



PADUA
COLLEGE

YEAR 10

2025 Curriculum Handbook



PADUA
COLLEGE

NORTH STAR

Our 'Why' at Padua College



Core Values

We welcome and affirm
We inspire growth of the whole person
We create a love of learning
We build positive relationships
We embrace diversity
We show compassion for those in need
We reconcile and forgive
We work for a just and peaceful world

Mission Statement

Our College was founded by the Sisters of Mercy and is named after St Anthony of Padua.

In partnership with our students, staff, parents, parishes and the wider community, Padua College gives witness to the Christian faith in our Catholic tradition.

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MESSAGE FROM THE PRINCIPAL

Dear Students,

Welcome to the beginning of your Senior School journey at Padua College. As you prepare to enter Year 10, you stand at the threshold of an exciting and transformative period in your education. This is a time for making important decisions about your subject choices and setting the stage for your future academic and personal achievements along with career possibilities.

This handbook is one of the resources designed to provide you with the key information and guidance needed as you navigate these exciting choices. As you consider your subject options, I encourage you to reflect deeply on the feedback and advice offered by your teachers. Do not hesitate to ask questions and seek clarification whenever you are uncertain. Engaging in open dialogue with your teachers will help you make informed decisions and gain a clearer understanding of your strengths and interests in terms of the subjects and pathways you select.

These insights and experience are invaluable as you chart your path forward. Embrace this advice with an open mind, using it to inform your decisions and to help identify the areas where you can excel. It is important to be ambitious and to challenge yourself. Seek out opportunities that will push you beyond your comfort zone and allow you to grow both academically and personally. It is through embracing these challenges that you will discover your true strengths and build a solid foundation for your Senior Years and beyond. Be guided by our North Star, recognize and utilise your God-given talents, be the best you can be and make a positive impact on the world.

Your time in Senior School is not solely about academic success. It is also about developing as a whole person, nurturing your character, and

fostering a spirit of resilience and determination. Engage fully with your studies, participate actively in school life, and strive to be a positive influence within our community.

Believe in your potential and trust that you have been equipped with the knowledge, skills and understanding to achieve great things. The journey ahead may present challenges, but it is also filled with boundless opportunities. Make the most of this time, and let our North Star guide you towards a future where you can make a meaningful and positive impact on the world.

Wishing you all a fulfilling and successful year ahead as you embark on this significant chapter in your educational journey.

Peace & blessings,

Ms McGurn
PRINCIPAL



INTRODUCTION

The majority of students will undertake studies that cover the Victorian Curriculum at Year 10 level. However, there will be some students who are more aligned to the Applied Learning Program (ALP). This bespoke program is designed for students that thrive in more project-based learning environments, with a focus on developing employability skills. This Handbook, including the presentations at Education, Careers and Training Expo (ECAT), course recommendations (new initiative), Semester One Report, and consultations with teachers, hope to provide students and families choices for 2025 that are informed and reflective of future aspirations driving towards a bright and fulfilling life after school.

Whilst many units are offered for student selection, courses will only run if there are sufficient numbers to form a viable class. In some classes there will be a limit on numbers due to staffing and resources.

Key Date : Online Web Preferences will open on Monday 22 July 2024 and must be finalised by Friday 26 July 2024 at 9am.

Please contact the College should you require further information or assistance.

Mrs Angelina Ranson

Vice Principal – Learning & Teaching



CORE SUBJECTS



Religious Education

All Year 10 students will study the VCE Unit One – Religion and Society

This is a VCE accredited unit and will be recognised on each student's final VCE Certificate. It is not a Year 12 equivalent subject and so does not apply to the final ATAR score.

This unit analyses the nature of religions within society and focuses predominantly on the Catholic tradition. Students will also have the opportunity to look at aboriginal spirituality and other religious traditions.

Topics covered include:

- ❖ The nature and purpose of religion
- ❖ Religion through the ages
- ❖ Religion in Australia

The Religious Education unit will be studied in one semester during Year 10 (either Semester 1 or 2).

**Please note: Students have the option of additional elective units within this Learning Area. Please see the Electives Section of this handbook.*

English

At **Year 10** students **engage** with a variety of texts selected for academic and literary study in the areas of *Reading and Viewing, Speaking and Listening, and Writing*. These texts range from the classic to the contemporary, and can take a variety of text types, from prose, play and multi-modal opportunities for study. They will explore a range of non-fiction media texts and fiction texts throughout the course.

Students they will be encouraged to develop their voices as writers, readers, and future thinkers. This course is designed to build upon the core skills introduced in the Junior school and support the preparation for senior pathways in English.

Students **interpret, create, evaluate, and discuss** a wide range of literary texts, including various types of media texts, including newspapers, film, fiction, non-fiction, poetry, and multimodal texts. They explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings.

Students will **develop** a critical understanding of contemporary media, and the differences between media texts.

Students **create** a range of imaginative, informative, and persuasive types of texts in a range of formats.

Students **will** build on their ability to write analytically, persuasively, and creatively.

**Please note: Students have the option of additional elective units within this Learning Area. Please see the Electives Section of this handbook.*

Commerce

The Commerce course allows students to sample a range of different topics across the areas of Resource Allocation and Making Choices (Economics), The Business Environment (Business Management), Government and Democracy, and Laws and Citizens (Legal Studies).

Students are provided with a “real-world” introduction and practical application of some of the fundamental principles that apply to the suite of VCE Commerce subjects. Students will gain an insight into how economic decisions are made, how the government can intervene in the market, entrepreneurship, how laws are made and the impact on lives, and democracy in Australia.

VCE Units 1 & 2 Business Management (Accelerated)

Unit 1

Planning a Business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2

Establishing a Business

Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Assessment: Student’s level of achievement will be determined by the School-based assessment on formal course work tasks and a final examination.

Humanities

Students – you must choose ONE of the following History or Geography subjects as part of your Core studies. You may choose Philosophy as part of your elective studies.

History

Heroes or Villains

Who were the heroes and who were the villains of history – or is it far more complicated than that?

Students will study significant individuals who had a major impact on modern history (1850 – present-day). Several key figures will be considered when evaluating to what extent an individual can be considered a historically significant hero or villain. Students will be required to complete a historical inquiry investigating a significant individual of their choice.

"It is not heroes that make history, but history that makes heroes." Joseph Stalin

The Fight for Freedom

Why someone would need to fight for their freedom, aren't all people born with the same rights and freedoms - or is it far more complicated than that?

Students will study the key events, ideas, individuals, and groups that have influenced the struggle for freedom in modern history (1700 - present-day). By exploring the struggle for Rights and Freedoms in the United States of America and Australia, students apply their historical knowledge and skills to an inquiry into the fight for freedom in a context of their choosing.

"Freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed." Martin Luther King Jr.

Geography

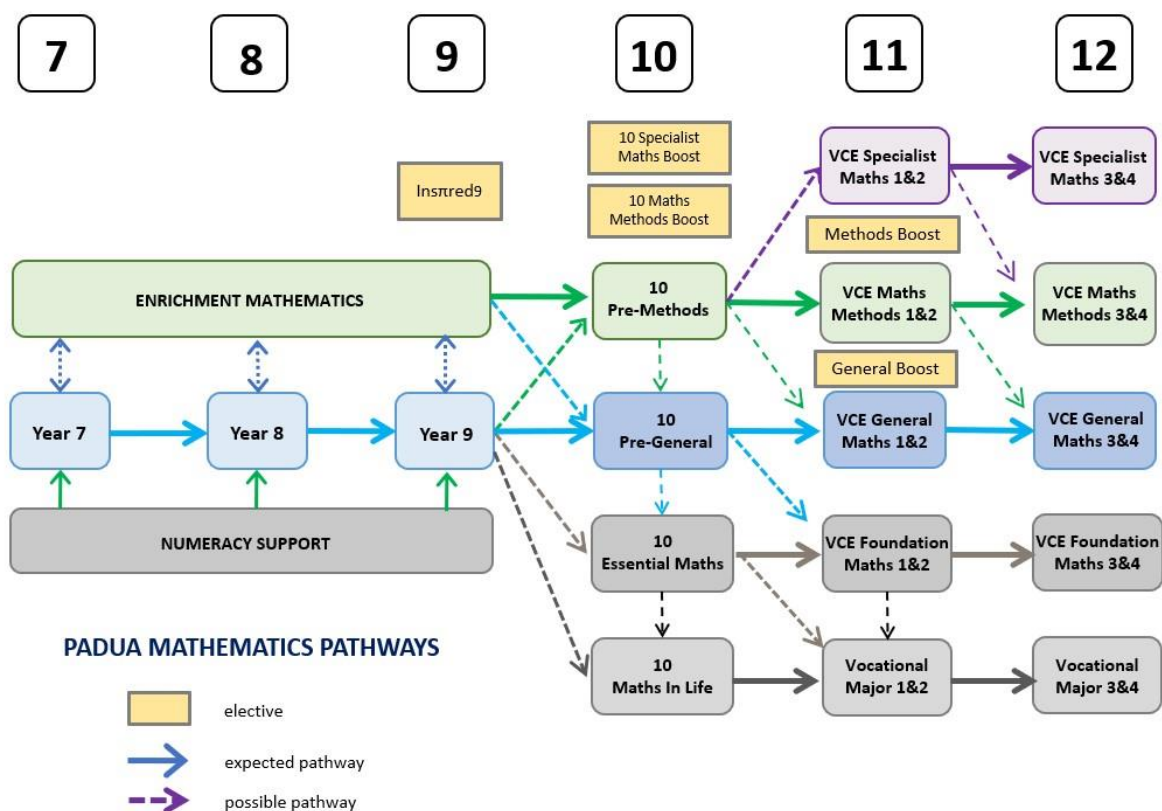
Melbourne to Mumbai: "Does wealth equal wellbeing?"

Why do some people, despite lacking material wealth seem to be leading happy fulfilling lives?

This unit focuses on learning about wellbeing. Wellbeing is the recognition that everyone around the world, regardless of geography, age, culture, religion or political environment, aspires to live well. Through the study of data, graphs, films and photos, students examine the nature of, and differences in, human wellbeing and developments that exist within and between countries. The major investigation will focus on comparing Melbourne with Mumbai. Local, national, and global initiatives to improve human wellbeing are also examined.

Mathematics

In Year 10 the cohort divides into four different Mathematics pathways working towards VCE Mathematics. In Semester 1, their Year 9 Mathematics teacher provides students an individual recommendation for future Mathematics studies based on available affective and assessment data.



Pre-Methods

Pre-Methods is the first of a **3-year pathway** towards VCE Mathematical Methods Units 3 & 4. It is an intellectually demanding subject with a strong emphasis on pure/abstract mathematics and is heavily dependent on a student's ability to devote time and effort to the subject. Students recommended for Pre-Methods would ideally follow the Mathematical Methods pathway to VCE (depending on their achievement).

Pre-Methods covers the following topics: Surds, Algebra, Quadratic Equations, Quadratic Graphing, Functions, Polynomials, Logarithms and Exponentials.

Assessments will be undertaken with and without the use of a CAS calculator/ or reference notes.

Students will be provided with a recommendation by their Mathematics teacher in order to undertake this course.

Pre-General

Pre-General is the first of a **3-year pathway** towards VCE General Mathematics Units 3 & 4. Students recommended for Pre-General would ideally follow the General Mathematics pathway to VCE (depending on their achievement).

Pre-General covers the following topics: Univariate Data, Matrices, Networks, Bivariate Data, Linear Graphing, Linear Equations, Finance, Probability, Trigonometry and Measurement.

The use of a CAS calculator is a major component of the course, as the emphasis switches from performing operational tasks towards interpreting results and data.

Assessments will be undertaken with the use of a CAS calculator and reference notes.

Students will be provided with a recommendation by their Mathematics teacher to undertake this course.

Essential Mathematics

Essential Mathematics is the first year of a **3-year pathway** towards VCE Unit 3 & 4 Foundation Mathematics. This subject will focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer mathematics
- Space and measurement

Themes in this subject include: estimation in practical everyday work contexts, graphs of data from community, work, recreation and media. Finance including personal financial services and information such as borrowing, banking loans and investments, income and superannuation and the use and application of the metric system and related measurements in a variety of contexts.

This subject requires students to solve algebraic equations, expressions and formulas using the inverse/ balance method **without** the use of technology.

Students will be provided with a recommendation by their Mathematics teacher in order to undertake this course.

Maths in Life

Year 10 Maths In Life is the first year of a **3-year pathway** towards VCE – Vocational Major. This subject will focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts: personal, civic, financial, health and recreational numeracy settings relevant to contemporary society.

Maths In Life enables students to use basic number skills independently in situations involving:

- money, routine fractions, decimals and percentages.
- recognise and interpret patterns, shapes, maps and plans
- estimate, calculate, and measure
- solve problems involving time, temperature, length, perimeter, mass, volume and capacity;
- understand the likelihood of chance events and engage with information found in tables, graphs and charts.

Maths In Life is recommended for students wishing to undertake an Applied Learning Pathway.

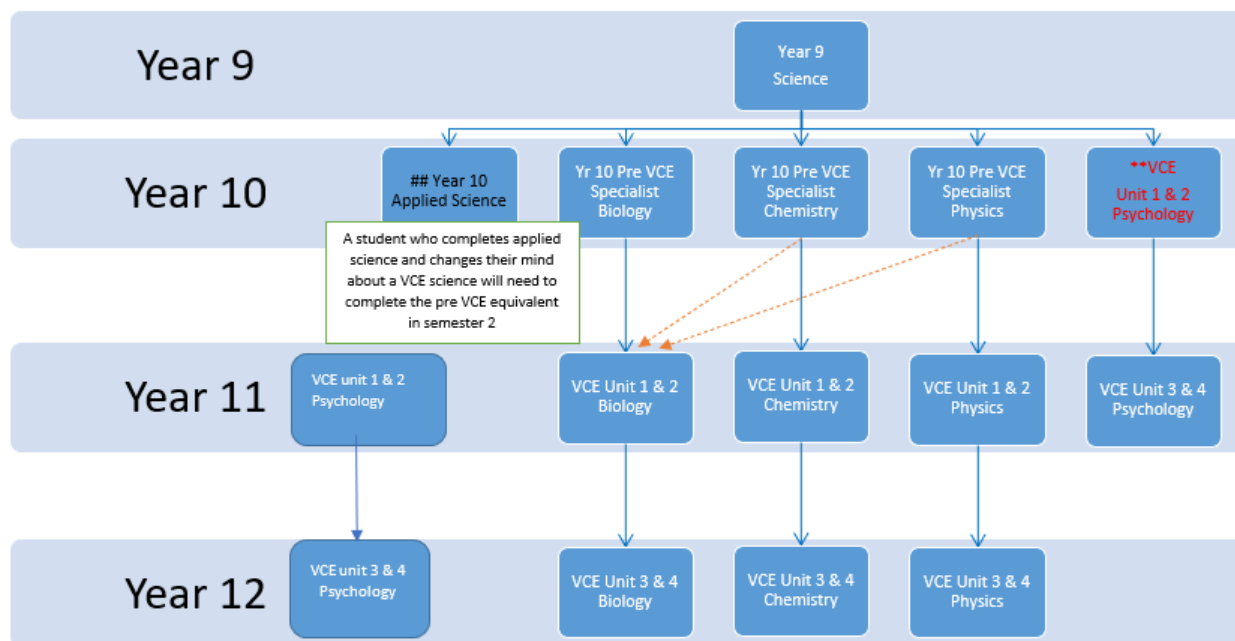
Students will be provided with a recommendation by their Mathematics teacher in order to undertake this course

Please note: Students have the option of additional elective units within this Learning Area. Please see the Electives Section of this handbook for more information.

Science

Students must choose ONE of the following subjects as part of their Core Studies. If they wish to do a second unit, this will be counted in their elective choices.

Science Pathways Year 9 to 12



Expected pathway - **VCE Unit 1 & 2 Psychology is a year-long subject run alongside a Year 10 Science or Science Specialist unit

Possible pathway - ### Year 10 Science must be selected in Semester 1 allowing for any student who may decide to pick up a VCE Science in Semester 2.

Science

This option is for students who do not wish to continue with a VCE Science unit into Year 11 or are unsure if they want to continue with a Science. Should students decide to continue with Science they can still select a Semester 2 Pre VCE Science. That will encompass content from the areas of Biology, Chemistry and Physics based on everyday science contexts. This will include:

- **PHYSICS:** During this unit students will focus their learning on investigating the relationships between the principles of physics laws, like, Newtons laws motion and how they apply to everyday occurrences such as car crashes.
- **CHEMISTRY:** With a focus on product chemistry, the unit starts by covering the concepts surrounding acids and bases including pH, indicators and neutralisation reactions. These concepts are applied to making products such as toothpaste and bath bombs. The unit then further explores soluble and insoluble mixtures as well as emulsions and emulsifiers and the application of these concepts in making butter, ice-cream, soap and lip balm.
- **BIOLOGY:** Students in this study will be introduced to macroinvertebrate sampling techniques and will use these techniques to complete a health survey on a local environment. As bugs are a good indicator of aquatic ecosystem health, scientists and community groups can collect bugs to measure species diversity and community composition to monitor the effects of abiotic and biotic factors in the environment. This subject will have a strong practical element and assessment tasks may include practical reports, tests, and research projects.

Students considering a VCE Science subject are recommended to complete the Science expectation with a semester long unit of Specialist Biology, Specialist Chemistry or VCE Physics.

The Science Department offers VCE Units 1 & 2 Psychology as part of the Acceleration Program to students at Year 10. This is a year-long subject and leads on to the completion of Units 3 & 4 Psychology in Year 11.

PLEASE NOTE: Accelerated Psychology will count towards the minimum requirement for a Year 10 unit. Students undertaking this pathway are not required to complete one of the other Pre VCE units but may wish to.

Specialist Biology

Students wishing to continue with Biology in VCE are expected to study this prerequisite unit and it exposes students to a range of concepts which relate to living organisms. The content covered in this course helps to extend an understanding of how living organisms function and survive. Knowing how organisms function improves the chances of rectifying problems related to survival. A range of real-life examples will be exposed to demonstrate the application of key concepts. Topics include:

- Cells and their function in related to the survival of the living organism.
- Cell structures and their related functions, such as, osmosis, diffusion photosynthesis, respiration and enzyme operation;
-

The course will incorporate a range of experiments that complement the theory covered. Research assignments, regular tests, practical reports and an examination will contribute to the final school-based result.

Specialist Chemistry

Chemistry students wishing to continue with Chemistry in VCE are expected to study this prerequisite unit. Chemistry can be used to explain almost everything that transpires in the Universe because everything is made of atoms, the basic building blocks of all matter.

The topics include:

- The history and development of the periodic table, atomic structure, bonding between atoms, reactivity of metals and simple chemical formula;
- Formation of molecules and the forces that hold them together, how the periodic table aids in the understanding of ionic, covalent, and metallic bonding;
- Chemical Reactions, simple equation writing and determination of rate factors;
- Application of the properties of atoms and molecules in determining societal use;
- Introduction to Organic Chemistry;
- Nanotechnology;
- Introduction to the mole concept.

The course will incorporate a range of experiments that complement the theory covered. Research assignments, regular tests, practical reports and an examination will contribute to the final school based result.

Specialist Physics

Physics students wishing to continue with Physics in VCE are encouraged to study this prerequisite unit. Physics is a branch of science that helps us make sense of our understanding for all that occurs in nature human inventions. If we can make sense of them, we are not frightened by them and can put them to use efficiently.

Topics Include:

- Motion and Newton's Laws;
- Transfer and transformation of energy;
- Structures and the selection of appropriate construction materials; and
- Electricity.

The course will incorporate a range of experiments that complement the theory covered. Research assignments, regular tests, practical reports and an examination will contribute to the final school-based result

VCE Science Prerequisite Courses

Advised pre-requisites for each of the Science subjects VCE level are provided in the table below and are based on the reflections of staff on student academic achievement. It is hoped that this will provide information for the appropriate selection of subjects at Year 10 in consultation with the students' Year 9 teacher.

VCE subject (Unit 1 & 2)	Biology	Chemistry	Physics	Psychology
Prerequisite course(s)	Completion of Year 10 Specialist Biology and/or Chemistry and/or Physics	Completion of Year 10 Specialist Chemistry	Completion of Year 10 Specialist Physics	Compulsory completion of any Year 10 Science units (applied or specialist)
Other	It is important that students are prepared to develop a strong understanding of scientific terminology so suitable literacy levels are required	We recommend that students completing Chemistry are also completing Mathematical Methods, due to the level of mathematics included in each of these studies	We recommend that students completing Physics are also completing Mathematical Methods, due to the level of mathematics included in each of these studies	It is important that students are prepared to develop a strong understanding of scientific terminology so suitable literacy levels are required

Science Acceleration Psychology

For students who have performed strongly in the respective unit of Psychology (Year 10 Specialist) science course. They will be able to select VCE Unit 3 & 4 in Year 11. (without having completed Unit 1 & 2)

ELECTIVES

OMNIA PERSEVERANTIA VINCIT



Catholic Action Program (CAP)

Welcome to the Catholic Action Program (CAP) elective for Year 10, a unique opportunity for students to engage with issues pertaining to the dignity of the human person while actively serving their community. Throughout this course, students will have the chance to participate in a variety of meaningful activities, including:

Local Nursing Homes: Students will interact with residents through social activities, fostering connections and companionship.

The Briars Farm: Students will contribute to gathering fruit and vegetables for disadvantaged locals, experiencing firsthand the value of sustainable food production and community support.

Local Primary Schools: Students will assist children with reading and math, supporting their educational development and fostering a sense of mentorship and solidarity.

Community Cleanup: Students will participate in initiatives such as cleaning up rubbish on Main Street beach at Mornington, promoting environmental stewardship and community pride.

Special School: Students will engage with physically and mentally handicapped adults, promoting inclusivity and understanding while offering support and companionship.

St. Vincent de Paul Op-Shop: Students will contribute to the operation of the shop, assisting in serving the needs of those experiencing hardship and promoting the spirit of charity and compassion.

In line with the Gospel message and Catholic Social Teaching, Year 10 CAP aims to empower students to actively serve the poor, the sick, and the vulnerable in their community. The focus of the course is on action, providing students with opportunities to translate their faith into tangible deeds of service and compassion.

Through their participation in Year 10 CAP, students will develop essential skills such as empathy, maturity, trust, and an understanding of social structures within the Mornington locale. By engaging with real-world issues and actively serving those in need, students will not only deepen their understanding of Catholic values but also become more compassionate and engaged members of their community.

Note: The Year 10 Catholic Action Program classes take place during four periods every fortnight.

Computing

Programming and Data Management

The Programming and Data Management course is designed to develop skills in programming environments, database design and data visualisation. Students will be able to use this knowledge and the skills developed to solve problems which may be encountered in a range of other subjects, further study and employment.

By completing this course, students will gain the necessary skills to enable them to make the transition into the various VCE Computing courses. There is a strong focus on numeracy and literacy throughout the course – developing and strengthening skills that students can take into many other areas of study including the essential IT skills.

Key content:

- *Problem Solving Methodology* - students apply the Computing Problem Solving Methodology to various situations and develop solutions.
- *Programming* - to produce games and animations for a range of situations.
- *Databases and Data Visualisation* – to produce data management solutions for a range of financial and mathematical problems.

Design and Technologies

Design and Technologies Product Design

Students will develop the ability to solve problems through the application of the “*Design Process*”. They become aware of necessary design factors such as material suitability and availability, size constraints, ergonomics, functionality, sustainability and appearance as they develop a comprehensive folio of work which they will then showcase into a production piece (Ukulele). During the production stage, the characteristics of wood and appropriate processes and finishes are explored. Students practice, refine and apply new techniques in the use of hand tools and basic machinery in a safe working environment.

Design and Technologies Systems and Engineering

All machines, however basic or complex, are made up of simple mechanisms. Students will study how control systems are applied to simple appliances. Students will be required to complete a major assignment where they will design, manufacture and build a technological system. There is a strong emphasis on sustainability and environmental considerations as important elements in the “*Design Process*”. Students become more skilled at selecting appropriate components in the design and construction of this device and make informed judgements about the effectiveness of the final product. Students will continue to develop skills in programming electronic devices in response to design problems presented.

VCE Units 1 & 2- Design and Technology – Product Design (Accelerated)

Central to VCE Product Design and Technology is design thinking, which is applied throughout the product design process providing a framework for creative problem solving. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental, and cultural factors. These factors influence the aesthetics, form, and function of products. The importance of sustainability affects product design and development, and so is at the forefront throughout the product life cycle. Students consider the consequences of product design choices and develop skills to critically analyse existing products and develop their own creative solutions.

VCE Product Design and Technology offers students a range of career pathways of design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics. Product Design and Technology contributes to developing creative problem solvers and project managers who are well-equipped to deal with the multidisciplinary nature of modern workplaces.

Unit 1

Design Practices

This unit focuses on how designers collaborate and work in teams. Students consider the processes that designers use to conduct research and the techniques they employ to generate ideas and bring design products to life. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts.

Unit 2

Positive impacts for end users

In Unit 2 students specifically examine social and/or physical influences on design and explore how inclusive design solutions can support belonging, access, usability, and equity. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that enables a comfortable and enjoyable use, regardless of physical abilities, feelings, and cultural perspectives.

Health & Physical Education

High Performance Sport

This course is designed for sports minded students who would like to continue to develop and improve their practical skills across a variety of sports. Development of tactical awareness and strategies will be looked at in both theory and practical classes.

Exploring practical elements including tactics & strategies students will develop game sense principles in both invasion & Net/court sports, biomechanical principles of movement, physiological adaptations to training, coaching & skills acquisition. They will also be provided practical opportunities to further develop & refine both technical skills and tactical awareness in a variety of sports.

The course incorporates links between theory & practical sessions which will involve students completing practical laboratory tasks that will link into the relevant theory as part of their assessment. In addition, students will also complete an examination at the end of the course.

Sport and Exercise Science

This course is a recommended pathway option to VCE Physical Education; albeit it is not a prerequisite.

Students will learn to develop a broad knowledge base and a practical awareness of the role sport and exercise plays in today's society. Investigative topics include elite athletes, physiology, technology, recovery, nutrition, psychology and drugs.

This course creates clear links between theory and practice, whereby students apply skills and knowledge learnt in practical situations. This provides great insight and understanding of the topics covered.

When considering selection of this unit, students need to be aware that it is a theory-based course with some practical components to develop and showcase the core principles.

Outdoor Education and Environmental Studies

This course focuses on students gaining an appreciation of the outdoors and the environmental issues arising from recreation in the natural environment. Students will experience challenging activities in a range of environments and will gain skills and knowledge for safe participation. This course is based on the concepts of experiential learning and knowledge. There is also a strong focus on aquatic activities and therefore relies on a **proficiency** in swimming. Designed to support a seamless transition into Year 11 & 12 VCE Outdoor and Environmental Studies – (both from a practical and theoretical setting), the practical component of this course includes:

- Snorkelling Sessions at local beaches;
- Rock Climbing (Indoor);
- Bushwalking Camp (two night / three day); and
- Surfing Day (single day)

When considering this unit, students and parents must be aware that activities will be carried out in all weather conditions and can be physically demanding and exhausting. Students must be committed to all practical activities **including the camp (compulsory)**.

Please note: This course involves an additional levy to cover costs.

VCE Units 1 and 2 Health and Human Development (Accelerated)

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Unit 1

Understanding Health and Wellbeing

This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts. Students consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. They look at measurable indicators of population health, and at data reflecting the health status of Australians. With a focus on youth, students enquire into reasons for variations and inequalities in health status, including sociocultural factors that contribute to variations in health behaviours.

Unit 2

Managing Health and Development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

In Units 1 and 2 a student's level of achievement will be determined by the school based on formal course work tasks and final examinations.

VCE Units 1 and 2 Physical Education (Accelerated)

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances and participation in physical activity.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education.

Unit 1

The Human Body in Motion

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2

Physical Activity, Sport and Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour.

VCE Units 1 and 2 Outdoor and Environmental Studies (Accelerated)

VCE Outdoor and Environmental Studies develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to, and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices.

The study enables students to make critically informed comments on outdoor environmental issues, including asking questions about environmental sustainability and human connections to Country, both past and present. Students are able to understand the importance of change to environmental health from human or natural influences.

Both passive and active outdoor experiences will provide essential means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans historically through to the modern day, and into the future.

Through its cross-disciplinary approach to studying outdoor environments, the study informs a range of future pathways, including formal study and involvement in areas where knowledge of, and interaction with, outdoor environments is central, such as natural resource management, nature-based tourism, conservation advocacy, outdoor leading and guiding, environmental research and policy, education and agriculture.

Unit 1

Connections with Outdoor Environments

This unit examines some of the ways in which Indigenous and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. With a focus on personal responses when experiencing outdoor environments, students explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2

Discovering Outdoor Environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. Students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments including areas where there is evidence of human intervention.

Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural

Languages

Italian Second Language

Ideally, students should have undertaken two semesters of Italian in Year 9, however, applications will be considered if this criterion has not been met.

In this year-long elective students will be encouraged to communicate in Italian and focus on linguistic structures, which they will need to be aware of when starting Units 1 and 2 at VCE. Topics include:

- friendships and relationships;
- environment and technology;
- travel and holidays; and
- work, education and the future.

Students use a variety of techniques to learn new language, such as problem-solving, reasoning, explaining and applying knowledge. They ask and answer questions in Italian. They devise and perform role plays and carry out research on the internet. They present their work in the form of brochures, media presentations, emails, diary entries and presentation to the class. Students begin to look at some of the text types that they will need to produce in VCE Italian.

VCE Units 1 & 2 Italian (Accelerated)

Students develop their language skills in new and challenging ways with the aim of making them effective communicators of the language. Course work is drawn on contemporary Italian culture and is developed through sources such as films, television programs, news, current affairs and music.

VCE Prerequisites: Italian is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. There are three prescribed themes for study in VCE Italian;

- The individual;
- The Italian-speaking communities; and
- The world around us (also known as the changing world).

These themes have a number of prescribed topics and suggested subtopics.

Unit 1

In this unit, students develop an understanding of the language and culture/s of Italian-speaking communities through the study of personal identity and lifestyles, the Italian cultural heritage and communication and media. The topics are studied from a range of sources in the context of the individual as well as the Italian speaking communities and the world around us.

Unit 2

This unit concentrates on the broader contexts of relationships, the influence of Science and Technology and living in an Italian community. Students are introduced to a wider range of vocabulary and grammatical structures which support more sophisticated communication.

Literature

Literature

This course provides interested students the opportunity to develop integral analytical and critical reading skills needed for the study of Literature at a Senior Level. Students will be introduced to texts of literary merit- both of classic and contemporary origin. Additionally, this course would provide students with the opportunity to experience a wide array of texts, authors and ideas and aims to support the creation of inquiring, critical and creative life-long learners.

Students will develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students will examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value.

Developing an understanding and appreciation of literature students will develop the ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure.

A range of multi-modal texts will be studied throughout this unit:

- Plays
- Film
- Short Story
- Novel
- Classic

English Language

The English Language elective will introduce students to the topic of how English developed over time, and the factors which make human communication unique. Students in this course will investigate key factors which influenced the development of the English language, including the historical development of English through important events. They will also study the nature of functions of human language, and the features which distinguish human communication from animal communication. Students will learn metalanguage to identify and describe language, and they will be introduced to some of the subsystems of language – phonetics and phonology, morphology and lexicology, and syntax.

Mathematics

Students must be enrolled in Pre-Methods in order to select either of the following electives.

Mathematical Methods Boost

This is a semester long elective that prepares students to take VCE Mathematical Methods Unit 1 & 2. This elective will involve further exploration and application of the mathematics that students cover in the Pre-Methods course, as well as some of the content from VCE Mathematics Methods. Major topics covered will be Algebra, Graphing and Circular Functions. The assessment of these topics will closely mirror the assessment style of VCE Mathematics, with a mixture of analysis tasks, tests and an end of semester examination. This elective is recommended for students wishing to study Mathematical Methods in VCE.

This is a semester long elective designed to provide students with an insight into the requirements for studying at the highly challenging Specialist Mathematics study. This elective will extend student knowledge beyond Y10 Pre-Methods and involve exploration of: Algebra, Functions and Calculus. The assessment of these topics will closely mirror the assessment style of VCE Mathematics, with a mixture of analysis tasks, tests and an end of semester examination. This elective is recommended for students wishing to study Specialist Mathematics in VCE.

Performing Arts

Drama – Creating Theatre

The prerequisite to this subject is either or both Year 7 and Year 9 Drama.

This subject is only offered for one Semester in Year 10. This may take place in either Semester 1 or 2.

The major highlight and assessment for this unit requires students to write and present an ensemble performance for a primary school audience. The other highlight is that students will attend a live professional theatre performance and complete analytical tasks in relation to this.

Course content will focus on the effective use of expressive skills through participating in practical workshops and activities to enhance character and storytelling through performance. Students reflect upon play-making processes and evaluate their work through a series of written responses. Students are also introduced to conventions of Theatre for Children as well as Naturalistic and Eclectic theatre styles, dramatic and stagecraft elements.

This subject may lead on to VCE Drama and/or VCE Theatre Studies.



VCE Unit 1 & Unit 2 Theatre Studies

Year 10 students may apply to do VCE Theatre Units 1 & 2.

The prerequisite to this subject if taken in Year 10 is Year 9 Drama, B+ average as well as an interview with a member of the Padua Performing Arts team.

VCE Theatre Studies Unit 1 & 2 take place sequentially across Semester 1 & 2.

Unit 1

History of Theatre Styles and Conventions pre-1945

This unit focuses on interpretation through the application of acting, direction and design (set, costume, props, costume, make-up, lighting, and sound) in relation to theatrical styles pre-1945. Students interpret play scripts from the pre-modern era of theatre, focusing on works created up to 1945 in both their written form and in performance. Styles may include Greek, Elizabethan, Commedia Dell Arte and Naturalism. Students also attend a live and professional performance for the purpose of developing analytical and evaluative skills.

Unit 2

Contemporary theatre styles and movements

This unit focuses on interpretation through the application of acting, direction and design (set, costume, props, costume, make-up, lighting, and sound) in relation to theatrical styles of the pre-modern era. Students interpret Contemporary theatre styles and movements, focusing on scripts created post 1945 in both their written form and in performance. Styles may include Theatre of the Absurd, Musical and Australian realism. Theatre. Students also attend a live and professional performance for the purpose of extending their analytical and evaluative skills.

Assessment: In Units 1 & 2 tasks and assessments are determined by the school

This subject leads to VCE Theatre Studies Unit 3 & 4.

Music

Students may choose to study Music for two semesters in Year 10.

Performance & Technology

‘Music –Performance & Technologies’ is a practical approach to developing the skills involved in the contemporary creation of music through the support of current technologies. Students can learn about: song writing, composition, arranging, performing and live sound.

Students will be involved not only in making and performing music but also with live music production within the school community including mixing live sound, stage preparation and basic recording techniques in the College recording studio.

This subject may lead can be chosen in conjunction with Year 10 Music Performance as well as VCE VET Music Unit 1 & 2.

The Performer

This subject is pre VCE pathway and is highly recommended for students intending to study Music Performance Units 1-4.

This Year 10 Music course is aimed at developing performance skills and musicianship in an engaging way relevant to student interests. A range of music styles and student tastes are catered for ranging from rock and contemporary to classical. There is a substantial practical component with students developing both band and solo performance skills.

Students choose the instrument that they would like to specialise in. There is also a component of music theory and analysis where students discover how a variety of styles of music are constructed.

This subject leads to VCE Music Performance Unit 1 & 2. It can be chosen in conjunction with Year 10 Performance & Technology or VCE VET Music Units 1 & 2.

VCE VET- Music Performance

Prerequisite B+ average Year 10 Students may apply for VCE VET Music Performance.

Prerequisite is preferably Year 9 Music. VCE VET Music may be undertaken in conjunction with Year 10 Performance & Technologies and Year 10 Music – The Performer.

To gain Certificate III students must complete Units 1-4 of this subject.

Certificate III in Music (Performance) CUA30920

Certificate III in Music provides the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include making a music demo, composing simple songs or musical pieces and preparing for performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

Music Units delivered may include:

Year 1 Unit 1 & 2

- Implement copyright arrangements.
- Work effectively in the music industry.
- Plan a career in the creative arts industries.
- Perform simple repertoire in ensembles.
- Make a music demo.
- Incorporate music technology into performances.

Structured Workplace Learning occurs on site through the implementation of Industry based workshop / incursions led by skilled industry-based participants.

Day/Time/Venue Padua College – Mornington Campus only

Entry Requirements - As this is an accelerated Year 11 subject entry requirements apply.

Pathways

TAFE

- Certificate IV Music Performance
- Diploma Music Performance Diploma Popular Music and Performance
- Diploma Music Industry (Business) University
- Bachelor of Arts (Music)
- Bachelor of Music Industry
- Bachelor of Music Performance

General

- Professional Musician
- Song writer
- Composer
- Arranger
- Copier
- Teacher



Philosophy: The Big Questions

Taking inspiration from Socrates' famous pronouncement "*The unexamined life is not worth living*", this course will encourage students to tackle some of the 'Big Questions' in our lives and in our world, such as:

- *How should I live? What is the good life?*
- *What is love?*
- *Is lying always wrong?*
- *Who are my friends? What makes a good friend?*
- *Do animals have rights? How should we treat animals?*
- *What would happen if there were no governments?*
- *Am I the same person I used to be? Who am I?*
- *Am I free?*
- *Is the world around us real?*
- *What is the difference between genuine science and pseudoscience?*
- *What is the difference between knowledge and belief?*

A variety of stimuli will be used to engage with these 'Big Questions', such as thought experiments and films (The Truman Show, iRobot etc). Students will be taught about the Community of Inquiry method which assists them to participate in group critical discussion. Students will keep a journal to demonstrate their ability to critically reflect on our class discussions, and there will be a focus on developing their ability to analyse and evaluate claims and beliefs.

Science

VCE Units 1 & 2 Psychology (Accelerated)

Unit 1

How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. Students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours. A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 2

How do external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways. A student practical investigation related to internal and external influences on behaviour is undertaken in this unit. The investigation draws on content from Area of Study 1 and/or Area of Study 2.

Technology

Café Cuisine

The Café Cuisine course explores the topics of coffee making, café-style food preparation and presentation, food safety, sustainability, sensory evaluation and the concepts of how to run a small business. Students gain an understanding in the importance of food safety regulations, correct hygiene practices and obtain a Food Handlers certificate to ensure safe food service. Students will also learn about different tea and coffee varieties, roasting methods and master the art of crafting the perfect espresso, cappuccino, and latte. The role of cafés in promoting sustainable choices will also be addressed. In addition to practical skills in plating, garnishing and food presentation, students will develop critical thinking skills in sensory analysis. Assessment includes creating food products, a variety of practical tasks and developing skills in evaluation.

Fashion

Students develop advanced skills in textiles production and explore and compare traditional and evolving characteristics of textiles products. Using the *Design Process* students investigate a range of materials, processes and techniques and consider issues such as sustainability, material qualities, functionality, and aesthetics. They explore creative solutions to a design brief for a denim skirt and prepare a folio with design options that clearly communicate their ideas through a variety of mediums. Students then select their preferred option for production. They produce a prototype and finished product which is evaluated using a range of assessment criteria.

Food Studies

In this course, students delve into the intricate world of food selection and preparation. The primary goal is within this course is to equip students with practical food skills, including food planning, evaluating, and enjoying food. By applying principles of nutrition, with a focus on Australian Dietary Guidelines, students will gain an insight into how food choices could impact obesity prevention and related lifestyle diseases. Additionally, the course emphasises sustainability and ethical food decisions, nurturing informed and discerning food citizens. Students explore key ingredients, food processes (such as bread making and food preservation), and engage in practical activities like comparative food testing, cooking, and dietary analysis. Overall, this course fosters a holistic understanding of food while promoting health, sustainability, and responsible choices. This course will lead into VCE Food Studies.

Horticulture and Garden Design

The subject provides the necessary preparation for students considering VCE Agriculture & Horticulture Units 1 to 4 and/or students interested in pursuing VCE VM, VPC or VET in a related trade area. The course has both practical and theoretical components.

The plan for this course is for students to study and investigate landscape design, project costing, plant selection, propagation techniques and graphical landscape drawing. It will also involve the planning, designing and maintenance of a food garden. Students may undertake visits to various local designer gardens and a range of horticulture producers on the Peninsula.

Topics studied may also include the changing landscape of the Mornington Peninsula, native garden design, animal husbandry and animal welfare.

VCE Units 1 & 2 Food Studies (Accelerated)

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

Unit 1

Food Origins

Students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students consider the influence of innovations, technologies and globalisation on food patterns. Throughout this unit they complete topical and contemporary practical activities to enhance, demonstrate and share their learning with others.

Unit 2

Food Makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Visual Arts

Students wishing to continue with any of the Visual Arts subjects in VCE are strongly advised to complete one or more of these subjects. These units lead on to VCE Art Creative Practice, Visual Communication Design, Media and Art Making and Exhibiting. Successful completion of this course may allow for acceleration to study VCE Unit's 3&4 Art Making and Exhibiting or Art Creative Practice in year 11. It is also valuable to students pursuing studies in Textiles.

Visual Arts is one of Australia's major industries and a vital part of community life. These courses provide the foundation to build a career in the Arts Industries and provides knowledge which is necessary for many varied tertiary courses.

Art

Year 10 Art offers the opportunity to build a body of artwork using methods such as drawing, painting, printmaking and photography. Students will use a range of traditional and contemporary media, materials, equipment and technologies. A Visual Arts journal will be used to record the development of ideas. Students will evaluate, reflect on, refine and justify their work's content, design, development and aesthetic choices.

In both creating and responding students engage with the language, practices and viewpoints of the arts, developing their visual arts knowledge and aesthetic expression.

Examples of learning activities:

- Exploring the characteristics and properties of darkroom and digital photographic techniques. Students produce an intaglio print
- Learning about acrylic painting techniques and produce their own painting.



3D Art (Pottery)

3D Art (Pottery) explores creative and complex opportunities for students to explore the traditional and contemporary world of art through the development and presentation of 3D artworks. Students will use a Visual Arts journal to record imaginative and innovative ways of generating ideas and manipulating art elements and principles to understand aesthetic qualities of art. The subject provides students with the scaffolding required to problem solve and discover different ways to represent ideas using a variety of mediums, some examples include:

- Students produce a clay sculpture;
- Students learn a variety of construction techniques;
- Students will analyse artists and their artworks;



Media Arts

Students will continue to use Media Arts to express themselves as citizens, consumers, creators and community members. Students will operate a range of technologies to produce media for specific purposes and audiences. They will experiment with different communications forms and make informed choices about the technologies they use to produce, distribute and access media. They will learn about some of the artistic, social, cultural, technological, economic and legal contexts in which media are produced.

Students will study narrative, codes and conventions, representation, audience and genres of a selected film text and a variety of short films, advertisements and animations. Students work collaboratively through the pre-production, production and post-production phases of their major film task in one of the following styles: short parody, commercial, narrative or music video.

Examples of learning activities:

- Script writing and story boarding;
- Film analysis, exploring the construction of narrative;
- Production exercises in film production and technologies; and
- A collaborative short film project.



Visual Communication Design - Architecture

In this unit, students are required to complete several set tasks which will extend their skills in drawing and design, with a focus on architectural design. They will be encouraged to develop creative concepts in response to a design brief and for a particular target audience. Through their folio, students should show extensive research and development of ideas, as well as exploration of materials, methods and media including manual and digital drawing. Emphasis is placed on the documentation of these stages of the design process in their folio, together with the final visual communication presentations. Examples of possible learning activities:

- Residential house floor plan.
- Technical drawing (perspective);
- Rendering of different materials to show form;
- Model making.



Visual Communication Design

Students are required to complete several set tasks which will extend their skills in drawing and design. They will be encouraged to develop creative concepts in response to a design brief and for a particular target audience. Through their folio students should show extensive research and development of ideas, as well as exploration of materials, methods and media including manual and digital drawing. Emphasis is placed on the documentation of these stages of the design process in their folio together with the final visual communication presentations.

Examples of possible learning activities:

- Logo design and brand identity;
- Technical drawing (perspective);
- Rendering of different materials to show form;
- Record Album cover design; and
- Architectural design.



VCE Units 1 & 2 Art Creative Practice (Accelerated)

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society.

Students must have a willingness to express their ideas, be self-motivated and creative in their artistic talents and have a passion for Art.

Unit 1

Interpreting artworks and exploring the Creative Practice

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and artforms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks.

Unit 2

Interpreting artworks and developing the Creative Practice

Students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks. Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks.

VCE Units 1 & 2 Art Making and Exhibiting – Photography (Accelerated)

Art Making and Exhibiting - Photography introduces students to the methods used to make artworks and how artworks are presented and exhibited. This subject has a photography focus.

Students explore, develop and refine the use of materials, techniques and processes to develop their knowledge and understanding of the ways artworks are made. They learn how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists. A strong focus is on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces, along with how they conserve and promote exhibitions.

Unit 1

Explore, expand and investigate

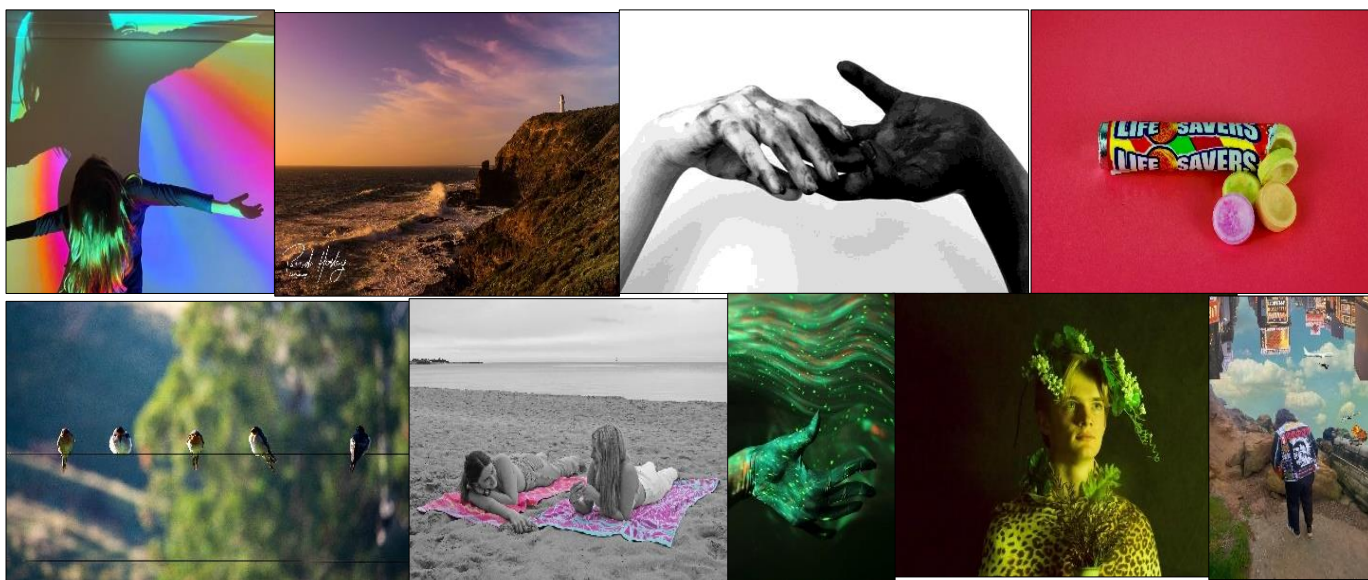
Students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Unit 2

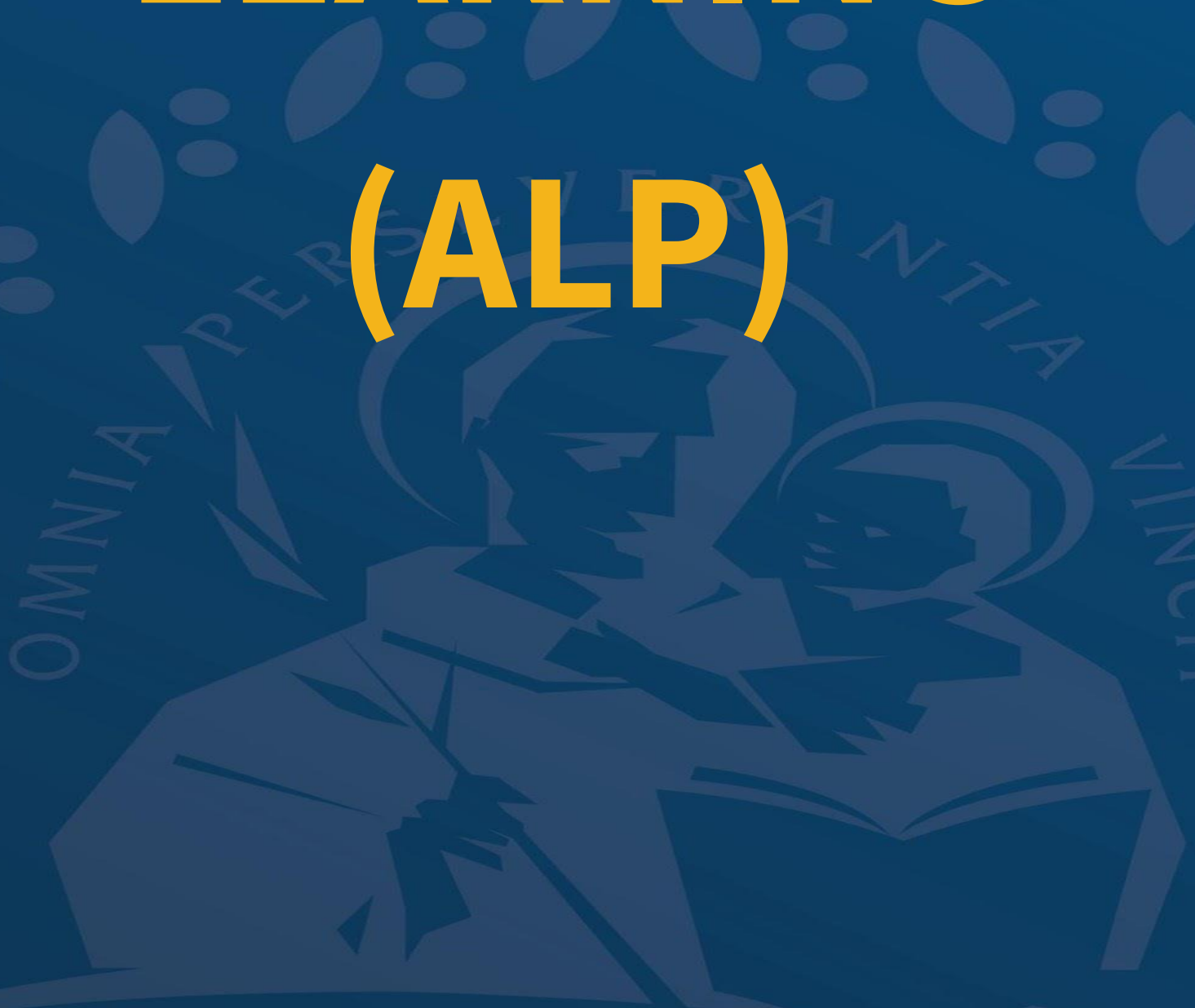
Understand, develop and resolve

Students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes. The planning and development of at least one finished artwork are documented in their Visual Arts journal



APPLIED LEARNING (ALP)



APPLIED LEARNING PROGRAM (ALP)

Students at Year 10 may choose to apply to take part in Year 10 ALP. ALP is our Applied Learning Program and has been created for students who want to begin full-time work when they leave high school; it is also designed to deliver projects and classwork in the context of 'real world' scenarios.

Students selected to undertake Year 10 ALP are eligible to enter VCE, VCE VM or VPC in Year 11.

Year 10 ALP consists of the following core subjects:

- ALP Literacy (2 units)
- ALP Personal Development Skills (2 units)
- Religious Education in Action (1 unit)
- Mathematics (2 units. Please note: students are allocated to a core Mathematics group – Pre-Methods, Pre-General, Numeracy or Pre-Foundation, based on their performance in Year 9)
- **One Unit** from Specialist Biology, Specialist Chemistry, Specialist Physics, Science, Commerce, History or Geography

Unlike other classes, at times the three ALP subjects are able to work collaboratively, share themes and build on common skills. This is possible as each subject engages with the same student group; this benefits ALP students by allowing them to apply the content learnt in a variety of contexts as well as engage with concepts in greater depth.

ALP Literacy

This course provides students with the opportunity to engage with the study of English in practical, real world contexts. Students in this program complete all curriculum requirements of Year 10 English - writing, reading, responding, speaking and listening. Students are encouraged to develop and refine skills necessary for the successful completion of school and life beyond. In addition, students will be taught to find connections between classroom skills and the workplace, with all tasks being connected to real world actions and activities.

A range of multi-modal text will be studied throughout this subject:

- Film;
- News-media;
- Song; and
- Text.

Religious Education in Action

The focus of Religious Education within ALP is twofold. The first is to raise awareness of the social justice issues within their local area and globally, whilst gaining knowledge of the core Catholic Social Teachings that support this. Students will be encouraged to plan a project that will assist their choice of a social justice issue. The second focus is to gain knowledge, empathy and understanding of key world religions by examining their similarities and differences using the guide of the '9 Aspects of Religion'. The students will gain research skills, work together cooperatively, and take part in practical activities that are designed to support and deepen the knowledge they are gaining;

- Social Justice;
- World Religions; and
- Collaborative action

Certificate II Active Volunteering

Project Ready is an experimental work readiness and personal development program. Project Ready has been designed to meet the needs of a wider range of students who have not identified a preferred career or vocational pathway or developed the work readiness skills required to successfully transition into further training or the workforce. Project Ready is a full-year VET program mapped against Certificate II in Active Volunteering.

Project Ready aims to support students by:

- Building 'groupness'; a safe group space where students feel comfortable to share and develop personally;
- Helping them discover their unique skills, strengths and passions in order to plan their career;
- Helping them understand possible training and work pathways through a range of career development and industry engagement activities;
- Introducing them to design thinking theory;
- Building self-worth and resilience through personal development activities, volunteering and community involvement;
- Improving their communication skills and teaching them workplace communication;
- Helping them understand how to work effectively with a diverse range of people;
- Teaching them work readiness skills, such as the job application process;
- Teaching them project development, enterprise and entrepreneurial skills;
- Teaching them Occupational Health and Safety skills;
- Facilitating work placement opportunities; and
- Training them in personal effectiveness; goal setting, stress management and mindfulness.



VOCATIONAL EDUCATION & TRAINING (VCE VET)



VOCATIONAL EDUCATION AND TRAINING (VCE VET)

Vocational Education and Training (VET) programs can be undertaken as part of Victorian Certificate of Education (VCE, the Victorian Certificate of Education Vocational Major (VCE VM) and the Victorian Pathways Certificate (VPC). A VET program remains an integral part of the two senior programs (VCE VM and VPC).

VET opens many future career opportunities in areas with increasing employment demands. For example, VET offers nationally recognised qualifications that create pathways to over 500 careers in a diverse range of industries including health, technology, engineering, food, science, construction, and IT.

The practical nature of VET allows a development of valuable skills and knowledge and providing the opportunity to apply them in the workplace. VET also develops employability skills. VET can make a valuable contribution to one's education and future.

Here are the top five differences between a VCE VET program and a VCE study or a VCE VM unit

An extra qualification - students can gain a nationally recognised VET qualification while undertaking your VCE, or VCE VM. Students receive the VET qualification from a Registered Training Organisation, such as a TAFE.

Connected to the workplace - VET qualifications give students industry exposure and experience in the workplace that reinforces their skills development. This connection also makes for a smooth transition between training and work.

Practical - VET can strengthen education by giving students the opportunity to gain practical skills and knowledge that complement VCE studies. For example, if a student wanted to be an engineer and they are studying VCE Physics and VCE Mathematical Methods, they can develop practical skills, technical knowledge and industry insight by doing VCE VET Engineering.

Units of competency - Units of competency are the building blocks that make up a VET qualification. Each unit of competency includes specific skills and knowledge.

Competency based assessment - VET students are assessed as 'competent' or 'not yet competent' in each unit of competency. To be assessed as competent, students must show a consistent application of skills and knowledge to the standard required in the workplace.

How does VET contribute to the VCE / VCE VM

Contribution to the VCE: Completion of a Unit 3 / 4 sequence with a Scored Assessment will contribute directly towards your ATAR – either as one of the best four studies (the primary four) or as the fifth or sixth study.

Block credit towards ATAR: Completion of a Unit 3 / 4 sequence that DOES NOT include a Scored Assessment will provide a Block Credit contribution of 10% of the lowest primary subject score as a fifth or sixth subject.

Credit towards VCE VM or VPC: On completion students will be eligible 2-4 credits towards a VCE VM program.

VET Qualifications

Schools are able to offer senior secondary students VET qualifications selected from the range of industry areas.

Successful completion of VET in a senior secondary program can provide students with:

- a VCE or VCE VM Certificate issued by the VCAA, and a VET certificate issued by a registered training organisation (RTO).
- two statements of results issued by the VCAA giving details of units completed in the VCE and units of competency/modules completed in the VET qualification.

- pathways into employment and/or further VET qualifications or training.
- workplace experience gained through structured workplace learning.

Students value VET because it:

- allows them to combine general and vocational studies which for many, provides a practical focus in a range of industry areas.
- provides direct experience of business and industry
- enables them to explore training in areas that will enhance their pathway choices.

Employers value VET because it:

- contributes to the development of entry level skills for their industry.
- provides students with a practical and focused introduction to workplace requirements.
- enhances the employability of students.
- enables industry to contribute to educational programs in schools.
- enables industry to participate in local community networks.

Structured Workplace Learning

Structured workplace learning provides students with the opportunity to integrate on-the-job experience with secondary study. It is delivered as part of either the:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Education Vocational Major (VCE VM)
- VCE Industry and Enterprise

It provides:

- enhanced skill development
- practical application of industry knowledge
- assessment of units of competency
- achievement of some learning outcomes for VCE studies or VE VM or VPC units
- enhanced employment opportunities

Click [here](#) for more information about Structured Workplace Learning (SWL) and [here](#) to learn more about Structured Workplace Learning Recognition.

VCE / VET Application Process

1. Students **express an interest** in studying a VCE VET program as part of their subject selection which closes on **Friday 26 July 2024**.
2. Following subject selection and dependent on course availability, you will receive VET course enrolment information and you will be asked to pay a \$150 deposit. Applications for VCE VET 2025 will **open Monday 12 August 2024** and **close 9 Sept 2024**.
3. Once the RTO (Registered Training Organisation) has confirmed acceptance of your enrolment into their course, you will receive confirmation outlining the start date, and other relevant information. Enrolments with Chisholm Institute are confirmed by the end of Term 4.

Should an RTO be unable to offer you a place in their course, the deposit will be refunded.

Please note -

- Majority of VCE VET programs are for a 2-year duration.
- All VCE VET programs incur an extra cost.
- All students need to make their own travel arrangements.
- Classes are dependent on numbers.
- This will form a part of student's elective program and may include a VCE VET support class.
- Parents may need to supply additional items for example, hard steel toed boots, work pants, etc.
- Some VCE VET programs offered at Padua College may run outside of school hours.

Animal Studies

Certificate II in Animal Studies (Accelerated)

The aim of the course is to provide the basic skills and knowledge to become an animal carer. It will assist the student in making an informed decision as to whether to pursue a career within the animal industry.

Animal Studies Units delivered over the two years may include: 1st Year & 2nd Year

- Participate in workplace health & safety processes
- Work in the animal care industry
- Participate in workplace communications
- Complete animal care hygiene routines
- Feed and water animals
- Participate in environmentally sustainable work practices
- Provide information on companion animals, products and services
- Assist in the health care of animals
- Provide basic first aid for animals
- Provide basic care of mammals
- Provide enrichment for animals
- Provide first aid



Day/Time/Venue Padua College

Block classes and timetable classes depending on enrolments and may run after school.

What to bring Students are required to wear appropriate clothes and footwear for working with animals.

Further Study

- Certificate III in Captive Animals
- Certificate IV in VCE Veterinary Nursing
- Diploma of Animal Technology
- Companion Animal Trainer / behaviourist

This VCE VET program is one of the prerequisite qualifications for entry to the Certificate IV in Veterinary Nursing.

Building and Construction

Certificate II in Building and Construction (Carpentry) 22338VIC (Accelerated)

This program will provide students the knowledge and skills to enhance their employment prospects in the building and construction industry. On successful completion of the VCE VET program, students have achieved the pre-apprenticeship certificate, comprising of core and some stream specific modules.

Building and Constructions units delivered over the two years may include: 1st Year & 2nd Year

- Work effectively and sustainably in the construction industry
- Conduct workplace communication
- Carry out measurements and calculations
- Apply basic levelling procedures
- Apply OHS requirements, policies and procedures
- Prepare to work safely in the construction industry
- Provide basic emergency life support
- Prepare for work in the construction industry
- Interpret and apply basic plans and drawings
- Erect and safely use working platforms
- Identify and handle carpentry tools and equipment
- Perform basic setting out
- Construct basic sub-floor
- Construct basic wall frames
- Construct a basic roof frame
- Install basic external cladding
- Install basic window and door frames
- Install interior fixings
- Carry out basic demolition of timber structures
- Construct basic formwork for concreting

Venue Block classes dependent upon enrolments and may run after school.

Further Study

Certificate III in Carpentry
Certificate III in Shop Fitting
Certificate IV in Building & Construction
Diploma of Building & Construction
Advanced Diploma of Building Design

Business

Certificate III in Business

This two-year program provides foundational skills and knowledge needed to start a career in the Business world. Students work towards competence in a wide range of general information and communications including critical thinking.

Training and Employment outcomes:

- Administrative Officer
- Secretary
- Accounts Clerk
- Customer Service Officer
- Data Entry Administrator

Business units delivered during the first year of this program include:

- Organise and complete daily work activities
- Communicate in the workplace
- Contribute to health and safety of self and others
- Create and use spreadsheets
- Participate in environmentally sustainable work practices
- Process and maintain workplace information
- Produce simple word-processed documents
- Use business technology
- Work effectively in a business environment
- Work effectively with others
- Write routine workplace texts
- An additional annual cost is liable for all VET programs.

Contribution to VCE / VCE VM :

- On completion of the program students are eligible for credits towards their VCE, including a Unit 3-4 sequence.
- Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject.

Community Services

Certificate III Community Services

Designed for students with an interest to pursue a career in the community services sector, such as in social welfare or community development. For students who have good communication skills and a willingness to help people. This entry-level community services course is a great starting point to prepare them for work in the community.

Students will learn about advocacy, community development, client needs assessment, teamwork, support group activities and administration. These skills will set them up with the skills needed to work in the community services sector. When completed the course, students may gain credit towards their VCE.

Cookery

Certificate II in Cookery

This two-year program offers students training to work in kitchens. Students will develop a range of food preparation and cookery skills to prepare menu items.

Learning Areas include:

- Work Health and Safety
- Hygiene Practices
- Food Preparation
- Basic Cookery skills
- Teamwork

Training and employment outcomes:

- Catering assistant
- Sandwich Hand
- Breakfast Cook
- Fast Food Cook
- Kitchenhand

Possible career outcomes

- Community Health Support Worker
- Youth Support Worker
- Case Support Worker
- Residential Support Worker
- Volunteer Co-ordinator
- Neighbourhood Centre Manager



Early Childhood Education & Care

Certificate III in Early Childhood

Students will take their first steps into the world of early childhood and as a childcare support worker with the nationally accredited Certificate III in Early Childhood Education and Care. They will learn to provide safe, nurturing and inclusive education and care for children in a fun and playful setting. Early Childhood educators work in long day care centres, community care centres, family day care pre-schools or kindergartens. Students will learn practical skills in areas such as first aid; work health and safety (WHS) processes; effective interaction with children; nutritional food provision; childhood development; sustainable practices; appropriate care for babies and children up to 5 years; and responding to young people at risk.

The CHC Training Package stipulates Mandatory Workplace Requirements (MWR) to achieve some of the qualifications and some of the units of competency available in the VCE VET Community Services program. The Certificate III in Early Childhood Education and Care qualification requires the individual to undertake a total of **at least 160 hours** of work in a regulated children's education and care service in Australia. These hours can be done at any time during the course.

Electrotechnology

Electrotechnology Career Start Certificate II

This Certificate offers students a chance to develop competencies for a work entry program providing grounding in safety, and basic skills and knowledge for work in any electrotechnology industry.

This course is designed to introduce the electrical / electronic industries in areas such as air-conditioning, electrical, refrigeration, or instrumentation.

It enables you to develop broad based competencies in a range of electrotechnology fields such as lighting, general power, fire protection and security, robotics, instrumentation, optical data and voice systems, electrical motors and control systems.

It also enables you to make more informed choices in the selection of vocational career paths and gain a recognised credential and credits for further training as an apprentice or trainee in the electrotechnology industry.

This course requires at least Year 10 mathematical knowledge and is not recommended if you find mathematics at this level challenging.

Music

VCE VET Music Performance

Prerequisite B+ average Year 10 Students may apply for VCE VET Music PERFORMANCE.

Prerequisite is preferably Year 9 Music. VCE VET Music may be undertaken in conjunction with Year 10 Performance & Technologies and 10 Music – The Performer.

To gain the Certificate III students must complete units 1-4 of this subject.

Certificate III in Music CUA30920 (Performance)

Certificate III in Music provides the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include making a music demo, composing simple songs or musical pieces and preparing for performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

Music Units delivered may include:

Year 1 Unit 1 & 2

- Implement copyright arrangements;
 - Work effectively in the music industry;
 - Plan a career in the creative arts industries;
- Perform simple repertoire in ensembles;
 - Make a music demo; and
 - Incorporate music technology into performances.

Structured Workplace Learning occurs on site through the implementation of Industry based workshop / incursions led by skilled industry-based participants.

Day/Time/Venue Padua College – Mornington Campus only. Classes are in the timetable.

Pathways -	
<p>TAFE</p> <ul style="list-style-type: none"> • Certificate IV Music Performance • Diploma Music Performance Diploma Popular Music and Performance • Diploma Music Industry (Business) University • Bachelor of Arts (Music) • Bachelor of Music Industry • Bachelor of Music Performance 	<p>GENERAL</p> <ul style="list-style-type: none"> • Professional Musician • Song writer • Composer • Arranger • Copier • Teacher

Please note: This course involves an additional levy to cover costs.

Certificate III in Music Industry (Performance) CUA30915 (Accelerated)

Certificate III in Music provides the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include making a music demo, composing simple songs or musical pieces and preparing for performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

Music Units delivered may include:

Year 1

- Implement copyright arrangements
- Work effectively in the music industry
- Contribute to health and safety of others
- Apply knowledge of style and genre to music industry practice
- Develop ensemble skills for playing or singing music
- Compose simple songs or musical pieces

Year 2

- (Choose group or solo)
- Develop technical skills in performance
- Develop improvisation skills
- Prepare for performances
- Develop & maintain stagecraft skills
- Choose one Unit from the following: Perform Music as part of a Group Perform Music as a Soloist

Recognition of two units at Units 1 and 2 level and at least one Units 3 and 4 sequence. Students who are able to undertake further training to complete additional specialisations in the Certificate III in Music Industry qualification may be eligible for further credit at Units 3 and 4 level.

TAFE <ul style="list-style-type: none"> • Certificate IV Music Performance • Diploma Music Performance Diploma Popular Music and Performance • Diploma Music Industry (Business) University <ul style="list-style-type: none"> • Bachelor of Arts (Music) • Bachelor of Music Industry • Bachelor of Music Performance 	General <ul style="list-style-type: none"> • Professional Musician • Song writer • Composer • Arranger • Copier • Teacher
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Sport Recreation & Aquatics

Certificate III Sport Recreation & Aquatics (Accelerated)

Accelerated Program designed to achieve VCE 3/4 sequence in Year 11 and is delivered through IVET Institute RTO 40548. (College policy for entry to accelerated programs may apply)

Students will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop a comprehensive understanding of the Sport and Recreation industry.

SPORT & RECREATION Units delivered over the two years may include:

1st Year <ul style="list-style-type: none"> • Organise personal work priorities and development • Provide first aid • Use social media tools for collaboration and management • Conduct non-instructional sport, fitness or recreation sessions • Provide quality service • Respond to emergency situations • Book athlete travel and accommodation • Participate in conditioning for sport 	2nd Year <ul style="list-style-type: none"> • Participate in WHS hazard identification, risk assessment and risk control • Facilitate groups • Plan and conduct programs • Educate user groups • Conduct coaching sessions with foundation level participants
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Venue Padua College 1st Year – Year 10's in timetable 2nd Year – Year 11's in timetable

Completion of the VCE VET Sport and Recreation program leads to the award of a qualification that articulates to further qualifications within the Sport and Recreation Training packages listed below:

Pool lifeguard After school sports programs Sports retail Sport and Recreation attendant	Recreation officer Sports trainer Leisure services officer Swim teacher
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SUBJECT SELECTION PROCESS

During the Aspireg program and eXcel, all Year 9 students participated in a range of careers activities that raised awareness to identify their strengths, skills and interest. The activities included:

- Online careers testing;
- Research classes looking at possible career opportunities and courses which will lead to this career and future job prospects; and
- Presentations from Learning and Teaching Leaders with specific information about each subject on offer.

These activities exposed students with a bank of information to ensure they are selecting courses aligned to their strengths and interests. Together with the new initiative "*Course Recommendations*" it is hoped that students make an informed decision for Year 10 to commence 2025 smoothly.

STEP 1 – YEAR 9 INTO YEAR 10 EDUCATION, CAREERS & TRAINING EXPO (ECAT) – WEDNESDAY 26 JUNE 2024.

In the lead up to subject selections, the Education, Careers & Training Expo night is an important event for students and parents to attend. Staff from TAFE, universities, private colleges, training companies and Defence Force provide information and advice to attendees.

Students will receive important information on Padua College subject areas and login details for the Subject Selection Online web-based subject selection process.

STEP 2 – SUBJECT SELECTION ONLINE, WEBSITE OPENS- MONDAY 22 JULY 2024.

Following on from the Information Evening students may login to the Subject Selection Online (SSO) website from 22 July 2024 and commence their selections for 2025. Students will be emailed login details.

STEP 3 – SUBJECT SELECTION ONLINE, WEBSITE CLOSES – 9AM FRIDAY 26 JULY 2024

All applications need to be submitted electronically by **FRIDAY 26 JULY 2024**.

Students who miss this important Subject Selection deadline will be placed at the end of subject entry queues and risk missing out on their desired subjects (Timetabling decisions commence as soon as SSO closes and is based on the generated data).

IMPORTANT SUBJECT SELECTION CONSIDERATIONS

1. Whilst the College intends to offer all studies listed in this guide for 2025, the provision of studies and programs is subject to viable student numbers and timetabling constraints. Please note that there is a **MINIMUM CLASS SIZE** required for a class to be run.
2. Only ONE accelerated subject can be chosen for inclusion on the 2025 timetable - either ONE VCE Unit 1 & 2 subject **OR** ONE VCE VET subject. Students must meet the selection criteria for a VET program. All offers are subject to availability.
3. It cannot be assumed that students will receive all of their requested studies. Given timetabling constraints, in some instances subject combinations may not be viable. In these cases, students and their parent/guardians will be advised and given a chance to reassess their selections.



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