries.

Who should apply? Students interested in engineering or manufacturing industries.

Possible job outcomes: Apprenticeship in Mechanical or Fabrication Engineering.

Pathways: A variety of careers including traditional trades at Certificate III in Engineering, Certificate IV in Engineering and Diploma of Engineering. The fields of application are Mechanical Engineering, Electrical/Electronic Engineering and Fabrication. Apprenticeship in Mechanical or Fabrication Engineering; Diploma of Engineering.

Duration and Delivery: One day a week over two years at Nagle College.

Special requirements: Safety boots ($60-100), Safety glasses ($5.00-$10.00), drawing equipment optional ($60.00), uniform optional - shirt ($30 plus $8 embroidery), shorts ($40), pants ($60).

Certificate II Hairdressing (Salon Assistant) (VTHD1 and VTHD2)

Contribution to VCE/ATAR: up to four units at Units 1 and 2 level.

Course description: This course offers students the opportunity to develop basic skills and knowledge to assist with client services in the hair industry.

Who should apply? Students interested in the hairdressing/beauty industry.

Possible job outcomes: This course prepares students for employment as an apprentice hairdresser/Salon Assistant.

Duration: One day per week over one year

Delivery: One day per week off campus

Special Requirements: Solid closed-in shoes

Certificate II in Outdoor Recreation (VTOR1)

Contribution to VCE: 2 units at levels 1 and 2

Course Description: Certificate II in Outdoor Recreation is a one-year nationally recognised vocational course that enables students to develop skills in outdoor recreation leadership. This program should enhance the students' employment prospects in the industry and enable them to gain credits in further related education. In this course students will complete Apply First Aid (Level 2) ($100). Three adventure activities have been arranged for students: Canoeing, Remote area Hiking and Mountain biking.

Who should apply? Students interested in the outdoor adventure recreation industry, specifically on the conduct of activities at outdoor recreation centres and first aid and sports injury management. Students with previous outdoor adventure experience or eagerness to lead groups in outdoor environments.

Possible job outcomes: This course prepares students for work in the outdoor adventure recreation industry.

Pathways: This course may articulate with further qualifications in the Outdoor/ Sport and Recreation industry.

Delivery: In the timetable at Nagle College

Recommended VCE Studies: Physical Education 1–4, Outdoor Education, Health and Human Development.

Special requirements: The total camp cost (approximately $200) is added to school fees. Students must complete the camps throughout the year as they form part of the assessment. Families who are behind in fee paying requirements, or who are not honouring arrangements with the Business Manager should note that their children may not be able to attend camps. In this case a theory unit will be completed as a replacement. This course requires some essential personal equipment for safety reasons. It is expected that students will have access to a high quality sleeping bag (-10° C rating), thermal underwear (wool or polypropylene), woollen socks and a head torch.

Certificate II in Plumbing (Pre-apprenticeship) (VTPL1 & VTPL2)

Contribution to VCE: four units at levels 1,2,3 and 4.

Course Description: Certificate II in Plumbing aims to provide students with basic industry specific skills and knowledge to enable transition into an apprenticeship or traineeship within the plumbing industry.

Who should apply? Students interested in the plumbing industry.

Possible job outcomes: This course prepares students for work in the plumbing industry.

Delivery: One day per week Off campus

Duration: Two year period.

Special requirements: Safety boots, CIC card (cost in 2020 was $130)

Certificate II in Retail Cosmetics (Beauty) (VTRC1)

Contribution to VCE/ATAR: up to five units at Units 1 and 2 level

Course description: This course provides a pathway to work as a retail sales consultant in beauty or cosmetic products and services, including beauty and hairdressing salons, retail outlets and department stores.

Who should apply? Students with a strong interest in the hair and beauty industry.

Possible job outcomes: Beautician, Make-up artist and nail technician.

Duration: 2 year

Delivery: One day per week off campus

Special Requirements: Solid closed in shoes

Certificate III in Sport and Recreation (VTSR1 and VTSR2)

Contribution to VCE: four units at levels 1, 2, 3 and 4.

Contribution to ATAR: Study score available

Course Description: Certificate III in Sport and Recreation is a nationally recognised vocational course, which runs over two years. The program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of community, sport and recreation. Leadership, organisational and sport specific skills will be developed through the units of competency undertaken in Units 1 to 4 of the program. In Units 1 & 2, students will complete Apply (Level 2) First Aid and the Pool Lifeguard Course. In Units 3 & 4, students will participate in sport-specific skills program.

Who should apply? Students interested in the sport and recreation industry with an emphasis on the conduct of activities at aquatic and recreation centres and first aid and sports injury management.

Possible job outcomes: This course prepares students for work in the sport and recreation industry.

Pathways: This course has been designed to articulate with Certificate IV in Community Recreation and Certificate IV in Sport and Recreation, Diploma of Recreation Studies.

Australian School-based Apprenticeships (ASbAs)

Local Group Training Companies and Apprenticeship providers, together with Secondary Schools in East Gippsland offering VCE or VCAL provide students the opportunity to undertake a school-based part-time Apprenticeship. The benefits to students include gaining the VCE or VCAL and a nationally recognised qualification, a contribution to VCE, VCAL and ATAR, valuable industry experience and payment of a national training wage for time in the work place.

At Nagle College, students undertaking Australian School Based Apprenticeships (ASbAs) generally attend school four days per week and their work place one day per week, plus possible after school/evenings, weekend and school holiday shifts (as negotiated with their employer). Students receive the appropriate pay and entitlements for their work (as for other new apprentices). These are pro-rata.

Difference between Australian School-based Apprenticeships and VET in School Programs:

- Under an Australian School-based Apprenticeship, students are employed for the two years of VCE or VCAL under a training agreement
- Students are required to complete a formal job application process
- Final selection of students is the choice of the employer

Examples of Apprenticeship Programs available to students:

- Agriculture
- Office Administration
- Horticulture
- Retail
- Automotive
- Food Processing
- Community Services
- Sport and Recreation
- Engineering
- Hospitality
- Information Technology