



ST PATRICK'S COLLEGE

VCE SUBJECT INFORMATION

2026

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01 INTRODUCTION

St Patrick's College strives to ensure the best possible educational outcomes for its students. The College views education as both holistic, and formative; we encourage students to participate fully and apply their best effort to all dimensions of the educational process – spiritual, academic, social, emotional, and physical. All students in Years 11 and 12 at St Patrick's College have two main pathways:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Education – Vocational Major (VCE-VM)

Students who complete their work requirements and demonstrate learning in each outcome, with the appropriate subject sequences, will receive their VCE or VCE-VM. This booklet has been prepared for students entering Year 11 and 12 at St Patrick's College, to guide them in making an informed decision about the subjects that they choose to study.

UNDERSTANDING THE VCE

The Victorian Curriculum and Assessment Authority (VCAA) has accredited over 90 studies or subjects in the VCE. Each school decides which studies it is able to offer and the timetable for delivering them. Most VCE studies have four units, but students are not required to undertake all four units (although, this is highly recommended).

- Each VCE unit lasts for one semester (approximately 18 weeks).
- Units 1 & 2 are usually attempted in Year 11
- Units 3 & 4, which are more advanced, are usually attempted in Year 12

Students can undertake Units 1 & 2 as single units, however, they must take Units 3 & 4 together as a sequence in the same year

WHAT REQUIREMENTS MUST I MEET TO GET MY VCE?

The following rules for satisfactory completion apply from 2024:

- A student must have a satisfactory result (S) for a minimum of 16 units
- At least three units from the English Group, two of which must be a Unit 3–4 sequence, and
- At least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met
- At St Patrick's, students can select from VCE English Units 3/4, VCE English Language Units 3/4, VCE Literature Units 3/4 and VCE English as an Additional Language (EAL) Units 3/4 to meet the English requirement
- Any English Units 3 and 4 sequence will be counted in the Australian Tertiary Admission Rank (ATAR), but no more than two will be allowed in the primary four
- Any number of approved Vocational Education and Training (VET) units may be included in the 16 units
- Once students have met these minimum requirements there are no restrictions on the rest of the studies they choose. In selecting subjects it is important that students consider their future pathways and any prerequisite subjects that may be required.

When it comes to subject selection, it is critical that a student selects and completes subjects that they enjoy and find motivating. This is the greatest indicator of future success; a significant amount of time and effort will go into every subject, and intrinsic motivation will be the greatest driver in student

VCE SUBJECT SELECTION PLANNER

SUBJECT	YEAR 11 - UNITS 1 & 2	YEAR 12 - UNITS 3 & 4
RELIGIOUS EDUCATION <ul style="list-style-type: none"> compulsory select one in each year 	<ul style="list-style-type: none"> VCE Religion & Society VCE Texts & Traditions 	<ul style="list-style-type: none"> NON-VCE RE VCE Religion & Society VCE Texts & Traditions
ENGLISH <ul style="list-style-type: none"> compulsory (min. 3 units) select one in each year 	<ul style="list-style-type: none"> VM Literacy (recommended for VCE-VM students only) VCE English VCE English Language VCE Literature VCE English as an Additional Language (EAL)* 	<ul style="list-style-type: none"> VM Literacy (recommended for VCE-VM students only) VCE English VCE English Language VCE Literature VCE English as an Additional Language (EAL)*
VCE ELECTIVE <ul style="list-style-type: none"> compulsory 	-----	-----
VCE ELECTIVE <ul style="list-style-type: none"> compulsory 	-----	-----
VCE ELECTIVE <ul style="list-style-type: none"> compulsory 	-----	-----
VCE ELECTIVE <ul style="list-style-type: none"> compulsory 	-----	-----
VCE ELECTIVE <ul style="list-style-type: none"> compulsory typically used as a Study session in year 12 	-----	<ul style="list-style-type: none"> Study Session

*VCE English as an Additional Language (EAL) is only for students whose first language is not English.



UNDERSTANDING VCE ACCELERATION

Acceleration allows high-achieving students to study VCE subjects earlier than usual, giving them the opportunity to challenge themselves academically and potentially broaden their future study options. The College's main focus is always the wellbeing and academic progress of each student, ensuring that acceleration is only offered when it is in the student's best interests and can be managed alongside their other studies.

A summary of the process and general selection criteria are provided here. However, it is essential the [full policy](#) is read via the College website as there is further information and selection criteria specific to each faculty area that may affect your available options.

Application & Consultation

- Acceleration is not automatic and must be clearly in the student's best interest.
- Students participate in a thorough consultation process involving the Head of Academic Enrichment and Extension (AE&E), Head of Senior School, Heads of Faculty, current subject teachers, parents, and the student.
- Students interested in acceleration must read and meet the requirements of the [full policy](#) including faculty specific requirements and complete the online [Expression of Interest form](#).
- Students and their parents or caregivers attend a Subject Selection interview in Week 2, Term 3. At the interview, they discuss their acceleration plans with the Head of AE&E.

Evidence & Testing

- Students must display evidence of a history of strong academic performance, effort and readiness for advanced study.
- Students complete an, 'off level test', subject-specific testing above their current year level.
- Tests assess readiness, particularly in vocabulary, writing, and subject-specific skills to assess their skills and preparedness at a higher level.
- The test is marked by a VCE-level subject specialist to ensure accurate assessment of the student's readiness.

Approval & Monitoring

- The College reviews all evidence and test results before making a decision.
- If approved, the student's progress is closely monitored each semester to ensure they are coping well and maintaining high achievement across all subjects.
- Support is provided as needed, and acceleration may be discontinued at the end of a semester if it is no longer in the student's best interest.

VCE ACCELERATION REQUIREMENTS

Acceleration is best suited to students who are already excelling in a related subject area. For this reason, the following criteria applies.

For one Accelerated Subject:

- 80% or above average across all Semester 1 subjects.
- 80% or above in the subject to be accelerated (or a similar subject).
- 80% or above in off-level testing for the subject.
- 80% or above in either any English (excluding Foundation English) or Mathematics (excluding Foundation Mathematics), depending on the subject area.

For Accelerated VET Subjects (Year 10 students):

- Strong academic achievement in all subjects and in the subject(s) to be accelerated.
- Consistent effort, positive work habits, and good social behaviour from Years 7–9.
- Prior work experience (if applicable).
- Interview with relevant coordinators and faculty.

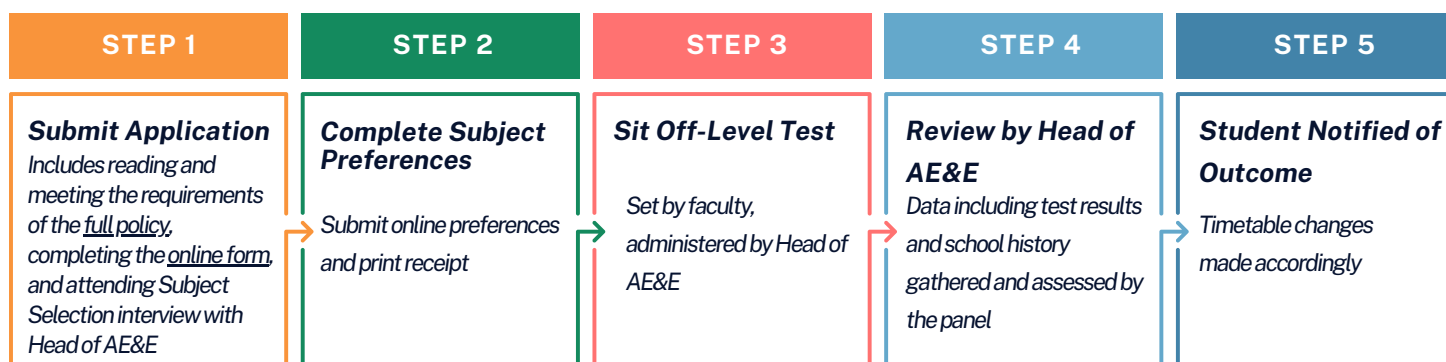


For Two Accelerated Subjects:

- 90% or above average across all Semester 1 subjects.
- 90% or above in the subjects to be accelerated (or similar subjects).
- 90% or above in off-level testing for those subjects.
- 90% or above in either any English or Mathematics (excluding Foundation levels), depending on the subject area.

This process ensures that acceleration is carefully considered, evidence-based, and always prioritises the student's wellbeing and academic success. Please contact Kathryn Fraser Head of Academic Enrichment and Extension with any specific acceleration questions.

The Acceleration Process



02

RELIGIOUS EDUCATION

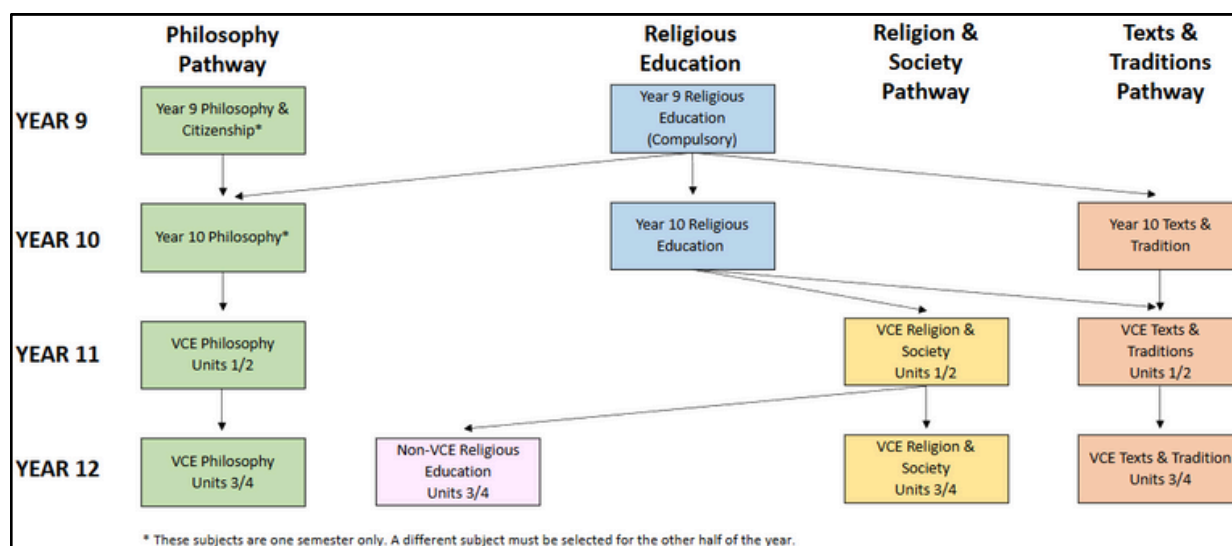
WHY STUDY A RELIGIOUS EDUCATION SUBJECT?

Religious Education plays a vital role in shaping students not just academically, but spiritually, morally and socially. Religious Education is especially important at St Patrick's College as it helps develop:

- **Faith and Identity:** helping students explore and deepen their understanding of the Catholic faith, fostering a sense of identity, purpose, and belonging within the Edmund Rice tradition.
- **Values and Ethics:** encouraging reflection on moral and ethical issues, promoting compassion, justice, and respect — core values of the Gospel and the Edmund Rice ethos.
- **Critical Thinking:** challenging students to think deeply about life's big questions — meaning, suffering, hope, and human dignity — developing their ability to reason, empathize, and engage in respectful dialogue.
- **Social Responsibility:** inspiring through the example of Blessed Edmund Rice, helping to motivate students to act for peace, equity, and the common good, both locally and globally.
- **Cultural and Interfaith Understanding:** In a diverse world, RE fosters appreciation for different beliefs and traditions, encouraging respectful engagement and global citizenship.

RELIGIOUS EDUCATION PATHWAYS

At SPC, students are required to undertake a Religious Education class each year. The diagram below shows the natural progression of each subject. Some changes are possible throughout the journey; however, these should only be made in consultation with your teacher.



VCE UNITS 1 & 2 PHILOSOPHY

FULL YEAR

What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and informed responses.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit One – Existence, knowledge and reasoning • Unit Two – Questions of value <ul style="list-style-type: none"> ◦ Ethics and moral philosophy ◦ Further problems in value theory ◦ Techniques of philosophical inquiry
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Philosophy <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>In this subject, students will be assessed by:</p> <ul style="list-style-type: none"> • An essay • A written analysis • Short-answer responses • A written reflection • Presentations (oral, multimedia) • A dialogue (oral, written) • A research task • End of Semester Exam
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Philosophy teacher • Head of RE Faculty - Mr Mitchell Leviston

VCE UNITS 1 & 2 RELIGION AND SOCIETY

ONE SEMESTER

In this unit, students study various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

Content Overview	In this subject, students will cover: <ul style="list-style-type: none"> Unit One – The role of religion in society Unit Two – Religion and Ethics
Future Study Pathways	Next year options: <ul style="list-style-type: none"> VCE Units 3 & 4 Religion and Society Year 12 Non-VCE Religious Education Year 12 Non-VCE Religious Education – Liturgical Music After school options: <ul style="list-style-type: none"> TAFE University
Types of Assessment	This subject will be assessed by: <ul style="list-style-type: none"> Report in multimedia format Debates Identification exercises Analytical exercises Oral presentations Interviews Annotated charts Flow charts Essays Tests Written exercises End of Semester Exam
Further Information	For further information about this subject, please contact: <ul style="list-style-type: none"> Your Year 10 RE teacher Head of RE Faculty - Mr Mitchell Leviston

VCE UNITS 1 & 2 TEXTS & TRADITIONS

FULL YEAR

In this unit students study the three worlds of the text, the world in front of the text, the world behind the text and the world of the text. What was going on at the time the text was written, what was the author's intent and how does the text affect us today. Students study each of the four Gospels with the worlds of the text as a focus.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Sacred texts in the past • Sacred texts today • Comparing religious traditions
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Texts and Traditions • Year 12 Non-VCE Religious Education • Year 12 Non-VCE Religious Education – Liturgical Music <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Exegetical essays • Extended responses • Reports • Presentations • End of Semester Exams
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Mrs Ingrid Perkins (Texts and Traditions VCE teacher) • Head of RE Faculty - Mr Mitchell Leviston

YEAR 12 NON-VCE RELIGIOUS EDUCATION - LITURGICAL MUSIC

FULL YEAR

The liturgical music class is aimed at students who have an interest in music. The study will focus on all aspects of liturgical music, especially singing. The first part of the school year will be taken up with learning the various types of songs that are used in the liturgies that take place though out the school year. The aim of this is to then be in a position to perform these songs at each of the Masses as they arrive during the year. This will comprise the majority of the assessment, with 75% of the course being taken up with attendance and participation in the College masses.

Content Overview	In this subject, students will cover: <ul style="list-style-type: none"> • Gregorian chant • Contemporary liturgical music • Choral singing • History of music in liturgy
Future Study Pathways	After school options include: <ul style="list-style-type: none"> • Further studies in Liturgy and/or music • University
Types of Assessment	This subject will be assessed by: <ul style="list-style-type: none"> • Student performances all six major College masses: <ul style="list-style-type: none"> ◦ St Patrick's Day ◦ Edmund Rice Day ◦ St Mary of the Cross Feast Day ◦ Final school Mass ◦ Mother's Day Mass ◦ Father's Day Mass. • Class Presentation
Further Information	For further information about this subject, please contact: <ul style="list-style-type: none"> • Head of RE Faculty - Mr Mitchell Leviston

YEAR 12 NON-VCE RELIGIOUS EDUCATION

FULL YEAR

Year 12 Religious Education (Non-VCE) is a subject that can only be studied by Year 12 students. It requires students to participate in a series of workshops designed to inform, form and transform them by engaging students with the intellectual, ethical, and spiritual richness of the Catholic tradition.

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

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Living as a Christian today • Imaging God • Religious Pilgrimages • The Human Search for Meaning <p>At the end of this group of studies, students will be able to:</p> <ul style="list-style-type: none"> • Identify and analyse contemporary social justice issues • Describe how still and moving images can be used to further understanding of the notion of the Kingdom of God • Explore justice issues facing our world today investigate their causes, the associated problems and their impact on humankind • Draw on Scripture and Church documents to explore the Christian response to contemporary social justice issues • Explore vocation, especially what it means to live and work as a Christian in today's world, in the light of sacred scripture and the Catholic tradition
Future Study Pathways	<p>After school options include:</p> <ul style="list-style-type: none"> • Further Catholic studies • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Production of a visual diary • Written reflection on personal exploration of spirituality • Analysis and presentation on social justice issues in Australia • Film analysis and research task • Development of a personal mission statement
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 RE teacher • Head of RE Faculty - Mr Mitchell Leviston

VCE UNITS 3 & 4 PHILOSOPHY

FULL YEAR

What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life?

In this subject, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live and use their understandings to inform a reasoned response to contemporary debates.

Content Overview	In this subject, students will cover: <ul style="list-style-type: none"> Unit Three – Minds, Bodies and persons Unit Four – The good life
Future Study Pathways	After school options include: <ul style="list-style-type: none"> University - studies in sociology, social sciences and history Further Catholic Studies
Types of Assessment	This subject will be assessed by: <ul style="list-style-type: none"> School assessed coursework – 50% of total study score. This includes assessments such as: <ul style="list-style-type: none"> An essay A written analysis Short-answer responses A written reflection Presentations (oral, multimedia) A dialogue (oral, written) VCAA Exam – 50% of total study score
Further Information	For further information about this subject, please contact: <ul style="list-style-type: none"> Your VCE Philosophy teacher Head of RE Faculty - Mr Mitchell Leviston

VCE UNITS 3 & 4 RELIGION AND SOCIETY

FULL YEAR

In Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or religious denominations in societies where multiple worldviews coexist and consider the experiences of members as those members engage with their religious tradition individually and communally. This study respects and encourages an open and objective inquiry, without partiality towards any one religion.

Content Overview	In this subject, students will cover: <ul style="list-style-type: none"> Unit Three – The search for meaning Unit Four – Religion, challenge and change
Future Study Pathways	After school options include: <ul style="list-style-type: none"> University - studies in sociology, social sciences and history Further Catholic studies
Types of Assessment	This subject will be assessed by: <ul style="list-style-type: none"> Unit 3 school-assessed coursework – 25% of total study score Unit 4 school-assessed coursework – 25% of total study score VCAA Exam – 50% of total study score
Further Information	For further information about this subject, please contact: <ul style="list-style-type: none"> Your VCE Religion and Society teacher Head of RE Faculty - Mr Mitchell Leviston

VCE UNITS 3 & 4 TEXTS AND TRADITIONS

FULL YEAR

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, this study focuses on the original contexts of sacred texts and examines their literary characteristics.

Content Overview	In this subject, students will cover: <ul style="list-style-type: none"> • Texts in traditions • Texts in society • Texts and the early tradition • Texts and their teachings
Prerequisites	None, however, it is strongly recommended that students selecting this subject have completed VCE Units 1 & 2 Texts and Traditions
Future Study Pathways	After school options include: <ul style="list-style-type: none"> • University - studies in Literature, Law and History • Further Catholic studies
Types of Assessment	This subject will be assessed by: <ul style="list-style-type: none"> • School-assessed coursework – 50% of total study score. This will be made up of: <ul style="list-style-type: none"> ◦ An exegetical essay ◦ Extended responses ◦ A report ◦ Short-answer questions ◦ A textual commentary • VCAA Exam – 50% of total study score
Further Information	For further information about this subject, please contact: <ul style="list-style-type: none"> • Your VCE Religion and Society teacher • Head of RE Faculty - Mr Mitchell Leviston

03

ENGLISH

WHY STUDY AN ENGLISH SUBJECT?

Studying English in secondary school is vital because it builds strong communication skills — reading, writing, speaking, and listening — that are essential in all areas of life. It helps students express ideas clearly, understand complex texts, and think critically about information.

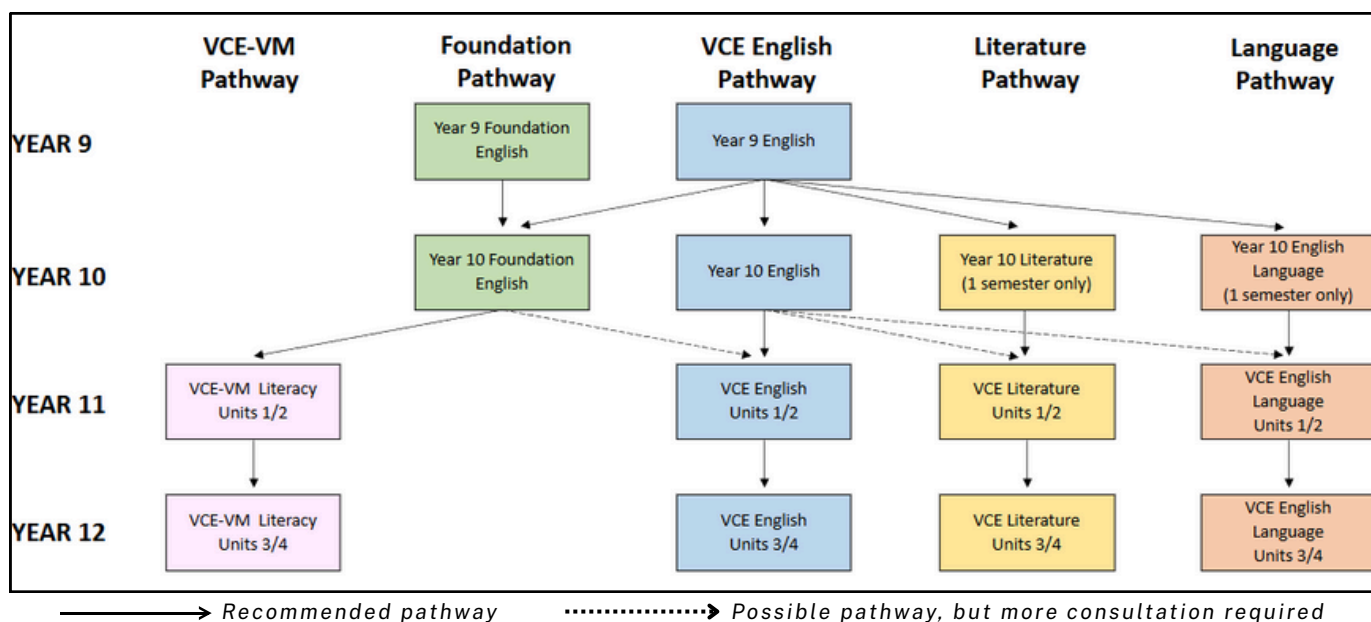
English also fosters creativity and empathy through literature, allowing students to explore diverse perspectives and cultures. These skills are crucial for success in further education, the workplace, and everyday interactions.



Whether writing a resume, analysing a news article, or participating in a discussion, a solid foundation in English empowers students to engage confidently and effectively with the world.

ENGLISH PATHWAYS

The diagram below shows the natural progression of each subject. Some changes are possible throughout the journey; however, these should only be made in consultation with your teacher.



VCE UNITS 1 & 2 ENGLISH LANGUAGE

FULL YEAR

English Language is the study of how the language of texts is constructed for specific purposes. English Language focuses on contemporary texts that surround us each day. It looks at the purpose of a piece of text and what clues we are given to determine this. Students consider how the author has presented their information and how they are coding this information for their specific audience.

English Language suits those boys who have mathematical strengths or are considering subjects such as Psychology.

Content Overview	<p>The areas of study for Unit 1 English Language are:</p> <ul style="list-style-type: none"> • The nature and functions of language: <ul style="list-style-type: none"> ◦ various functions that language performs in Australia & other contexts ◦ the properties that distinguish human communication as unique ◦ how meaning is conveyed through key modes of writing and speaking • Language Acquisition: <ul style="list-style-type: none"> ◦ the developmental stages of language acquisition. ◦ linguistic theories of language acquisition ◦ similarities and differences between first and additional-language acquisition <p>The areas of study for Unit 2 English Language are:</p> <ul style="list-style-type: none"> • English Across Time: <ul style="list-style-type: none"> ◦ Examine the changes that have occurred in English over time. ◦ Investigate the factors of language change. ◦ Consider relationships between languages and what 'standard' or 'correct' language is. • Englishes in Contact: <ul style="list-style-type: none"> ◦ Consider the effects of global spread of English and cultural consequences of language contact ◦ Factors that have contributed to the spread of English and the resulting features of English-based language across cultures.
Prerequisites	None. However, completion of Year 10 English Language and/or strong performance in Year 10 English is strongly advised.
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 English Language <p>After school options</p> <ul style="list-style-type: none"> • University – English is a prerequisite for many courses
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Class work • Assessment tasks • End of Semester exam
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 English teacher or Year 10 English Language teacher. • Head of English Faculty – Mr Liam Young

VCE UNITS 1 & 2 LITERATURE

FULL YEAR

Literature suits those students who are well read, insightful and confident writers. It will appeal to students who love to read and who love to find meaning in texts.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students discover and experiment with a variety of interpretations in order to develop their own responses.

Content Overview	<p>The areas of study for Unit 1 Literature are:</p> <ul style="list-style-type: none"> • Reading Practices: <ul style="list-style-type: none"> ◦ A close analysis of selected texts, both poetry and prose, to consider how language, structure and stylistic choices are used in different literary forms and types of text, and how points of view, experiences and contexts shape their own and others' interpretations of text. • Exploration of literary movements and genres: <ul style="list-style-type: none"> ◦ A creative response to a selection of texts, exploring texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. <p>The areas of study for Unit 2 Literature are:</p> <ul style="list-style-type: none"> • Voices of Country: <ul style="list-style-type: none"> ◦ An examination and analytical response to representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices perspectives that explore and challenge assumptions arising from colonisation. • The text in its context: <ul style="list-style-type: none"> ◦ In this area of study students focus on the text and its historical, social, and cultural context. They then respond to these contexts by writing both creatively and through a close analysis.
Prerequisites	None. However, strong performance in Year 10 English or completion of Year 10 Literature is strongly advised.
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Literature <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University – English is a prerequisite for many courses
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Class work • Assessment tasks • End of Semester exam
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 English or Literature teacher • Head of English Faculty – Mr Liam Young

VCE UNITS 1 & 2 ENGLISH AS AN ADDITIONAL LANGUAGE FULL YEAR

English as an Additional Language (EAL) may only be studied by students for whom English is not their home language.

The Units 1 & 2 EAL course is closely aligned with Units 1 & 2 English, with similar areas of study, assessments and key knowledge requirements. However, the EAL course does differ in some ways, such as the following:

- *The curriculum allows for more explicit teaching of language and metalanguage, including spelling, vocabulary, grammar and discourse areas.*
- *The curriculum allows more time and support for EAL students to plan and to produce written outcomes and to read English texts.*
- *Students in EAL are assessed according to different criteria.*

Content Overview	<p>The areas of study for Unit 1 English as an Additional Language are:</p> <ul style="list-style-type: none"> • Reading and Exploring Text: <ul style="list-style-type: none"> ◦ Closely analysing the key messages and author intent within a text ◦ Developing an analytical response that includes a personal connection to the ideas presented. • Crafting Texts <ul style="list-style-type: none"> ◦ Exploring a broad idea and then breaking this into specific elements ◦ Exploring ideas and reading mentor texts associated with those specific ideas, but also that represent excellent examples of writing. ◦ Crafting one's own pieces of writing and being able to explain authorial intent about the construction of these pieces and any inspiration taken from the mentor texts. <p>The areas of study for Unit 2 English as an Additional Language are:</p> <ul style="list-style-type: none"> • Reading and Exploring Texts: <ul style="list-style-type: none"> ◦ Inferential reading and analysis of how texts are constructed. ◦ Developing an analytical response applying appropriate metalanguage, and integrating evidence • Exploring Argument: <ul style="list-style-type: none"> ◦ Analysing how arguments are developed and delivered and how language and visuals influence audiences. ◦ The crafting of an opinion piece which is orally presented.
Prerequisites	<p>This subject is only applicable to students who meet the following VCAA criteria:</p> <ul style="list-style-type: none"> • Category 1 – Students from non-English speaking backgrounds • Category 2 – Students who are deaf or hard of hearing
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 English as an Additional Language
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Class work • Assessment tasks • End of Semester exam
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 teacher or EAL teacher • Head of English Faculty – Mr Liam Young

VCE UNITS 1 & 2 ENGLISH

FULL YEAR

Units 1 & 2 English are taught according to the VCAA study design, which contains a range of areas of study, each with their own key skills and knowledge requirements. The study of Units 1 & 2 English empowers students to read, write, speak and listen in different contexts. Through engagement with texts drawn from a range of times, cultures, forms and genres, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses. VCE Units 1 & 2 English is the most general English study and suits most students as English classes in Years 7-10 predominantly follow this type of English.

Content Overview	<p>The areas of study for Unit 1 English are:</p> <ul style="list-style-type: none"> • Reading and Exploring Texts: <ul style="list-style-type: none"> ◦ Closely analysing the key messages and author intent within a text ◦ Developing an analytical response that includes a personal connection to the ideas presented. • Crafting Texts <ul style="list-style-type: none"> ◦ Exploring a broad idea and then breaking this into specific elements ◦ Reading mentor texts associated with the specific ideas ◦ Crafting one's own pieces of writing <p>The areas of study for Unit 2 English are:</p> <ul style="list-style-type: none"> • Reading and Exploring Texts: <ul style="list-style-type: none"> ◦ Inferential reading and analysis of how texts are constructed to influence audiences. ◦ Developing an analytical response applying appropriate metalanguage, and integrating evidence • Exploring Argument: <ul style="list-style-type: none"> ◦ Analysing how arguments are developed and delivered and how language and visuals influence audiences. ◦ The crafting of an opinion piece which is orally presented
Prerequisites	N/A
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 English <p>After school options</p> <ul style="list-style-type: none"> • University – English is a prerequisite for many courses • TAFE
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Class work • Assessment tasks • End of Semester exam
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 teacher • Head of English Faculty – Mr Liam Young

VCE UNITS 3 & 4 ENGLISH LANGUAGE

FULL YEAR

English Language is the study of how the language of texts is constructed for specific purposes. English Language focuses on contemporary texts that surround us each day. It looks at the purpose of a piece of text and what clues we are given to determine this. Students consider how the author has presented their information and how they are coding this information for their specific audience.

English Language suits those boys who have a contemporary understanding of the world, who have mathematical strengths or who are considering subjects such as Psychology. If Units 1 & 2 English Language have not been completed, a meeting with the Head of English needs to occur, and extensive holiday homework is required to build knowledge and skills necessary for Unit 3 & 4.

Content Overview	<p>The areas of study for Unit 3 English Language are:</p> <ul style="list-style-type: none"> • Informality: <ul style="list-style-type: none"> ◦ Identify the function and analyse the features of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange influences language. ◦ Studying the way speakers and writers utilise repertoire of language to vary the style of their language to suit particular purposes. • Formality: <ul style="list-style-type: none"> ◦ Examining the situational and cultural contexts determine whether people use formal language and in which mode they choose to communicate. ◦ Identify the function and analyse the features of formal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange influences language. <p>The areas of study for Unit 4 English Language are:</p> <ul style="list-style-type: none"> • Language variation in Australian society: <ul style="list-style-type: none"> ◦ Examine the range of language varieties that exist in contemporary Australian society and the role of those varieties in contributing to an increasingly contested national identity. ◦ Explore how global contact, influence of modern technologies and other social changes are contemporary shaping English in Australian society. • Individual and group identities: <ul style="list-style-type: none"> ◦ Focus on the role of language in reflecting, imposing, negotiating and conveying individual and group identities. ◦ Examine overt and covert prestige in speech communities and the associated societal attitudes.
Prerequisites	None, however, VCE Units 1 & 2 English Language is highly recommended.
Future Study Pathways	<p>After school options</p> <ul style="list-style-type: none"> • University – An English study score of over 25 is a prerequisite for many courses
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 – Class work & Assessment tasks – 25% of overall study score • Unit 4 – Class work & Assessment tasks – 25% of overall study score • VCAA Exam – 50% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 English Language teacher • Head of English Faculty – Mr Liam Young

VCE UNITS 3 & 4 LITERATURE

FULL YEAR

Literature suits those students who are well read, insightful and confident writers. It will appeal to students who love to read and who love to find meaning in texts.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students discover and experiment with a variety of interpretations in order to develop their own responses.

If Units 1 & 2 Literature have not been completed, a meeting with the Head of English needs to occur, and extensive holiday homework is required to build knowledge and skills necessary for Unit 3 & 4.

Content Overview	<p>The areas of study for Unit 3 Literature are:</p> <ul style="list-style-type: none"> • Adaptations and transformations: <ul style="list-style-type: none"> ◦ A close analysis study of the text. ◦ A comparative essay of the original and the adaptation. • Developing Interpretations: <ul style="list-style-type: none"> ◦ A close analysis of the text. ◦ An essay applying a reading as supplied in a supplementary reading. <p>The areas of study for Unit 4 Literature are:</p> <ul style="list-style-type: none"> • Creative responses to texts: <ul style="list-style-type: none"> ◦ A close analysis of the text. ◦ A creative response. • Close analysis of texts: <ul style="list-style-type: none"> ◦ A close analysis of the text.
Prerequisites	None, however, it is strongly recommended that students selecting this subject have completed VCE Units 1 & 2 Literature.
Future Study Pathways	<p>After school options</p> <ul style="list-style-type: none"> • University – An English study score of over 25 is a prerequisite for many courses
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 – Class work & Assessment tasks – 25% of overall study score • Unit 4 – Class work & Assessment tasks – 25% of overall study score • VCAA Exam – 50% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 Literature teacher • Head of English Faculty – Mr Liam Young

VCE UNITS 3 & 4 ENGLISH AS AN ADDITIONAL LANGUAGE FULL YEAR

English as an Additional Language (EAL) may only be studied by students for whom English is not their home language.

The Units 3 & 4 EAL course is closely aligned with Units 3 & 4 English, with similar areas of study, assessments and key knowledge requirements. However, the EAL course does differ in some ways, such as the following:

- *The curriculum allows for more explicit teaching of language and metalanguage, including spelling, vocabulary, grammar and discourse areas.*
- *The curriculum allows more time and support for EAL students to plan and to produce written outcomes and to read English texts.*
- *Students in EAL are assessed according to different criteria.*

Content Overview	<p>The areas of study for Unit 3 English as an Additional Language are:</p> <ul style="list-style-type: none"> • Reading and Responding to Texts: <ul style="list-style-type: none"> ◦ Closely analysing the key messages and author intent within a text ◦ Developing an analytical response to the ideas, concerns and values presented. • Creating Texts <ul style="list-style-type: none"> ◦ Exploring a broad idea and then breaking this into specific elements ◦ Reading mentor texts associated with the specific ideas but also that represent excellent examples of writing ◦ Creating one's own pieces of writing and being able to explain authorial choices about the construction of these pieces and any inspiration taken from the mentor texts. <p>The areas of study for Unit 4 English as an Additional Language are:</p> <ul style="list-style-type: none"> • Reading and Responding to Texts: <ul style="list-style-type: none"> ◦ Inferential reading and analysis of how texts are constructed to influence audiences. ◦ Developing an analytical response to the explicit and implicit ideas, concerns and values presented. • Analysing Argument: <ul style="list-style-type: none"> ◦ Analysing how arguments are developed and delivered and how language and visuals influence audiences. ◦ The crafting of an opinion piece which is orally presented.
Prerequisites	<ul style="list-style-type: none"> • The subject is only applicable to students who meet the VCAA EAL criteria. • VCE Units 1 & 2 English as an Additional Language (EAL) is highly recommended.
Future Study Pathways	<p>After school options</p> <ul style="list-style-type: none"> • University – An English study score of over 25 is a prerequisite for many courses
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Units 3 & 4 class work & assessment tasks – 50% of overall study score • VCAA Exam – 50% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 English/EAL teacher • Head of English Faculty – Mr Liam Young

VCE UNITS 3 & 4 ENGLISH

FULL YEAR

Units 3 & 4 English are taught according to the VCAA study design, which contains a range of areas of study, each with their own key skills and knowledge requirements. The study of Units 3 & 4 English empowers students to read, write, speak and listen in different contexts. Through engagement with texts drawn from a range of times, cultures, forms and genres, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

VCE Units 3 & 4 English is the most general English study and suits the majority of students. In most cases, students who study Units 3 & 4 English would have studied Units 1 & 2 English in the previous year.

Content Overview	<p>The areas of study for Unit 3 English are:</p> <ul style="list-style-type: none"> • Reading and Responding to Texts: <ul style="list-style-type: none"> • Closely analysing the key messages and author intent within a text • Developing an analytical response to the ideas, concerns & values presented. • Creating Texts <ul style="list-style-type: none"> • Exploring a broad idea and then breaking this into specific elements • Reading mentor texts associated with the specific ideas but also that represent excellent examples of writing • Creating one's own pieces of writing and being able to explain authorial choices about the construction of these pieces and any inspiration taken from the mentor texts. <p>The areas of study for Unit 4 English are:</p> <ul style="list-style-type: none"> • Reading and Responding to Texts: <ul style="list-style-type: none"> • Inferential reading and analysis of how texts are constructed. • Developing an analytical response to the explicit and implicit ideas, concerns and values presented. • Analysing Argument: <ul style="list-style-type: none"> • Analysing how arguments are developed and delivered and how language and visuals influence audiences. • The crafting of an opinion piece which is orally presented
Prerequisites	None, however, VCE Units 1 & 2 English is strongly recommended. At least ONE satisfactory unit from a Unit 1/2 English is required to continue with Units 3 & 4.
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • University – an English study score of 25+ is a prerequisite for many courses • TAFE
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Units 3 & 4 class work & assessment tasks – 50% of overall study score • VCAA Exam – 50% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 English teacher • Head of English Faculty – Mr Liam Young

04

MATHEMATICS

WHY STUDY A MATHEMATICS SUBJECT?

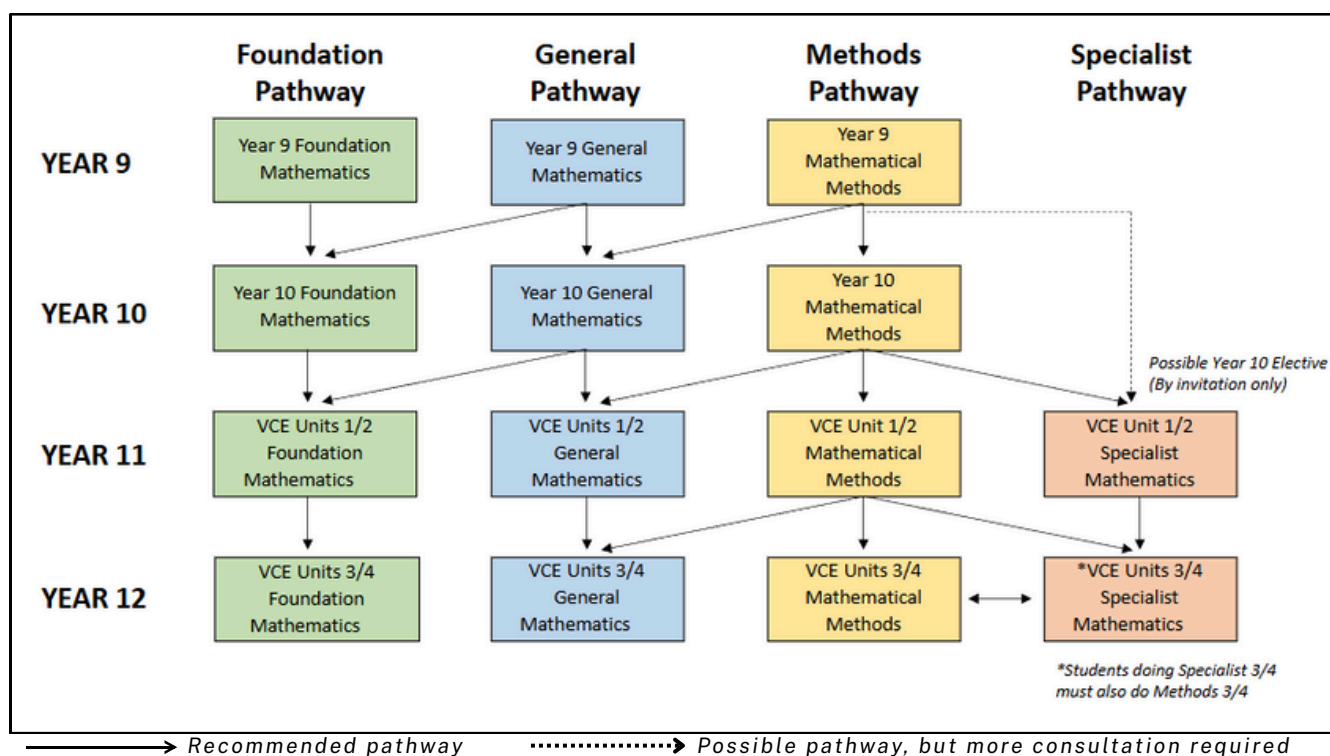
The study of Mathematics is compulsory until the end of Year 10 as it is widely recognised by parents, employer groups and government bodies as an essential part of any school education. Mathematics studies at St Patrick's College are designed to provide access to worthwhile and challenging mathematical learning in a way that considers the needs and aspirations of a wide range of students. Studying mathematics at secondary school is crucial as it develops critical thinking and problem-solving skills. It lays the foundation for understanding complex concepts in science, technology, engineering, and economics.



Mathematics enhances logical reasoning and analytical abilities, which are essential for everyday decision-making and various careers. It also fosters perseverance and attention to detail. Moreover, math education promotes financial literacy, helping students manage personal finances more effectively.

MATHEMATICS PATHWAYS

The diagram below shows the natural progression of each subject. Some changes are possible throughout the journey; however, these should only be made in consultation with your teacher.



VCE UNITS 1 & 2 FOUNDATION MATHEMATICS

FULL YEAR

VCE Units 1 & 2 Foundation Mathematics focuses on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for VCE Units 3 & 4 Foundation Mathematics and contain assumed knowledge and skills for these units.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Algebra, Number & Structure <ul style="list-style-type: none"> ◦ Number & Percentages ◦ Algebra • Data Analysis, Probability & Statistics <ul style="list-style-type: none"> ◦ Data Analysis • Discrete Mathematics <ul style="list-style-type: none"> ◦ Managing Money ◦ Spending & Borrowing Money • Space & Measurement <ul style="list-style-type: none"> ◦ Measurement
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Mathematics – Foundation <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University – many courses require Mathematics – General (or Methods) as a prerequisite
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Classwork • Investigation Tasks • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Mathematics teacher • Head of Mathematics Faculty - Mr Steven Biggin

VCE UNITS 1 & 2 GENERAL MATHEMATICS

FULL YEAR

VCE Units 1 & 2 General Mathematics is seen as the standard level of mathematics at year 11. It provides students with the skills necessary for the mathematics that we face in our day-to-day lives. This subject has been developed - with input from university providers with a broad range of university course requirements in mind - to provide the mathematics needed for students entering a wide range of university courses. As seen below in the content overview, there is still some algebraic competency required, but this is much less than required for Mathematical Methods and Specialist Mathematics. General Mathematics caters for a range of student interests, providing preparation for the study of VCE Units 3 & 4 General at Year 12 level.

<p>Content Overview</p>	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Data analysis, probability and statistics <ul style="list-style-type: none"> ◦ Investigating and comparing data sets ◦ Relationships between two or more variables • Algebra, number and structure <ul style="list-style-type: none"> ◦ Sequences of numbers ◦ Financial mathematics • Functions, relations and graphs <ul style="list-style-type: none"> ◦ Linear functions ◦ Graphing ◦ Working with equations • Discrete mathematics <ul style="list-style-type: none"> ◦ Matrices ◦ Networks • Space and measurement <ul style="list-style-type: none"> ◦ Calculating perimeter, area, volume ◦ Converting measurements ◦ Trigonometry
<p>Future Study Pathways</p>	<p>Next year options</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Mathematics – Foundation • VCE Units 3 & 4 Mathematics – General <p>After school options</p> <ul style="list-style-type: none"> • TAFE • University - many courses require Mathematics – General (or Methods) as a prerequisite
<p>Types of Assessment</p>	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Class work • Topic tests • Assignments • End of Semester Assessments
<p>Further Information</p>	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Mathematics teacher • Head of Mathematics Faculty - Mr Steven Biggin

VCE UNITS 1 & 2 MATHEMATICAL METHODS

FULL YEAR

VCE Units 1 & 2 Mathematical Methods provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes in many situations with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Functions, Relations and Graphs <ul style="list-style-type: none"> ◦ Quadratics ◦ Gallery of Graphs ◦ Functions & Relations ◦ Exponentials and Logarithms ◦ Circular Functions • Algebra, Number & Structure <ul style="list-style-type: none"> ◦ Polynomials • Calculus <ul style="list-style-type: none"> ◦ Transformations ◦ Differentiation ◦ Integration
Prerequisites	None, however, it is strongly advised that students have completed Year 10 Mathematics - Methods
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Mathematics – General • VCE Units 3 & 4 Mathematics – Methods <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University - many courses require Mathematics – General or Methods as a prerequisite
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Classwork • Topic Tests • End of Semester exams
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Mathematics teacher • Head of Mathematics Faculty - Mr Steven Biggin

VCE UNITS 1 & 2 SPECIALIST MATHEMATICS

FULL YEAR

VCE Units 1 & 2 Specialist Mathematics provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. As algebra is instrumental in much of the content of this subject, students should have developed strong algebraic skills and achieved very good to excellent results in Year 9/10 Mathematics – Methods. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. Please note: this subject must be done in conjunction with Mathematics – Methods.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Algebra, Number & Structure <ul style="list-style-type: none"> ◦ Algebra ◦ Logic & Proofs ◦ Complex Numbers • Discrete Mathematics <ul style="list-style-type: none"> ◦ Sequences & Series ◦ Combinatorics • Data Analysis, Probability & Statistics <ul style="list-style-type: none"> ◦ Statistics • Space & Measurement <ul style="list-style-type: none"> ◦ Trigonometry ◦ Vectors in a Plane • Functions, Relations & Graphs <ul style="list-style-type: none"> ◦ Graphing Functions & Relations
Prerequisites	Students may only select this subject if they are also doing VCE Units 1 & 2 Mathematics – Methods or for students accelerating into this subject, they must be doing Year 10 Mathematics – Methods.
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Mathematics – General • VCE Units 3 & 4 Mathematics – Methods • VCE Units 3 & 4 Mathematics – Specialist <p>After school options:</p> <ul style="list-style-type: none"> • University - many courses require Mathematics – General, Methods and/or Specialist as a prerequisite
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Classwork • Topic Tests • End of Semester exams
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 9 or 10 Mathematics teacher • Head of Mathematics Faculty - Mr Steven Biggin

VCE UNITS 3 & 4 FOUNDATION MATHEMATICS

FULL YEAR

Units 3 and 4 Foundation Mathematics focuses on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, algebra, algorithms, measures, equations and graphs, with and without the use of technology.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Algebra, Number & Structure <ul style="list-style-type: none"> ◦ Equations • Data Analysis, Probability & Statistics <ul style="list-style-type: none"> ◦ Data Analysis ◦ Probability ◦ Statistics • Discrete Mathematics <ul style="list-style-type: none"> ◦ Financial ◦ Consumer Maths • Space & Measurement <ul style="list-style-type: none"> ◦ Space ◦ Measurement
Prerequisites	N/A
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University – many courses require Mathematics as a prerequisite, however Foundation does not typically satisfy this
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 School Assessed Coursework – 40% of total study score • Unit 4 School Assessed Coursework – 20% of total study score • VCAA Exam – 40% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 Mathematics teacher • Head of Mathematics Faculty - Mr Steven Biggin

VCE UNITS 3 & 4 GENERAL MATHEMATICS

FULL YEAR

VCE Units 3 & 4 General Mathematics focuses on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. General Mathematics is typically seen as the "standard" level of mathematics for Year 12. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Data Analysis <ul style="list-style-type: none"> ◦ Data Analysis • Discrete Mathematics <ul style="list-style-type: none"> ◦ Financial Recursion ◦ Matrices ◦ Network
Prerequisites	None. This subject may be undertaken in Year 11 by students who have studied Year 10 Mathematics - Methods and/or VCE Unit 1 & 2 Specialist Mathematics to a high standard.
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University – many courses require Mathematics – General (or Methods) as a prerequisite
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 School Assessed Coursework – 24% of total study score • Unit 4 School Assessed Coursework – 16% of total study score • VCAA Exam 1 (Multiple Choice) – 30% of total study score • VCAA Exam 2 (Short Answer) – 30% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 or 11 Mathematics teacher • Head of Mathematics Faculty - Mr Steven Biggin

VCE UNITS 3 & 4 MATHEMATICAL METHODS

FULL YEAR

Units 3 & 4 Mathematical Methods extends the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

This unit is designed to equip students to undertake Mathematics at a tertiary level. As algebra is instrumental in much of the content of this subject, students should have developed strong algebraic skills and achieved very good to excellent results in VCE Units 1 & 2 Specialist Mathematics and/or Units 1 & 2 Mathematical Methods.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Data Analysis, Probability & Statistics <ul style="list-style-type: none"> ◦ Discrete & Continuous random variables • Algebra, Number & Structure <ul style="list-style-type: none"> ◦ Algebra • Calculus <ul style="list-style-type: none"> ◦ Calculus • Functions, Relations & Graphs <ul style="list-style-type: none"> ◦ Functions, Relations & Graphs
Prerequisites	None, however, it is strongly recommended that students selecting this subject have completed VCE Units 1 & 2 Mathematics - Methods
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • University - many courses require Mathematics – General, Methods or Specialist as a prerequisite
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 School Assessed Coursework – 20% of total study score • Unit 4 School Assessed Coursework – 20% of total study score • VCAA Exam 1 (non-calculator) – 20% of total study score • VCAA Exam 2 (calculator) – 40% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 Mathematics teacher • Head of Mathematics Faculty - Mr Steven Biggin

VCE UNITS 3 & 4 SPECIALIST MATHEMATICS

FULL YEAR

Specialist Mathematics is recommended for students intending to study mathematics, science, computing or engineering based university subjects. A high level of mathematics is essential in our rapidly changing and technologically advanced world.

Units 3 & 4 Specialist Mathematics assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 & 2; the key knowledge and key skills from Specialist Mathematics Units 1 & 2; and concurrent study or previous completion of Mathematical Methods Units 3 & 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 & 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Discrete Mathematics <ul style="list-style-type: none"> ◦ Logic and Proof • Functions, Relations & Graphs <ul style="list-style-type: none"> ◦ Rational Functions ◦ Quotient Functions • Algebra, Number & Structure <ul style="list-style-type: none"> ◦ Complex Numbers • Calculus <ul style="list-style-type: none"> ◦ Differential calculus and integral calculus ◦ Kinematics – rectilinear motion • Space & Measurement <ul style="list-style-type: none"> ◦ Vectors • Data Analysis, Probability & Statistics <ul style="list-style-type: none"> ◦ Distribution of linear combinations of random variables ◦ Distribution of the sample mean ◦ Confidence intervals
Prerequisites	<p>Students in this subject must:</p> <ul style="list-style-type: none"> • Have completed VCE Units 1 & 2 Specialist Mathematics • Also be enrolled in VCE Units 3 & 4 Mathematics - Methods
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • University - many courses require Mathematics – General, Methods or Specialist as a prerequisite
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 School Assessed Coursework – 20% of total study score • Unit 4 School Assessed Coursework – 20% of total study score • VCAA Exam 1 (non-calculator) – 20% of total study score • VCAA Exam 2 (calculator) – 40% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 Mathematics teacher • Head of Mathematics Faculty - Mr Steven Biggin

05

SCIENCE

WHY STUDY A SCIENCE SUBJECT?

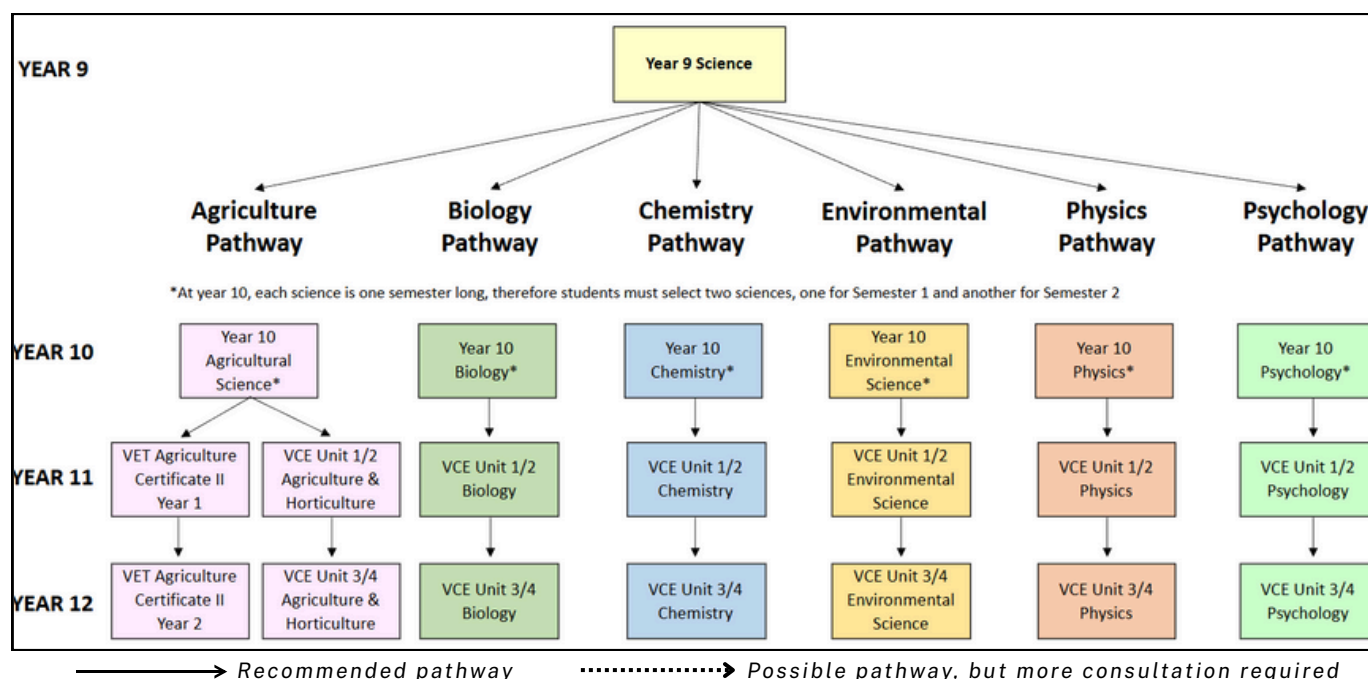
Studying science in secondary school is important because it helps students understand the world around them through observation, experimentation, and evidence-based reasoning. It nurtures curiosity, critical thinking, and problem-solving skills, which are essential in everyday life and many careers. Science education also prepares students for future opportunities in medicine, engineering, environmental studies, and technology. It encourages informed decision-making on global issues like climate change, health, and sustainability.



By learning scientific principles, students become more capable of evaluating information, thinking logically, and contributing meaningfully to society. At SPC students at year 10 and beyond have the opportunity to experience a variety of different sciences depending on their particular interests.

SCIENCE PATHWAYS

The diagram below shows the natural progression of each subject. Some changes are possible throughout the journey; however, these should only be made in consultation with your teacher. It is important to note that each of the sciences at Year 10 are semester-based subjects and students will be required to select two different sciences, one for each semester. In Year 11, the subject runs for the full year and students have the choice of which one (or two) they would like to do.



VCE UNITS 1 & 2 AGRICULTURAL AND HORTICULTURAL STUDIES

FULL YEAR

Throughout Unit 1 Agricultural and Horticultural studies students will examine the current and emerging agricultural industries – both within Australia and globally. From here students will then review the development of the agricultural industry from Indigenous practices through to the management of current stock and crop options prominent in Australia. Students will also look at niche Agricultural industries – such as Hydroponics – and the inputs and outputs required to sustainability run these practices. In Unit 2 students focus on the optimisation of plant and animal growth within an agricultural context. Students will look at the influence that chemical additives can have on a farm – including the use of pesticides and herbicides. Students will design crop rotations based on the optimisation of soil health, and the changing climactic conditions in Australia. Students will then review how principles of animal welfare and field management can be used to optimise the growth of stock in a farming context.

Content Overview	<p>In Unit 1, students will study:</p> <ul style="list-style-type: none"> • Food and Fibre Industries • Indigenous Farming Practices • Soil Maintenance • Hydroponics and Aquaponics <p>In Unit 2, students will study:</p> <ul style="list-style-type: none"> • Additives in Agricultural Optimisation • Influence of Climate Change on Agriculture • Intensive and Extensive Farming Practices • Optimisation of stock yields
Prerequisites	It is recommended that students complete Year 10 Agricultural Science however this is not a formal prerequisite for VCE Units 1 & 2 Agricultural and Horticultural Studies.
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Agricultural and Horticultural Studies <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>Agricultural and Horticultural Studies includes the following assessments:</p> <ul style="list-style-type: none"> • Topic Tests • Case Studies • Practical Reports • Self-Designed Investigations • Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <p>Your Year 10 Science Teacher Head of Science Faculty - Mr. James Russell</p>

VCE UNITS 1 & 2 BIOLOGY

FULL YEAR

In Unit 1 Biology students examine cellular structures and processes. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment within a narrow range of values for factors including temperature, blood glucose and water balance.

Within Unit 2 Biology students review the current scientific understanding and applications of genetics. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts, and predict outcomes of genetic crosses. They explore the relationship between genes, the environment, and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive, and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined. Throughout Unit 1 & 2 Biology students also undertake self-designed research and practical elements, aimed at the refinement of key science skills.

Content Overview	<p>In Unit 1, students will study:</p> <ul style="list-style-type: none"> Cellular structure and function Cell Cycle (Growth, Death and Replication) Regulation of Biological Systems Functioning Systems (Eukaryotic) <p>In Unit 2, students will study:</p> <ul style="list-style-type: none"> Chromosomes and Genomes Genotypes and Phenotypes Patterns of Inheritance Reproductive Strategies (Prokaryotic and Eukaryotic) Adaptations and Diversity within Ecosystems
Prerequisites	It is recommended that students complete Year 10 Biology however this is not compulsory in order to complete VCE Biology Units 1 & 2.
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> VCE Units 3 & 4 Biology <p>After school options:</p> <ul style="list-style-type: none"> TAFE University – Biology is a common prerequisite for some University Courses
Types of Assessment	<p>VCE Units 1 & 2 Biology includes the following assessments:</p> <ul style="list-style-type: none"> Topic Tests Practical Reports Case Studies Scientific Posters End of Semester Exam
Further Information	<p>For further information about this subject, please contact:</p> <p>Your Year 10 Science Teacher Head of Science Faculty - Mr. James Russell</p>

VCE UNITS 1 & 2 CHEMISTRY

FULL YEAR

Within Unit 1 Chemistry students examine the design and use of modern materials in society. They investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures. They use metal recycling as a context to explore the transition in manufacturing processes from a linear economy to a circular economy.

Following this Unit 2 Chemistry students examine how analytical techniques are used to determine the chemicals present within different materials. Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Content Overview	<p>Unit 1 Chemistry includes the following topics:</p> <ul style="list-style-type: none"> • Bonding Models of Chemistry • Reactions between Ionic Compounds • Reactions with Metallic Compounds • Separation and identification of Mixtures • Stoichiometry • Organic Chemistry • Polymers and Emerging Materials Science <p>Unit 2 Chemistry includes the following topics:</p> <ul style="list-style-type: none"> • Chemistry of water • Interactions of materials with water • Acid and Base Chemistry • Redox Chemistry • Solubility and Concentration • Measuring Gases and Liquids
Prerequisites	It is recommended that students complete Year 10 Chemistry, however this is not a formal prerequisite to complete VCE Units 1 & 2 Chemistry.
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Chemistry <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University – Chemistry is a common prerequisite for many University courses
Types of Assessment	<p>VCE Units 1&2 Chemistry includes the following assessments:</p> <ul style="list-style-type: none"> • Topic Tests • Practical Reports • Scientific Posters • Self-Designed Investigations • Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <p>Your Year 10 Science Teacher Head of Science Faculty - Mr. James Russell</p>

VCE UNITS 1 & 2 ENVIRONMENTAL SCIENCE

FULL YEAR

Within Unit 1 students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

Throughout Unit 2 students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment, and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

Content Overview	<p>Unit 1 Environmental Science includes the following topics:</p> <ul style="list-style-type: none"> • Earth's systems and change over time. • Ecosystems • Interactions between Humans and Earth's Systems • Data and Modelling of Earth Systems • Managing Environmental Change <p>Unit 2 Environmental Science includes the following topics:</p> <ul style="list-style-type: none"> • Pollution forms • Managing Pollution using Scientific Methods • Sustainable Food Systems • Maintaining and Managing Food and Water Security
Prerequisites	It is recommended that students complete Year 10 Environmental Science, however this is not a formal prerequisite to complete VCE Units 1 & 2 Environmental Science.
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Environmental Science <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>VCE Unit 1 & 2 Environmental Science includes the following assessments:</p> <ul style="list-style-type: none"> • Topic Tests • Practical Reports • Case Studies • Scientific Posters • Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <p>Your Year 10 Science Teacher Head of Science Faculty - Mr. James Russell</p>

VCE UNITS 1 & 2 PHYSICS

FULL YEAR

In Unit 1, students examine some of the fundamental ideas and models used by physicists to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes, and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2 Physics focusses on the motion of object, and the scientific means of predicting an object's motion. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students then select a contemporary issue involving Physics to analyse and evaluate the role that science plays in addressing the social, economic, and environmental concerns involved.

Content Overview	<p>In Unit 1, students will study:</p> <ul style="list-style-type: none"> • Electromagnetic Radiation • Thermal Energy • Interactions of Thermal and Electromagnetic Radiation • Radiation from the Nucleus • Nuclear Energy • Modelling Electricity • Circuits and Circuit Safety, Circuits in housing <p>In Unit 2, students will study:</p> <ul style="list-style-type: none"> • Motion • Forces and Motion • Energy and Motion • Equilibrium and Motion • Applications of Motion • Contemporary Physics Issues
Prerequisites	It is recommended that students complete Year 10 Physics, however this is not a formal prerequisite to complete VCE Units 1 & 2 Physics.
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Unit 3 & 4 Physics <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University – Physics is a common prerequisite for many University courses.
Types of Assessment	<p>VCE Unit 1&2 Physics includes the following assessments:</p> <ul style="list-style-type: none"> • Topic Tests • Practical Reports • Scientific Posters • Self-Designed Investigations • End of Semester Exams
Further Information	<p>For further information about this subject, please contact:</p> <p>Your Year 10 Science Teacher Head of Science Faculty - Mr. James Russell</p>

VCE UNITS 1 & 2 PSYCHOLOGY

FULL YEAR

Within Unit 1 students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. In Unit 2 students 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 individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Content Overview	<p>In Unit 1, students will study:</p> <ul style="list-style-type: none"> • Psychological Development • Defining and supporting Psychological Development • Mental processes and Behaviour • Brain plasticity and brain injury <p>In Unit 2, students will study:</p> <ul style="list-style-type: none"> • Social Cognition • Factors that influence behaviour (individual and group) • Perceptions • Distorting Perception
Prerequisites	It is recommended that students complete Year 10 Psychology, however this is not a formal prerequisite to complete VCE Units 1 & 2 Psychology.
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Unit 3 & 4 Psychology <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University – Physics is a common prerequisite for many University courses.
Types of Assessment	<p>VCE Unit 1&2 Physics includes the following assessments:</p> <ul style="list-style-type: none"> • Topic Tests • Case Studies • Practical Reports • Self-Designed Investigations • End of Semester Exams
Further Information	<p>For further information about this subject, please contact:</p> <p>Your Year 10 Science Teacher Head of Science Faculty - Mr. James Russell</p>

VCE UNITS 3 & 4 AGRICULTURAL AND HORTICULTURAL STUDIES

FULL YEAR

Unit 3 Agricultural and Horticultural studies focus on the areas of innovation with agriculture. Specifically, students focus on the use of technologies such as GPS, virtual fencing and agricultural accounting software and how these enhance the efficiency of agricultural businesses. Following this, students then review the current pest species unique to the Victorian agricultural industry and how these pests are managed at a local and government level. Students also examine the role of climate change in this context and how globalisation has allowed for the introduction of more pest species to modern farms. As part of this Unit, students will design their own dosing program with respect to the use of a pesticide in a sustainable manner.

Unit 4 Agricultural and Horticultural students review the means of altering past agricultural practices to enhance long-term sustainability. Specifically, they review how soils, water sources and other key inputs are managed to enhance the life of a farm. Students then examine higher-order agricultural science practices, such as the analysis of microclimates on farms and how these can be manipulated to enhance the yield of crops and stock animals. Finally, students review the role of government in the development and maintenance of biosecurity programs and how these facilitate sustainable agricultural businesses.

Content Overview	<p>In Unit 3, students will study:</p> <ul style="list-style-type: none"> • Innovations in Agriculture • Initiatives to manage climate change and invasive species • Integrated pest and weed management strategies • Selection, and use of, pesticides and herbicides • Victorian invasive species and their management <p>In Unit 4, students will study:</p> <ul style="list-style-type: none"> • Impacts of climate change on sustainable Agriculture • Techniques used to avoid prolonged environmental degradation and soil quality loss • Management of microclimates and microbiomes in an agricultural setting • Social, ethical and economic considerations of agricultural practices • Marketing and communication tools in Agriculture • Government influences on sustainable agriculture
Prerequisites	None, however, it is strongly recommended that students have previously completed VCE Units 1 & 2 Agricultural and Horticultural Studies
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>VCE Unit 3 & 4 Agricultural and Horticultural Studies consists of the following assessments:</p> <ul style="list-style-type: none"> • School Assessed Coursework – 60% of total study score • VCAA Exam – 40% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <p>Your Year 11 Science Teacher Head of Science Faculty - Mr. James Russell</p>

VCE UNITS 3 & 4 BIOLOGY

FULL YEAR

In Unit 3, students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students then explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Following this in Unit 4 students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students then consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced.

Content Overview	<p>Unit 3 Biology consists of the following topics:</p> <ul style="list-style-type: none"> • Protein Synthesis • DNA Manipulation • Gene Editing and Protein Manipulation • Regulation of Biochemical Pathways • Cellular Respiration • Photosynthesis <p>Unit 4 Biology consists of the following topics:</p> <ul style="list-style-type: none"> • Pathogens and Disease • Development of Immunity • Vaccines • Emergence and Re-emergence of Pathogens • Evolution of Species • Human Evolution • Pathogen Evolution • Indigenous Australian Cultural Influence on Human Evolution
Prerequisites	None, however, it is strongly recommended that students have previously completed VCE Units 1 & 2 Biology
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University - Biology is a common prerequisite for some University courses.
Types of Assessment	<p>VCE Unit 3 & 4 Biology consists of the following assessments:</p> <ul style="list-style-type: none"> • School Assessed Coursework – 50% of total study score • VCAA Exam – 50% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <p>Your Year 11 Science Teacher Head of Science Faculty - Mr. James Russell</p>

VCE UNITS 3 & 4 CHEMISTRY

FULL YEAR

Within Unit 3 Chemistry, students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Following this, in Unit 4 Chemistry students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations. Following this, students then examine the use of Chemistry within a medicinal context. This includes the review of how chemicals are designed for use as a medicine and the unique structural properties of these chemicals and how they can be detected and analysed.

Content Overview	<p>In Unit 3, students will study:</p> <ul style="list-style-type: none"> • Energy production from fuels (Fossil Fuels and Renewable) • Measuring energy production from a chemical reaction • Galvanic Cells • Electrolytic and Fuel Cells • Reaction Kinetics • Optimising the Yield of a Chemical Reaction • Production of Pure Metals from Solution <p>In Unit 4, student will study:</p> <ul style="list-style-type: none"> • Organic Chemistry • Reactions of Organic Compounds • Analysis of Organic Compounds • Medicinal Chemistry • Instrumental Analysis of Organic Compounds
Prerequisites	None, however, it is strongly recommended that students have previously completed VCE Units 1 & 2 Chemistry
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Unit 3 & 4 Psychology <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University – Chemistry is a common prerequisite for many University courses.
Types of Assessment	<p>VCE Units 3 & 4 Chemistry consists of the following assessments:</p> <ul style="list-style-type: none"> • School Assessed Coursework – 50% of total study score • VCAA Exam – 50% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <p>Your Year 11 Science Teacher Head of Science Faculty - Mr. James Russell</p>

VCE UNITS 3 & 4 ENVIRONMENTAL SCIENCE

FULL YEAR

Within Unit 3, students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species.

Following this, in Unit 4 students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional, and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Content Overview	<p>In Unit 3, students will study:</p> <ul style="list-style-type: none"> • Biodiversity • Biodiversity changes over time • Human influence on Biodiversity (Conservation) • Threats to Biodiversity • Protection and Restoration of Biodiversity • Sustainable Development principles • Environmental decision making and management <p>In Unit 4, students will study:</p> <ul style="list-style-type: none"> • Influences on Earth's Climate • Understanding Natural and Human Induced Climate Change • Managing Climate Change • Comparison of Energy Sources (Renewable and Non-Renewable) • Managing the impacts of Human Energy Use
Prerequisites	None, however, it is strongly recommended that students have previously completed VCE Units 1 & 2 Environmental Science
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>VCE Units 3 & 4 Chemistry consists of the following assessments:</p> <ul style="list-style-type: none"> • School Assessed Coursework – 50% of total study score • VCAA Exam – 50% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <p>Your Year 11 Science Teacher Head of Science Faculty - Mr. James Russell</p>

VCE UNITS 3 & 4 PHYSICS

FULL YEAR

Within Unit 3 Physics, students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Following this in Unit 4 Physics students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Content Overview	<p>In Unit 3, students will study:</p> <ul style="list-style-type: none"> • Motion in Two Dimensions • Newton's Laws of Motion • Relationship between Force, Energy and Mass • Fields and Interactions with Fields • Effects of Fields • Application of Field Concepts • Fields and Electricity Generation <p>In Unit 4, students will study:</p> <ul style="list-style-type: none"> • Light as a Wave • Light as a Particle • Matter as Particles or Waves • Similarities between light and matter • Relativity • Relationship between energy and mass
Prerequisites	None, however, it is strongly recommended that students have previously completed VCE Units 1 & 2 Physics
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University – Physics is a common prerequisite for many University courses
Types of Assessment	<p>VCE Units 3 & 4 Chemistry consists of the following assessments:</p> <ul style="list-style-type: none"> • School Assessed Coursework – 50% of total study score • VCAA Exam – 50% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <p>Your Year 11 Science Teacher Head of Science Faculty - Mr. James Russell</p>

VCE UNITS 3 & 4 PSYCHOLOGY

FULL YEAR

In Unit 3, students learn how the brain and nervous system help us interact with the world, and how we learn and remember things. They explore how stress affects the body and mind, including new research on the connection between the brain and gut. Students study how learning happens, how memories are formed, and how different parts of the brain work together. They also look at memory techniques, including how Aboriginal and Torres Strait Islander peoples use places to help remember important information.

In Unit 4, students focus on sleep and its impact on mental health. They learn about different types of sleep, how sleep changes over a lifetime, and how poor sleep can affect wellbeing. Students explore what mental wellbeing means, including a holistic view from Aboriginal and Torres Strait Islander perspectives. They study mental health as a spectrum and use a biopsychosocial approach to understand phobias. The role of protective and cultural factors in supporting wellbeing is also discussed.

Content Overview	<p>In Unit 3, students will study:</p> <ul style="list-style-type: none"> • The Nervous System • Functioning of the Nervous System • Stress • Influence of Stress on Psychobiological Processes • Learning and Remembering • Psychobiological process of Memory <p>Unit 4 Psychology consists of the following topics:</p> <ul style="list-style-type: none"> • Sleep and Sleep Demands • Importance of Sleep to Mental Health and Wellbeing • Defining Mental Wellbeing • Application of the biopsychological approach to defining and managing phobia • Maintenance of mental wellbeing
Prerequisites	None, however, it is strongly recommended that students have previously completed VCE Units 1 & 2 Psychology
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>VCE Units 3 & 4 Chemistry consists of the following assessments:</p> <ul style="list-style-type: none"> • School Assessed Coursework – 50% of total study score • VCAA Exam – 50% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <p>Your Year 11 Science Teacher Head of Science Faculty - Mr. James Russell</p>

06

HEALTH & PHYSICAL EDUCATION

WHY STUDY A HaPE SUBJECT?

At St Patrick's College, our Health and Physical Education offerings — such as Health and Human Development, Sport, Physical Education, Outdoor and Environmental Studies and VET Sport and Recreation — support the development of the whole person. These subjects promote physical fitness, mental wellbeing, healthy lifestyle choices and encourages students to connect with nature and develop environmental awareness. They also build essential life skills like teamwork, leadership

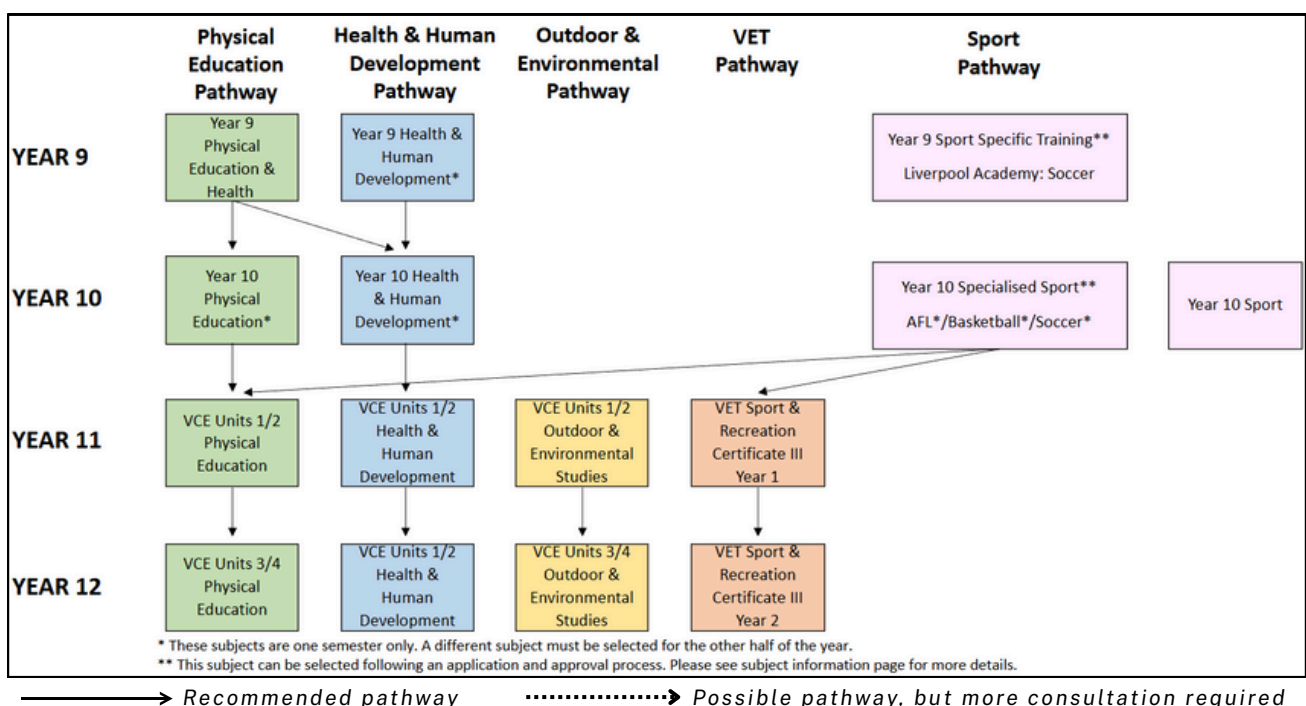


and resilience.

Students gain valuable insights into human development, health systems, and the role of sport in society, while also exploring pathways into careers in health, fitness, education, and community services. These subjects empower students to lead active, informed, and purposeful lives.

HaPE PATHWAYS

The diagram below shows the natural progression of each subject. Some changes are possible throughout the journey; however, these should only be made in consultation with your teacher.



VCE UNITS 1 & 2 HEALTH & HUMAN DEVELOPMENT

FULL YEAR

The Unit 1 and 2 Health and Human Development course is focused on building health literacy for students.

In Unit 1, students explore multiple dimensions of health and wellbeing, including indicators used to measure health status and sociocultural factors affecting youth health. Students explore health inequalities among Australian youth and examine how governments and organizations develop and implement youth health programs. They investigate the roles of major nutrients, food selection models, and the impact of nutritional imbalance and the factors that influence our food choices.

In Unit 2, students explore the transition from youth to adulthood, focusing on increasing independence, long-term relationships, and health-related milestones. They apply health literacy skills by examining the Australian healthcare system, analysing health information, and investigating the impact of digital media on health data and access to quality care.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 1: Understanding Health and Wellbeing <ul style="list-style-type: none"> ◦ Area of Study 1: Concepts of Health ◦ Area of Study 2: Youth Health and Wellbeing ◦ Area of Study 3: Health and Nutrition • Unit 2: Managing Health and Development <ul style="list-style-type: none"> ◦ Area of Study 1: Developmental Transitions ◦ Area of Study 2: Youth Health Literacy
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Health and Human Development <p>After school options:</p> <ul style="list-style-type: none"> • VCE Health and Human Development offers students a range of pathways such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, and education. • Possible University courses include: • Bachelor of Health Sciences • Bachelor of Nursing/Paramedics • Bachelor of Education (Health and Physical Education)
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Test • Research Task/Presentation • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Health teacher • Mr Jarrett Giampaolo or Miss Carly Twaits (VCE Unit 1 & 2 HHD Teachers) • Head of HaPE Faculty – Miss Carly Twaits

VCE UNITS 1 & 2 OUTDOOR AND ENVIRONMENTAL STUDIES FULL YEAR

In Outdoor Education Units 1 & 2, students explore how Indigenous and non-Indigenous peoples connect with nature and outdoor environments. In Unit 1, they focus on personal responses to nature and understand different perceptions of it. They also learn about motivations for interacting with outdoor environments and factors affecting access to them. In Unit 2, students study human impacts on outdoor environments, including natural changes and land management practices. Throughout both units, they develop practical skills to minimize human impact, understand vocational perspectives, and gain theoretical knowledge about natural environments through reflection and comparison.

Please note: Due to the costs involved in this subject, an additional \$450 levy will be included for students undertaking the subject.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 1: Connections with the outdoor environments <ul style="list-style-type: none"> ◦ Area of Study 1: Our place in outdoor environments ◦ Area of Study 2: Exploring outdoor environments ◦ Area of Study 3: Safe and sustainable participation in outdoor experiences • Unit 2: Discovering outdoor environments <ul style="list-style-type: none"> ◦ Area of Study 1: Understanding outdoor environments ◦ Area of Study 2: Observing impacts on outdoor environments ◦ Area of Study 3: Independent participation in outdoor environments
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Unit 3&4 Outdoor and Environmental Studies <p>After school options:</p> <ul style="list-style-type: none"> • This study informs a range of future pathways, such as natural resource management, nature-based tourism, conservation advocacy, outdoor leading and guiding, environmental research and policy, education, and agriculture. • Possible University courses include: <ul style="list-style-type: none"> ◦ Bachelor of Environmental Science (Environmental Management and Sustainability) ◦ Bachelor of Sport, Physical and Outdoor Education ◦ Diploma of Horticulture ◦ Diploma of Landscape Design
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Case studies • An oral presentation which can include the use of multimedia and podcast • Data analysis • A written response to an issue • Test • Logbook tasks and Practical experience
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Mr. Nathan Geaghan or Mr Mark O'Callaghan (Outdoor and Environmental Studies Teacher) • Head of HaPE Faculty – Miss Carly Twaits

VCE UNITS 1 & 2 PHYSICAL EDUCATION

FULL YEAR

VCE Units 1 & 2 Physical Education offers students a blend of theory and practical application, allowing them to understand and critically evaluate factors influencing movement participation and performance.

In Units 1 & 2, students explore the musculoskeletal and cardiorespiratory systems, analysing their functions and responses to movement. They learn about injuries and conditions associated with these systems and develop strategies to manage them ethically. Additionally, students investigate various types of physical activity, their impact on health and wellbeing, and barriers to participation. Through practical activities and data analysis, they explore ways to promote regular physical activity and create personal plans to optimise adherence to guidelines. Students also delve into contemporary issues in physical activity, sport, and exercise, examining factors affecting access, inclusion, and performance, and proposing solutions at local, national, or global levels.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 1: The human body in motion <ul style="list-style-type: none"> ◦ Area of Study 1: How does the musculoskeletal system work to produce movement? ◦ Area of Study 2: What role does the cardiorespiratory system play in movement? • Unit 2: Physical activity, sport, exercise and society <ul style="list-style-type: none"> ◦ Area of Study 1: How do physical activity, sport and exercise contribute to healthy lifestyles? ◦ Area of Study 2: What are the contemporary issues associated with physical activity and sport?
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Physical Education <p>After school options:</p> <ul style="list-style-type: none"> • Physical Education study also prepares students for employment and/or further study in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers. • Possible University courses include: <ul style="list-style-type: none"> ◦ Bachelor of Exercise Science ◦ Bachelor of Sports Management ◦ Bachelor of Physical Education
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Tests, including data analysis • A practical laboratory written report • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Physical Education teacher • Mr Jarrod Fryar and Mr Tom Nash (Year 11 PE Teachers) • Head of HaPE Faculty – Miss Carly Twaits

VCE UNITS 3 & 4 HEALTH & HUMAN DEVELOPMENT

FULL YEAR

In Unit 3, students explore health and wellbeing as multidimensional and dynamic concepts, considering their global significance and benefits. They analyse health as a universal right and evaluate variations in Australians' health status. The unit focuses on health promotion, population health improvements, and the interdependence of public health models, with an emphasis on the Australian health system within a global context. In Unit 4, students explore global health and human development, using data to investigate health status and inequalities across countries. They examine factors like physical, social, and economic conditions, and study sustainability and global trends such as climate change and digital technologies. The unit focuses on global health actions, including the UN's Sustainable Development Goals, WHO priorities, and the role of NGOs and Australia's aid program. Students evaluate health initiatives and reflect on their ability to contribute to global health improvements.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3: Australia's health in a globalised world <ul style="list-style-type: none"> ◦ Area of Study 1: Understanding health and wellbeing ◦ Area of Study 2: Promoting health in Australia • Unit 4: Health and human development in a global context <ul style="list-style-type: none"> ◦ Area of Study 1: Global health and human development ◦ Area of Study 2: Health and the Sustainable Development Goals
Prerequisites	None, however, it is strongly recommended that students selecting this subject have completed VCE Units 1 & 2 Health and Human Development
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession. • Possible University course include: <ul style="list-style-type: none"> ◦ Bachelor of Health Sciences ◦ Bachelor of Nursing/Paramedics ◦ Bachelor of Exercise and Sport Science ◦ Bachelor of Occupational Therapy ◦ Bachelor of Education (Health and Physical Education)
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 – 25% towards the calculated Study Score: <ul style="list-style-type: none"> ◦ Test, including data analysis ◦ Case studies or Extended Response • Unit 4 – 25% towards the calculated Study Score <ul style="list-style-type: none"> ◦ Test, including data analysis ◦ Case studies or Extended Response • VCAA Exam – 50% towards the calculated Study Score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your VCE Units 1 & 2 Health and Human Development teacher • Mr Jarrett Giampaolo or Miss Carly Twaits (Unit 3 & 4 HHD Teachers) • Head of HaPE Faculty – Miss Carly Twaits

VCE UNITS 3 & 4 OUTDOOR AND ENVIRONMENTAL STUDIES

FULL YEAR

Students explore the connection between humans and outdoor environments in Australia. Unit 3 examines how these relationships have developed over time, including Indigenous perspectives, European settlement, and modern interactions. Students analyse the impacts of human activity and consider the changing nature of these relationships. Unit 4 focuses on sustainable use and management of outdoor environments. Students investigate the health of these environments, their importance for the future, and how laws and strategies aim to protect them. Practical experiences in natural settings support students' understanding, encourage reflection, and develop practical skills.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3: Relationships with outdoor environments <ul style="list-style-type: none"> ◦ Area of Study 1: Changing human relationships with outdoor environments ◦ Area of Study 2: Relationships with Australian environments in the past decade • Unit 4: Sustainable outdoor environments <ul style="list-style-type: none"> ◦ Area of Study 1: The importance of healthy outdoor environments ◦ Area of Study 2: The future of outdoor environments ◦ Area of Study 3: Investigating outdoor environments
Prerequisites	None, however, it is strongly recommended that students selecting this subject have completed VCE Units 1 & 2 Outdoor and Environmental Studies
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • Through its cross-disciplinary approach to studying outdoor environments, the study informs a range of future pathways, such as natural resource management, nature-based tourism, conservation advocacy, outdoor leading and guiding, environmental research and policy, education, and agriculture. • Possible University courses include: <ul style="list-style-type: none"> ◦ Bachelor of Environmental Science (Environmental Management and Sustainability) ◦ Bachelor of Sport, Physical and Outdoor Education ◦ Diploma of Horticulture ◦ Diploma of Landscape Design
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 – 20% towards the calculated Study Score: <ul style="list-style-type: none"> ◦ Case studies ◦ Data analysis • Unit 4 – 30% towards the calculated Study Score <ul style="list-style-type: none"> ◦ Case studies ◦ Structured questions ◦ Written report • VCAA Exam – 50% towards the calculated Study Score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Mr. Nathan Geaghan (Outdoor and Environmental Studies Teacher) • Head of HaPE Faculty – Miss Carly Twaits

VCE UNITS 3 & 4 PHYSICAL EDUCATION

FULL YEAR

In Units 3 & 4 Physical Education, students delve into analysing human movement through a biophysical lens, using tools and coaching techniques to refine skills in physical activity, sport, and exercise. They explore the cardiovascular, respiratory, and muscular systems' roles in supplying energy and oxygen to muscles during movement. Understanding fatigue causes and recovery strategies is emphasised.

Students focus on improving performance through physiological understanding, analysing movement skills, and applying training principles. They assess fitness levels, select appropriate tests, and design personalised training programs, evaluating effectiveness based on individual needs and training adaptations.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3: Movement skills and energy for physical activity, sport and exercise <ul style="list-style-type: none"> ◦ Area of Study 1: How are movement skills improved? ◦ Area of Study 2: How does the body produce energy? • Unit 4: Training to improve performance <ul style="list-style-type: none"> ◦ Area of Study 1: What are the foundations of an effective training program? ◦ Area of Study 2: How is training implemented effectively to improve fitness? ◦ Area of Study 3: Integrated movement experiences
Prerequisites	None, however, it is strongly recommended that students selecting this subject have completed VCE Units 1 & 2 Physical Education
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers. • Possible University courses include: <ul style="list-style-type: none"> ◦ Bachelors in Exercise Science ◦ Bachelors in Sports Management ◦ Bachelors in Physiotherapy ◦ Bachelor of Physical Education ◦ Diploma in Sports & Fitness
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 – 25% towards the calculated Study Score • Unit 4 – 25% towards the calculated Study Score • VCAA Exam – 50% towards the calculated Study Score
Further information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 Physical Education teacher • Mr Josh Ebbels, Mr Jarrod Fryar or Mr Damien Kinnersly (Unit 3 & 4 PE Teachers) • Head of HaPE Faculty – Miss Carly Twaits

07

HUMANITIES

WHY STUDY A HUMANITIES SUBJECT?

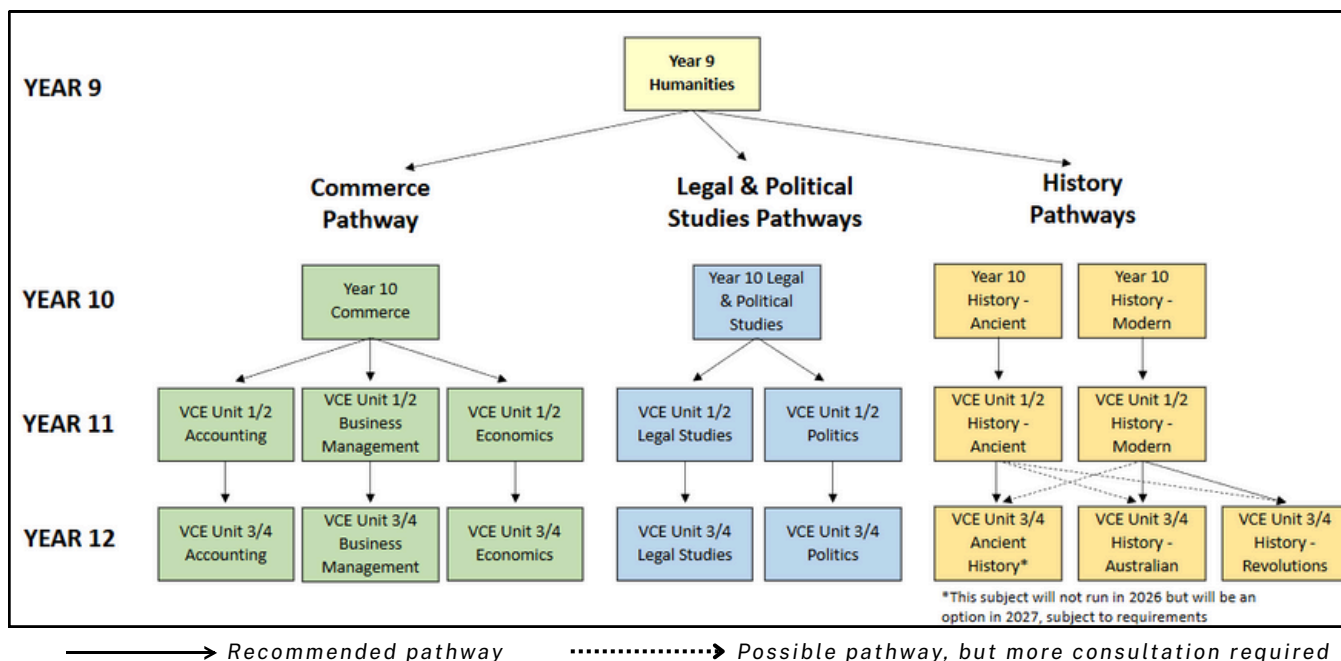
Learning in the Humanities helps us understand the rich complexity of human experience across time, cultures, and beliefs. Through the Humanities, students investigate people's interconnections with society, groups and other individuals and with built and natural environments. Humanities subjects provide a framework for students to examine the human-related systems and processes that have shaped the world — skills essential for navigating an increasingly interconnected humanity.



Through studying History, Geography, Business and Economics and Civics and Citizenship, we gain insights into who we are and how we shape our societies. Ultimately, the Humanities empower us to be thoughtful, informed, and active citizens.

HUMANITIES PATHWAYS

The diagram below shows the natural progression of each subject. Some changes are possible throughout the journey; however, these should only be made in consultation with your teacher.



VCE UNITS 1 & 2 ACCOUNTING

FULL YEAR

In Unit 1 Accounting, students analyse, interpret and evaluate the performance of the business using financial and non-financial information. Additionally, they use these evaluations to make recommendations regarding the suitability of a business as an investment. In Unit 2, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 1: Role of accounting in business <ul style="list-style-type: none"> ◦ The role of accounting ◦ Recording financial data and reporting accounting information for a service business • Unit 2: Accounting and decision-making for a trading business <ul style="list-style-type: none"> ◦ Accounting for and managing inventory. ◦ Accounting for and managing accounts receivable and accounts payable. ◦ Accounting for and managing non-current assets.
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Accounting <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Structured questions utilising manual methods and ICT. • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Commerce teacher • Head of Humanities Faculty – Ms Jennifer Casey

VCE UNITS 1 & 2 BUSINESS MANAGEMENT

FULL YEAR

In Unit 1 Business Management, 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. In this Unit 2, 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.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 1 Planning a Business <ul style="list-style-type: none"> ◦ The Business Idea ◦ The Internal Business Environment ◦ The External Business Environment • Unit 2 Establishing a Business <ul style="list-style-type: none"> ◦ Legal Requirements and Financial Considerations ◦ Marketing a Business ◦ Staffing a Business
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Business Management <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Structured Question Tests • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Commerce teacher • Head of Humanities Faculty – Ms Jennifer Casey

VCE UNITS 1 & 2 ECONOMICS

FULL YEAR

In Unit 1 Economics, students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Additionally, students are introduced to and explore fundamental economic concept and basic economic models. In Unit 2, students will consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. Additionally, they evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 1: Economic decision-making <ul style="list-style-type: none"> ◦ Thinking like an economist ◦ Decision-making in markets ◦ Behavioural economics • Unit 2: Economic issues and living standards <ul style="list-style-type: none"> ◦ Economic activity ◦ Applied economic analysis of local, national and international economic issues
Prerequisites	<p>N/A</p> <p>Please note: VCE Unit 1 & 2 (Year 11) Economics is unable to be selected as an acceleration option by students in year 10.</p>
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Economics <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Structured Question Tests • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Commerce teacher • Head of Humanities Faculty – Ms Jennifer Casey

VCE UNITS 1 & 2 ANCIENT HISTORY

FULL YEAR

In Unit 1 students investigate the emergence of early societies in Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilisation'. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities and the development of civilisations. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about the origins of civilisation.

In Unit 2 students investigate features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. Students develop their understanding of the importance of primary sources (the material record and written sources) to inquire about Old and Middle Kingdom Egypt.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Ancient Mesopotamia <ul style="list-style-type: none"> ◦ Living in an ancient society ◦ People in power, societies in crisis ◦ Technological developments • Ancient Egypt <ul style="list-style-type: none"> ◦ Living in an ancient society ◦ People in power, societies in crisis ◦ Technological developments
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Ancient History • VCE Units 3 & 4 Australian History • VCE Units 3 & 4 History: Revolutions <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Structured Question Tests • Source Analysis • Extended Response Essays • Historical Inquiry • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 9 History teacher • Head of Humanities Faculty – Ms Jennifer Casey

VCE UNITS 1 & 2 MODERN HISTORY

FULL YEAR

In Unit 1 Modern History, students investigate the nature of change in the later part of the 19th century and the first half of the 20th century. Additionally, Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world. Students look at the causes of World War I and II, as well as the impact of changes during the inter-war period.

In Unit 2, students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century. Students look at tensions between the USA and Cuba and Vietnam, as well as changes that took place in global politics in the second half of the last century.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 1: Change and conflict <ul style="list-style-type: none"> ◦ Ideology and conflict in the interwar years ◦ Social and cultural change • Unit 2: The changing world order <ul style="list-style-type: none"> ◦ Causes, course and consequences of the Cold War ◦ Challenge and change
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Australian History • VCE Units 3 & 4 History: Revolutions • VCE Units 3 & 4 Ancient History <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Structured Question Tests • Source Analysis • Extended Response Essays • Historical Inquiry • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 History teacher • Head of Humanities Faculty – Ms Jennifer Casey

VCE UNITS 1 & 2 LEGAL STUDIES

FULL YEAR

In Unit 1 Legal Studies, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts.

In Unit 2, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Additionally, students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 1: The presumption of innocence <ul style="list-style-type: none"> ◦ Legal foundations ◦ Proving guilt ◦ Sanctions • Unit 2: Wrongs and rights <ul style="list-style-type: none"> ◦ Civil liability ◦ Remedies ◦ Human rights
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Legal Studies <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Structured Question Tests • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Legal and Politics teacher • Head of Humanities Faculty – Ms Jennifer Casey

VCE UNITS 1 & 2 POLITICS

FULL YEAR

In Unit 1, students dive into the world of politics, discovering how powerful individuals and organisations shape society through influence, conflict, and cooperation. They explore the drama of political struggles – where forces of change clash with defenders of the status quo – and investigate how power is wielded to solve real-world issues. With a sharp focus on recent global and Australian case studies, students become political thinkers, unpacking the high-stakes decisions that impact our world today.

In Unit 2, students explore major global challenges – from climate change to humanitarian crises – and uncover how these issues impact the world and demand urgent international action. They investigate the roles and responses of global actors, including powerful states, international organisations, NGOs, and even criminal networks, to see how cooperation, conflict, or inaction can shape the outcome. With a focus on recent real-world case studies, students develop a deep understanding of global power dynamics and how they influence both political stability and change across borders.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 1: Politics, power and political actors <ul style="list-style-type: none"> ◦ Power and national political actors ◦ Power and global political actors • Unit 2: Democracy: stability and change <ul style="list-style-type: none"> ◦ Issues for Australia's democracy ◦ Global challenges to democracy
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Politics <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Structured questions • Extended response • Inquiry tasks • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Commerce teacher • Head of Humanities Faculty – Ms Jennifer Casey

VCE UNITS 3 & 4 ACCOUNTING

FULL YEAR

In Unit 3 Accounting, students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effects of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

In Unit 4, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. Using this evaluation, students suggest strategies to business owners to improve business performance.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3: Financial accounting for a trading business <ul style="list-style-type: none"> ◦ Recording and analysing financial data ◦ Preparing and interpreting accounting reports • Unit 4: Recording, reporting, budgeting and decision-making <ul style="list-style-type: none"> ◦ Extension of recording and reporting ◦ Budgeting and decision-making
Prerequisites	None, however, it is <i>strongly recommended</i> that students selecting this subject have completed VCE Units 1 & 2 Accounting
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 – Class work & Assessment tasks – 25% of overall study score • Unit 4 – Class work & Assessment tasks – 25% of overall study score • VCAA Exam – 50% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 Accounting teacher • Head of Humanities Faculty – Ms Jennifer Casey

VCE UNITS 3 & 4 BUSINESS MANAGEMENT

FULL YEAR

In Unit 3 Business Management, students explore the key processes and considerations for managing a business efficiently.

In Unit 4, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3: Managing a Business <ul style="list-style-type: none"> ◦ Business foundations ◦ Human resource management ◦ Operations management • Unit 4: Transforming a Business. <ul style="list-style-type: none"> ◦ Reviewing performance – the need for change ◦ Implementing change
Prerequisites	None, however, it is <i>strongly recommended</i> that students selecting this subject have completed VCE Units 1 & 2 Business Management
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 – Class work & Assessment tasks – 25% of overall study score • Unit 4 – Class work & Assessment tasks – 25% of overall study score • VCAA Exam – 50% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 Business Management teacher • Head of Humanities Faculty – Ms Jennifer Casey

VCE UNITS 3 & 4 ECONOMICS

FULL YEAR

In Unit 3 Economics, students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Additionally, students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes.

In Unit 4, students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards. Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3: Australia's living standards <ul style="list-style-type: none"> ◦ An introduction to microeconomics: the market system, resource allocation and government intervention ◦ Domestic macroeconomic goals ◦ Australia and the international economy • Unit 4: Managing the economy <ul style="list-style-type: none"> ◦ Aggregate demand policies and domestic economic stability ◦ Aggregate supply policies
Prerequisites	VCE Units 1 & 2 Economics
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 – Class work & Assessment tasks – 25% of overall study score • Unit 4 – Class work & Assessment tasks – 25% of overall study score • VCAA Exam – 50% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 Economics teacher • Head of Humanities Faculty – Ms Jennifer Casey

VCE UNITS 3 & 4 AUSTRALIAN HISTORY

FULL YEAR

In Unit 3 Australian History, students investigate the changing patterns of migration to and within the colonies and federated Australia, and the social, political and economic factors influencing the colonies. Additionally, they examine the attitudes towards Indigenous peoples and the influence of European and Chinese migration on the diverse perspectives about who was included and who belonged.

In Unit 4, students investigate the perspectives about Australia's participation in World War One and World War Two. Students analyse the ways in which social, political and economic cohesion of the nation was influenced by the impacts of these conflicts, including different perspectives about participation in war and conflict, enlistment and conscription and the ways that different groups experienced the war.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3: Creating a nation (1834–2008) <ul style="list-style-type: none"> ◦ Foundations ◦ Transformations • Unit 4: War and upheaval (1909–1992) <ul style="list-style-type: none"> ◦ Foundations ◦ Transformations
Prerequisites	None, however, it is recommended that students selecting this subject have completed VCE Units 1 & 2 Modern History
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 – Class work & Assessment tasks – 25% of overall study score • Unit 4 – Class work & Assessment tasks – 25% of overall study score • VCAA Exam – 50% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your VCE Units 1 & 2 History teacher • Head of Humanities Faculty – Ms Jennifer Casey

VCE UNITS 3 & 4 HISTORY:REVOLUTIONS

FULL YEAR

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of two political revolutions. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. In these units students construct an argument about the past using historical as evidence to analyse the causes and consequences of the revolutions, and to evaluate the extent to which the revolution brought change to the lives of people.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3: Russian Revolution <ul style="list-style-type: none"> ◦ Cause of revolution ◦ Consequences of revolution • Unit 4: American Revolution <ul style="list-style-type: none"> ◦ Cause of revolution ◦ Consequences of revolution
Prerequisites	None, however, it is recommended that students selecting this subject have completed VCE Units 1 & 2 Modern History
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 – Class work & Assessment tasks – 25% of overall study score • Unit 4 – Class work & Assessment tasks – 25% of overall study score • VCAA Exam – 50% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your VCE Units 1 & 2 History teacher • Head of Humanities Faculty – Ms Jennifer Casey

VCE UNITS 3 & 4 LEGAL STUDIES

FULL YEAR

In Unit 3 Legal Studies, students examine the methods and institutions in the criminal and civil justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Additionally, students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. In Unit 4, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3: Rights and justice <ul style="list-style-type: none"> ◦ The Victorian criminal justice system ◦ The Victorian civil justice system • Unit 4: The people, the law and reform <ul style="list-style-type: none"> ◦ The people and the lawmakers ◦ The people and reform
Prerequisites	None, however, it is recommended that students selecting this subject have completed VCE Units 1 & 2 Legal Studies
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 – Class work & Assessment tasks – 25% of overall study score • Unit 4 – Class work & Assessment tasks – 25% of overall study score • VCAA Exam – 50% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your VCE Units 1 & 2 Legal Studies teacher • Head of Humanities Faculty – Ms Jennifer Casey

VCE UNITS 3 & 4 POLITICS

FULL YEAR

In Unit 3, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an investigation into an issue of global scale, such as climate change, global economic instability, the issue of development or weapons of mass destruction. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state, but which has crossed over into neighbouring states and requires an emergency response. This crisis must be chosen from the areas of human rights, armed conflict and the mass movement of people. They consider the causes of these issues and crises and investigate their consequences on a global level and for a variety of global actors.

In Unit 4, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students also examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and/or change. They do this within the context of Australia's relationships with one Pacific Island state and two other regional states.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3: Global cooperation and conflict <ul style="list-style-type: none"> ◦ Global issues, global responses ◦ Contemporary crises: conflict, stability and change • Unit 4: Power in the Indo-Pacific <ul style="list-style-type: none"> ◦ Power and the national interest ◦ Australia in the Indo-Pacific
Prerequisites	None, however, it is recommended that students selecting this subject have completed VCE Units 1 & 2 Politics
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 – Class work & Assessment tasks – 25% of overall study score • Unit 4 – Class work & Assessment tasks – 25% of overall study score • VCAA Exam – 50% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Head of Humanities Faculty – Ms Jennifer Casey

08

ARTS

WHY STUDY AN ARTS SUBJECT?

At St Patrick's College, our diverse Arts curriculum — encompassing Visual Communication & Design, Art Making & Exhibiting, Media, Architecture, Photography, 2-D & 3D Art, — empowers students to become creative, adaptable, and innovative thinkers prepared for the future.

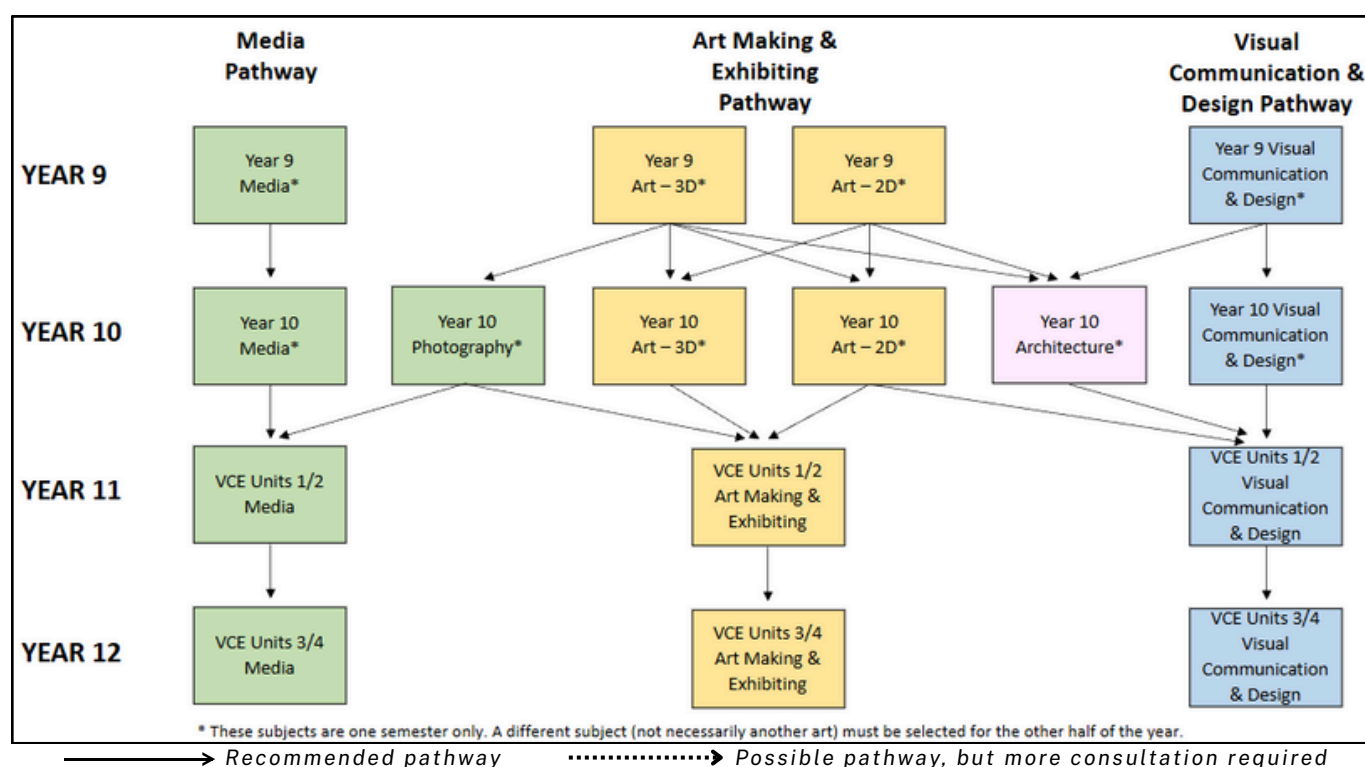
By engaging in hands-on projects and exploring complex ideas, students develop essential skills in visual literacy, critical thinking, and creative problem-solving. These capabilities are highly valued in emerging industries such as digital media,



design, architecture, advertising, and visual storytelling. Beyond career readiness, our Arts programs foster cultural awareness, confidence, and personal expression — equipping students with the tools to shape, interpret, and influence the world around them.

ARTS PATHWAYS

The diagram below shows the natural progression of each subject. Some changes are possible throughout the journey; however, these should only be made in consultation with your teacher.



VCE UNITS 1 & 2 ART MAKING AND EXHIBITING

FULL YEAR

In Unit 1, students explore materials, techniques, and processes in a range of art forms. 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 are documented in both visual and written form in a Visual Arts journal. Students also explore the historical development of specific art forms. In Unit 2, students explore artistic techniques, materials, and themes to create finished artworks. They also study exhibition planning, organisation, and artwork selection.

Content Overview	<p>In Unit 1 students will:</p> <ul style="list-style-type: none"> • Explore - materials, techniques, and art forms • Expand - make, present, and reflect • Investigate - research and present <p>In Unit 2 students will:</p> <ul style="list-style-type: none"> • Understand - ideas, artwork, and exhibition • Develop - theme, aesthetic qualities, and style • Resolve - ideas, subject matter, and style
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Art Making & Exhibiting • VCE Visual Communication Design • VCE VET Creative Digital Media <p>After school options:</p> <ul style="list-style-type: none"> • TAFE courses in Visual Arts & Design, Screen & Media, Theatre Arts • University degrees in Visual Arts, Visual Communication Design, Screen & Media, Photography, Theatre Arts, Arts Management
Types of Assessment	<p>Students will be assessed using a combination of the following:</p> <ul style="list-style-type: none"> • Unit 1 <ul style="list-style-type: none"> ◦ Visual Arts journal ◦ Finished artworks ◦ Information for an exhibition presentation • Unit 2 <ul style="list-style-type: none"> ◦ Thematic exhibition ◦ Experimental artworks and documentation ◦ Finished artworks
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Art or Photography teacher • Head of Arts Faculty: Ms. Jeanean Pritchard

VCE UNITS 1 & 2 MEDIA

FULL YEAR

In Unit 1, students explore media codes, conventions, and the construction of meaning. They analyse how representations, narratives, and media contribute to the realities audiences engage with. Students also study Australian fictional and non-fictional narratives across different media forms, creating representations that demonstrate their understanding. In Unit 2, students explore narrative concepts across various media forms, including film, television, sound, print, photography, games, and digital platforms. They analyse how media technologies impact storytelling, considering convergence, hybridisation, and audience engagement. Additionally, students create narratives while applying relevant media conventions

Content Overview	<p>In Unit 1, students will cover:</p> <ul style="list-style-type: none"> • Media representations • Media forms in production • Australian stories <p>In Unit 2, students will cover:</p> <ul style="list-style-type: none"> • Narrative, style, and genre • Narratives in production • Media & change
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Media • VCE VET Creative Digital Media • VCE Art Making & Exhibiting <p>After school options:</p> <ul style="list-style-type: none"> • TAFE courses in Media, Communication, Journalism, Screen & Media, Theatre Arts, • University degrees in Media, Journalism, Media Communication, Theatre Arts, and Visual Arts
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Short Film Pre-production • Short Film Production • Short Film post-production • Analysis of a film text • End of Semester Examination
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Media teacher • Head of Arts Faculty: Ms. Jeanean Pritchard

VCE UNITS 1 & 2 VISUAL COMMUNICATION DESIGN

FULL YEAR

In Unit 1, students are introduced to the practices and processes designers use to identify, reframe, and resolve human-centred design problems. Students are introduced to the phases of the VCD design process and the modes of divergent and convergent thinking. Practical tasks focus on the design of messages and objects. Students use methods typically employed in the specialist fields of communication and industrial design and explore brand strategy and product development while promoting sustainable and circular design practices.

In Unit 2, students adopt the practices of design specialists working in fields such as architecture, landscape architecture, and interior design while discovering the role of the interactive designer in the realm of user-experience (UX). Students develop insight into physical and digital spaces and interfaces and learn about protocols for the creation and commercial use of Indigenous knowledge in design. Students also consider how issues of ownership and intellectual property impact the work of designers across contexts and design fields.

Content Overview	<p>In Unit 1, students will study:</p> <ul style="list-style-type: none"> • Reframing Design Problems • Solving Communication Design Problems • Design's influence and influences on design <p>In Unit 2 students will study:</p> <ul style="list-style-type: none"> • Design, Place & Time • Cultural ownership and design • Designing interactive experiences
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Art Making & Exhibiting • VCE Visual Communication Design • VCE VET Creative Digital Media <p>After school options:</p> <ul style="list-style-type: none"> • TAFE courses in Visual Arts & Design, Screen & Media, Theatre Arts • University degrees in Visual Arts, Visual Communication Design, Screen & Media, Photography, Theatre Arts, Arts Management
Types of Assessment	<p>In Unit 1, students will be assessed by way of:</p> <ul style="list-style-type: none"> • Design Tasks • Design Analysis • End of Semester Exam <p>In Unit 2, students will be assessed by way of:</p> <ul style="list-style-type: none"> • Design Tasks • Design Analysis • End of Semester Exam
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Visual Communication Design or Architecture teacher • Head of Arts Faculty: Ms. Jeanean Pritchard

VCE UNITS 3 & 4 ART MAKING AND EXHIBITING

FULL YEAR

In Unit 3, students explore contexts, subject matter, and ideas to develop artworks in imaginative and creative ways. Students use their Visual Arts journal to record their art making. They record their research of artists, artworks, and collected ideas and document the iterative and interrelated aspects of art-making to connect the inspirations and influences they have researched. They also document their exploration of and experimentation with materials, techniques, and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. Students present a critique of their artworks. Students will visit an exhibition, conduct research into these exhibition spaces, and the role a curator has in planning and writing information about an exhibition.

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating, and extending their ideas and art-making to further refine and resolve artworks in -specific art forms. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks. Students organise the presentation of their finished artworks. Students visit or view a minimum of two exhibitions during the current year of study. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

Content Overview	<p>In Unit 3, students will:</p> <ul style="list-style-type: none"> • Collect - inspirations, influences & images • Extend - make, critique & reflect • Curate, design & propose <p>In Unit 4, students will:</p> <ul style="list-style-type: none"> • Consolidate - refine & resolve • Present - plan & critique • Conserve - present & care
Prerequisites	It is strongly recommended that students selecting this subject have completed the Unit 1 & 2 version of the subject
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE courses in Visual Arts & Design, Screen & Media, Theatre Arts • University degrees in Visual Arts, Visual Communication Design, Screen & Media, Photography, Theatre Arts, Arts Management
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Units 3 and 4 School-assessed Coursework (SAC): 10% of overall study score • Units 3 and 4 School-assessed Task (SAT): 60% of overall study score • End-of-year examination: 30% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 Art Making & Exhibiting teacher • Head of Arts Faculty: Ms. Jeanean Pritchard

VCE UNITS 3 & 4 MEDIA

FULL YEAR

In Unit 3, students consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological, and institutional contexts of production, distribution, consumption, and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume, and read narratives using appropriate media language. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions. They explore and experiment with media technologies to develop skills in their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

In Unit 4, students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. Students explore the relationship between the media and audiences, explore the capacity of the media to be used by governments, institutions, and audiences, and analyse the role of the Australian government in regulating the media.

Content Overview	<p>In Unit 3, students will study:</p> <ul style="list-style-type: none"> • Narrative & ideology • Media production development • Media production design <p>In Unit 4, students will study:</p> <ul style="list-style-type: none"> • Media production • Agency and control in and of the media
Prerequisites	It is strongly recommended that students selecting this subject have completed the Unit 1 & 2 version of the subject
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE courses in Media, Communication, Journalism, Screen & Media, Theatre Arts, • University degrees in Media, Journalism, Media Communication, Theatre Arts, and Visual Arts
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Units 3 & 4 School-assessed Coursework (SAC): 20% of overall study score • Units 3 and 4 School-assessed Task: 40% of overall study score • End-of-year examination: 40% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 Media teacher • Head of Arts Faculty: Ms. Jeanean Pritchard

VCE UNITS 3 & 4 VISUAL COMMUNICATION DESIGN

FULL YEAR

In Unit 1, Students explore and experience how designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. Students address a selected design problem, conduct research and then prepare a single brief for a real or fictional client that defines two distinct communication needs. They generate, test and evaluate design ideas and share these with others for critique. These design ideas are further developed in Unit 4, before refinement and resolution of design solutions. In Unit 4, students resolve design concepts and presenting solutions for two distinct communication needs. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback and presenting their final design solutions.

Content Overview	<p>In Unit 3, students will study:</p> <ul style="list-style-type: none"> Professional Design Practice Design Analysis Design process: defining problems and developing ideas <p>In Unit 4, students will study:</p> <ul style="list-style-type: none"> Design process: refining and resolving design concepts Presenting Design Solutions
Prerequisites	None, however, it is strongly recommended that students selecting this subject have completed VCE Units 1 & 2 Visual Communication Design
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> TAFE courses in Visual Arts & Design, Screen & Media, Theatre Arts University degrees in Visual Arts, Visual Communication Design, Screen & Media, Photography, Theatre Arts, Arts Management
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> Units 3 & 4 School-assessed Coursework (SAC): 20% of overall study score Units 3 & 4 School-assessed Task: 50% of overall study score VCAA Exam: 30% of overall study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> Head of Arts Faculty: Ms. Jeanean Pritchard

09

COMPUTING

WHY STUDY A COMPUTING SUBJECT?

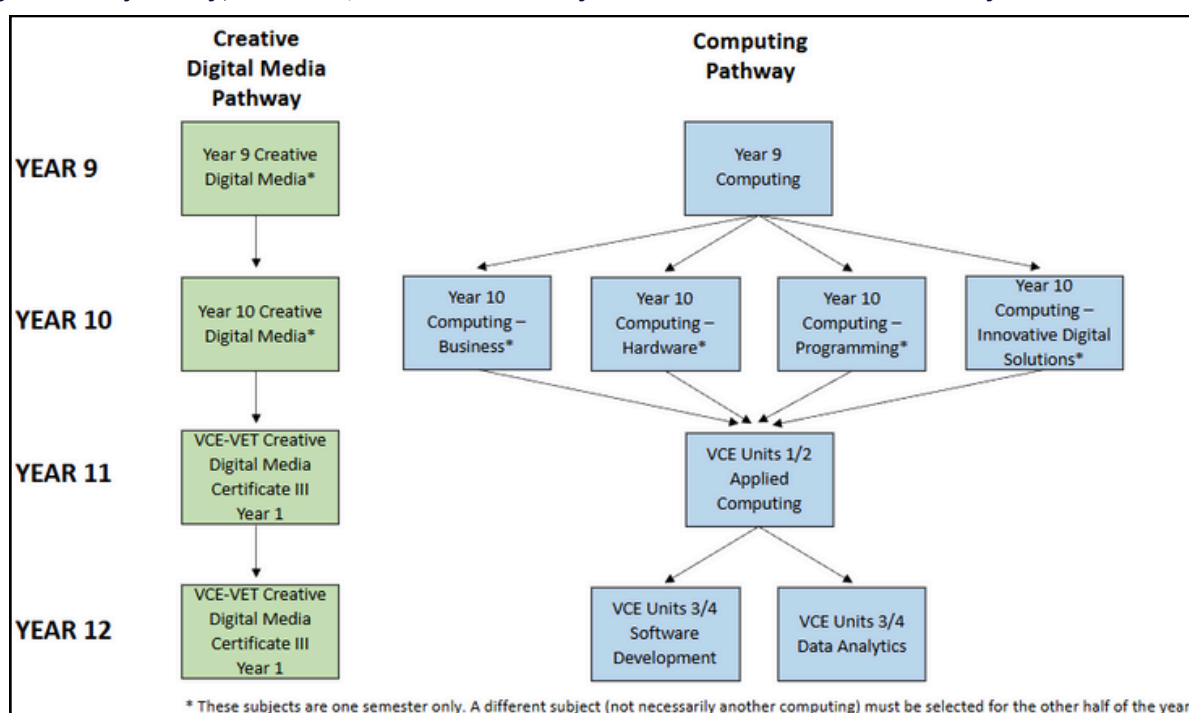
At St Patrick's College, our Computing subjects — including Creative Digital Media, Business Computing, Hardware, Programming, Applied Computing, Software Development, and Data Analytics — equip students with essential skills for the digital age. These subjects foster logical thinking, creativity, and technical proficiency, preparing students to thrive in a technology-driven world. Whether designing digital content, building software, analysing data, or understanding



computer systems, students gain hands-on experience and problem-solving abilities that are highly valued across industries. Computing opens doors to careers in IT, cybersecurity, game design, business analytics, and beyond, while nurturing adaptable, future-ready learners.

COMPUTING PATHWAYS

The diagram below shows the natural progression of each subject. Some changes are possible throughout the journey; however, these should only be made in consultation with your teacher.



→ Recommended pathway

.....→ Possible pathway, but more consultation required

VCE UNITS 1 & 2 APPLIED COMPUTING

FULL YEAR

VCE Applied Computing equips students with the knowledge and skills needed to navigate and adapt in a rapidly changing technological world. It teaches them to utilise emerging technologies, envision new uses for digital tools, and consider the societal benefits at local, national, and global levels.

This course enables students to:

- *Understand how individuals and organisations use digital systems and solutions.*
- *Gain insight into the roles and applications of data analytics, programming, cybersecurity, and emerging technologies in society.*
- *Develop problem-solving skills by analysing problems, identifying needs and opportunities, designing solutions, and evaluating their effectiveness.*
- *Apply project management techniques to aid in the development of digital solutions.*
- *Form an informed perspective on current and emerging digital tools and trends.*
- *Identify and assess innovative opportunities for digital technologies.*
- *Cultivate critical and creative thinking, communication, collaboration, and personal, social, and digital literacy skills.*

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 1 <ul style="list-style-type: none"> ◦ Area of Study 1 - Data Analysis ◦ Area of Study 2 - Programming • Unit 2 <ul style="list-style-type: none"> ◦ Area of Study 1 - Innovative Solutions ◦ Area of Study 2 - Cyber Security
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 - Data Analytics • VCE Units 3 & 4 - Software Development <p>After school options:</p> <ul style="list-style-type: none"> • TAFE courses in Information Technology, Computer Programming, and Web Development • University degrees in Computer Science, Software Engineering, Information Systems, and related fields (Digital Technologies may be a prerequisite for some courses)
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Portfolio of Tasks – excel, database, programming. • Software Solutions – design, solution, testing • Collaborative Project – Innovative Solution • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Computing teacher • Head of Computing Faculty – Ms Katherine Swagerman

VCE UNITS 3 & 4 DATA ANALYTICS

FULL YEAR

In this course students delve into researching and presenting data findings through infographics or dynamic data visualisations, while also learning about organisational data security strategies.

In Unit 3, students employ problem-solving techniques to identify and extract data using software tools like databases, spreadsheets, and data visualisation software. They gain an understanding of the analysis, design, and development stages of the problem-solving process.

In Unit 4, the focus remains on interpreting research findings by creating infographics or dynamic data visualisations from large and complex data sets. Additionally, students explore security strategies employed by organisations to safeguard data and information against various threats.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3 <ul style="list-style-type: none"> ◦ Area of Study 1 - Data analytics ◦ Area of Study 2 - Data analytics: analysis and design • Unit 4 <ul style="list-style-type: none"> ◦ Area of Study 1 - Data analytics: development and evaluation ◦ Area of Study 2 - Cybersecurity: data security
Prerequisites	It is strongly recommended that students selecting this subject have completed the VCE Units 1 & 2 - Applied Computing
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE courses in Information Technology, Computer Programming, and Web Development • University degrees in Computer Science, Software Engineering, Information Systems, and related fields (Digital Technologies may be a prerequisite for some courses)
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • School Assessed Coursework (SAC): Students will complete two outcomes in class that have both practical and written components. Tasks will explore database and spreadsheet software. • School Assessed Task (SAT): Students undertake an individual research project over the duration of the year and present their findings in a visual form. • Topic Tests • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 Applied Computing teacher • Head of Computing Faculty – Ms Katherine Swagerman

VCE UNITS 3 & 4 SOFTWARE DEVELOPMENT

FULL YEAR

In this unit, students learn about meeting the needs of individuals and organisations through software development using an object-oriented programming (OOP) language, while also examining cybersecurity risks arising from insecure software development practices.

In Unit 3, students analyse requirements and designs to develop functional software modules. They utilise a common OOP language and engage in problem-solving activities such as programming, validation, testing, and documentation during the development phase. Students prepare to develop a software solution addressing a problem, need, or opportunity they've identified.

In Unit 4, the focus remains on meeting the needs of individuals and organisations through software development with an OOP language. Additionally, students explore cybersecurity risks resulting from insecure software development practices.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3 <ul style="list-style-type: none"> ◦ Area of Study 1 - Programming ◦ Area of Study 2 - Analysis and design • Unit 4 <ul style="list-style-type: none"> ◦ Area of Study 1 - Development and evaluation ◦ Area of Study 2 - Cybersecurity: secure software development practices
Prerequisites	It is strongly recommended that students selecting this subject have completed the VCE Units 1 & 2 - Applied Computing
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE courses in Information Technology, Computer Programming, and Web Development • University degrees in Computer Science, Software Engineering, Information Systems, and related fields (Digital Technologies may be a prerequisite for some courses)
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • School Assessed Coursework (SAC): Students will complete two outcomes in class that have both practical and written components. Tasks will explore database and spreadsheet software. • School Assessed Task (SAT): Students undertake an individual research project over the duration of the year and present their findings in a visual form. • Topic Tests • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 Applied Computing teacher • Head of Computing Faculty – Ms Katherine Swagerman

10

DRAMA



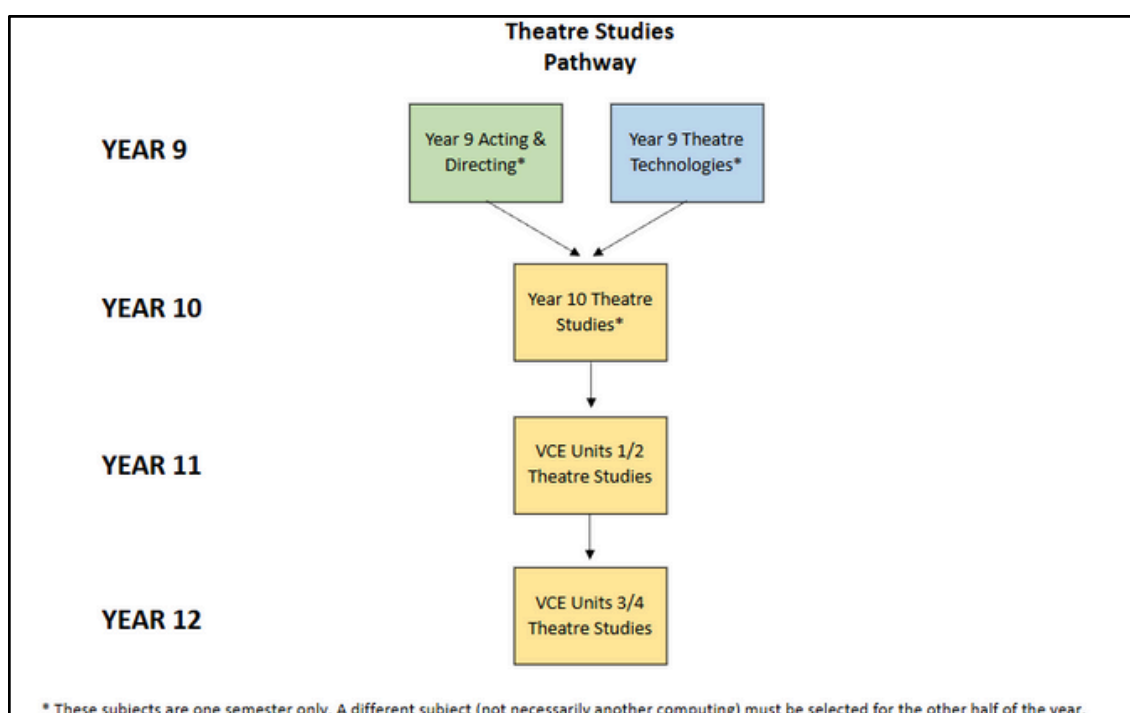
WHY STUDY A DRAMA SUBJECT?

At St Patrick's College, our Drama subjects — including Acting & Directing, Theatre Technologies, and Theatre Studies — offer students a dynamic and enriching experience in the performing arts. Drama fosters creativity, confidence, and collaboration, while developing communication and presentation skills that are valuable in all walks of life. Students explore performance, production, and the technical aspects of theatre, gaining insight into storytelling, stagecraft, and expressive movement.

These subjects also encourage empathy and cultural awareness through the study of diverse texts and theatrical traditions. Drama opens pathways to careers in the arts, media, education, and event production, while nurturing personal growth and self-expression.

DRAMA PATHWAYS

The diagram below shows the natural progression of each subject. Some changes are possible throughout the journey; however, these should only be made in consultation with your teacher.



→ Recommended pathway

.....> Possible pathway, but more consultation required

VCE UNITS 1 & 2 THEATRE STUDIES

FULL YEAR

This subject focuses on acting, directing, and designing for theatre from both the pre-modern era (Unit 1 – pre-1945) and the modern era (Unit 2 – contemporary styles). Students will work creatively with scripts from both time periods, learning about and applying different theatre styles. They will explore at least three distinct styles in each unit, studying the innovations in theatre production and using this knowledge to create their own performances.

Students will develop skills in theatre production, including planning, development, and performance, and will learn about safe and ethical practices in theatre. They will also enhance their ability to analyse performances, which they will apply to studying a play. This unit offers a comprehensive understanding of theatre history and practical experience in bringing scripts to life on stage.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 1 & 2 <ul style="list-style-type: none"> ◦ History of theatre styles and conventions ◦ Interpreting scripts ◦ Analysing and evaluating a theatre production
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • Further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. • VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Script Interpretations/Performances • Short Answer and Extended Written Responses • End of Semester Examinations (Monologue Exam & Written Exam)
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Drama Teacher • Head of Drama Faculty – Ms. Monique Allen

VCE UNITS 3 & 4 THEATRE STUDIES

FULL YEAR

Students develop an interpretation of a script through the three stages of the theatre production process: planning, development, and presentation.

Students specialise in two production roles (Acting, Directing or Design), working collaboratively, creatively and imaginatively to realise the production of a script.

They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3 – Producing Theatre <ul style="list-style-type: none"> ◦ Staging Theatre ◦ Interpreting a Script ◦ Analysing and Evaluating Theatre • Unit 4 – Presenting an Interpretation <ul style="list-style-type: none"> ◦ Researching and presenting theatrical possibilities ◦ Interpreting a monologue
Prerequisites	It is strongly recommended that students selecting this subject have completed the VCE Units 1 & 2 Theatre Studies
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • Further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level • VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Script Interpretations/Performances • Short Answer and Extended Written Responses • End of Semester Examinations (Monologue Exam & Written Exam)
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Drama/Theatre Studies Teacher • Head of Drama Faculty – Ms. Monique Allen

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LANGUAGES

WHY STUDY A LANGUAGES SUBJECT?

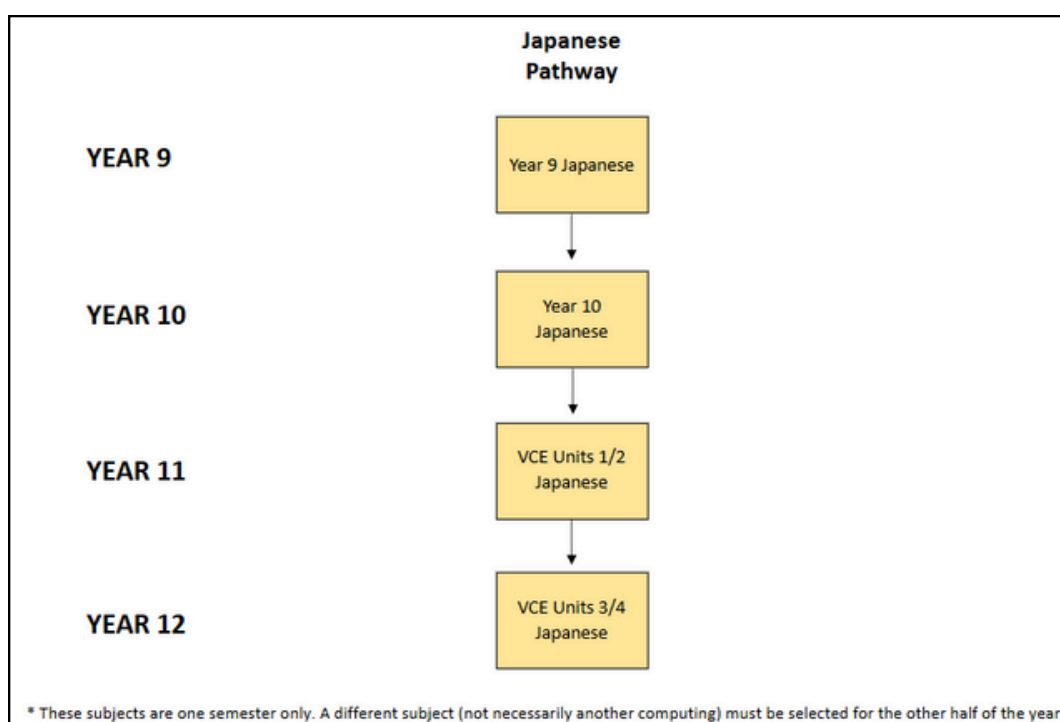
At St Patrick's College, students have the opportunity to study Japanese, gaining valuable skills in communication, cultural understanding, and global awareness. Learning a second language enhances cognitive development, improves memory, and strengthens problem-solving abilities. Japanese offers insights into one of the world's most influential cultures and economies, opening doors to international travel, study, and career opportunities in business, education, tourism, and diplomacy.



Language learning also fosters empathy and respect for diversity, helping students become thoughtful global citizens. Studying Japanese equips students with lifelong skills that enrich both personal and professional experiences.

LANGUAGES PATHWAYS

The diagram below shows the natural progression of each subject.



VCE UNITS 1 & 2 JAPANESE

FULL YEAR

The study of Japanese contributes to personal development in a range of areas including communication skills, intercultural understanding, cognitive development and literacy. Japanese Second Language students continue to develop their use of modern standard Japanese in both written and spoken form.

In Units 1 & 2 students use the Japanese language to increase their understanding of the Japanese language and culture through the study of topics chosen from the three prescribed themes: the individual, the Japanese speaking communities, and the world around us. They analyse visual, spoken, and written texts and they consolidate and extend vocabulary, grammar knowledge and language skills. They continue to read and write the phonetic hiragana and katakana scripts and they learn to read and write an additional fifty kanji.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Life in Japan <ul style="list-style-type: none"> ◦ How to stay healthy ◦ How to achieve a balanced lifestyle • Changing perception of personal identity in a global society <ul style="list-style-type: none"> ◦ How globalisation has impacted young people's lives ◦ Discussing peer relationships • Significant people <ul style="list-style-type: none"> ◦ The impact of significant people • Environment <ul style="list-style-type: none"> ◦ Caring for the environment
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Japanese <p>After school options:</p> <ul style="list-style-type: none"> • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 1: <ul style="list-style-type: none"> ◦ Participation in a conversation, interview, or role-play about a selected topic • Outcome 2: interpret information from two texts, written, spoken, or audio-visual, on the same subtopic presented in Japanese. Respond in writing in Japanese and English. • Outcome 3: create a written text in Japanese presenting information and ideas for a selected audience and purpose. • Unit 2: <ul style="list-style-type: none"> • Outcome 1: respond in writing in Japanese to spoken, written or visual texts presented in Japanese. • Outcome 2: analyse and use information from written, spoken, or visual texts to present an extended written response in Japanese. • Outcome 3: use spoken Japanese to present information, ideas, and concepts about an aspect of Japanese culture. • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 9 Japanese teacher • Head of Languages Faculty – Ms Rachael Leighton

VCE UNITS 3 & 4 JAPANESE

FULL YEAR

Japanese Second Language students continue to develop their use of modern standard Japanese in both written and spoken form. They use the Japanese language to investigate the way Japanese speakers interpret and express ideas, and they study and reflect on aspects of Japanese communities and the rich traditional and popular cultures of Japan. They consolidate and extend vocabulary, grammar knowledge and language skills. They use the plain and polite forms of the language enabling them to demonstrate understanding of Japanese cultural values and hierarchical relationships. They continue to read and write the hiragana and katakana scripts, and they learn to read and write 200 kanji.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Education System <ul style="list-style-type: none"> ◦ Similarities and differences of the Japanese and Australian education systems ◦ Give opinions on the positives and negatives on the education system • Significant people <ul style="list-style-type: none"> ◦ The impact of significant people • Future <ul style="list-style-type: none"> ◦ Aspirations, education and careers • Life in Japan <ul style="list-style-type: none"> ◦ Discuss different aspects of living in Japan ◦ Discuss homestay in Japan and student exchange • Technology <ul style="list-style-type: none"> ◦ The influence of media and communication ◦ The influence of technology
Prerequisites	It is strongly recommended that students selecting this subject have completed VCE Units 1 & 2 Japanese
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University • Working for a Japanese company
Types of Assessment	<p>In this subject, students are assessed by:</p> <ul style="list-style-type: none"> • Unit 3 school-assessed coursework – 25% of total study score <p>Unit 4: School assessed course work contributes 25 percent to the study score.</p> <ul style="list-style-type: none"> • Outcome 1: A 3–4-minute interview in Japanese about a cultural product or practice. • Outcome 2: Written response of 450-ji incorporating information from 3 or more texts. • Outcome 3: An evaluative or persuasive piece of writing of 500-ji. <p>End of year examinations which together contribute 50 percent to the study score:</p> <ul style="list-style-type: none"> • An oral examination • A written examination
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 11 Japanese teacher • Head of Languages Faculty – Ms Rachael Leighton

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MUSIC

WHY STUDY A MUSIC SUBJECT?

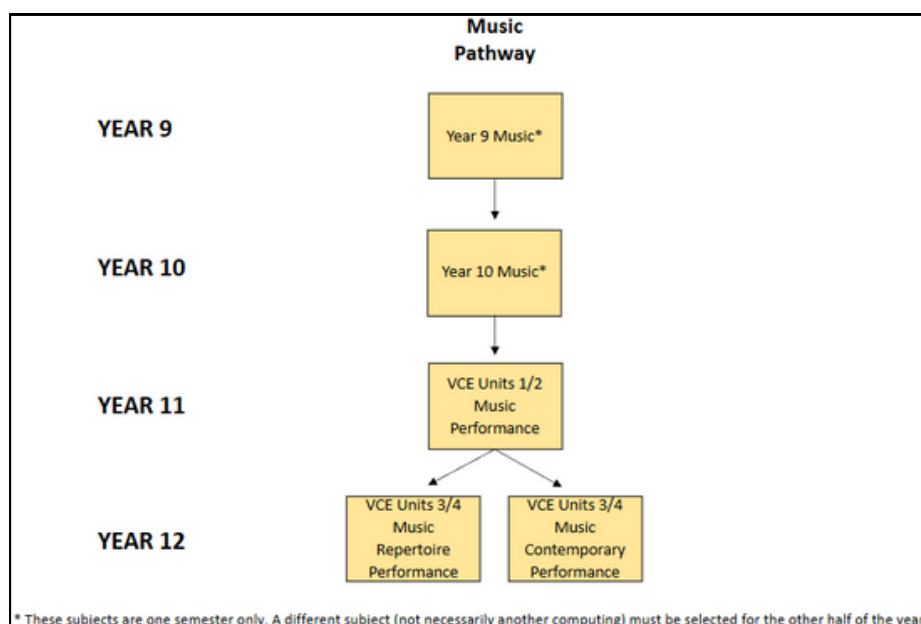
At St Patrick's College, our Music program offers students a rich and rewarding artistic experience. Our Year 9 and 10 elective program works hand in hand with our Specialist Music Program to prepare students for VCE studies in music, tertiary pathways and a lifelong interest in music. The program empowers students with the skills and knowledge to be diverse, independent and capable musicians with the ability to create and perform music across a variety of contexts, styles and performance settings. Studying music nurtures creativity, discipline, and emotional expression, while developing technical skills in performance, composition, and music theory.



It enhances cognitive abilities, improves memory, and fosters collaboration through ensemble work. Music education also builds confidence and resilience, preparing students for public performance and lifelong appreciation of the arts. Whether pursuing a career in music or simply enriching their personal growth, students gain valuable skills that resonate far beyond the classroom.

MUSIC PATHWAYS

The diagram below shows the natural progression of each subject.



VCE UNITS 1 & 2 MUSIC PERFORMANCE

FULL YEAR

In Music, students learn how music is organised, and how it can be used to create an intended effect. They study music by performing, analysing and responding to music works. In creating their own music works students show the understanding they have developed through their exploration.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Performing <ul style="list-style-type: none"> ◦ practical music-making and performance skills ◦ perform and demonstrate technical skills specific to an instrument or sound source of their own choosing ◦ Students may present on a variety of instruments and/or sound sources, and may sing as part of their program. • Creating <ul style="list-style-type: none"> ◦ create a folio of brief creative responses ◦ develop appropriate methods of recording & preserving their music ◦ document their approach to creating their music • Analysing and Responding <ul style="list-style-type: none"> ◦ analyse the treatment of specific music elements, concepts and compositional devices in music ◦ identify how music is organised and how the components contribute to effect ◦ respond to a range of excerpts in different styles and traditions ◦ identifying and recreating music language concepts, including chords, scales, melodic and rhythmic patterns.
Prerequisites	Students must take individual lessons on a musical instrument (including voice) as part of the Specialist Music Program at school or from a teacher in the community. While not compulsory, it is recommended that students have completed the year 10 Music Elective or have extensive equivalent experience in music.
Future Study Pathways	<p>After school options include:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Performance • Folio of creative exercises and short works • Written and listening test
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • VCE Units 1 & 2 Music Teacher - Ms Carol Roberts • Head of Music Faculty - Mr Matthew Pankhurst

VCE UNITS 3 & 4 MUSIC PERFORMANCE

FULL YEAR

In Unit 3/4 Music students can elect to study either VCE Music Contemporary Performance or VCE Music Repertoire Performance. To gain an understanding of the differences between these two subjects it is important that students speak to one of the Music staff members listed below.

In brief, Music Contemporary Performance focuses more on the contemporary styles and the practices of improvisation and reimagining. Music Repertoire Performance focuses more on the interpretation and performance of published works from a broad range of styles on the student's chosen instrument. These are nearly always well-known notated works.

Content Overview	<p>Both subjects have similar approaches to the following areas of study:</p> <ul style="list-style-type: none"> • Performing <ul style="list-style-type: none"> ◦ Explain the artistic and practical considerations used to select a program of works for performance ◦ Demonstrate a diverse range of techniques and expressive qualities through performance of works, sections of works and/or technical exercises • Analysing: <ul style="list-style-type: none"> ◦ A selection of practice strategies ◦ Technical considerations in the recreation of works ◦ Expressive and interpretative considerations in the recreation of works • Responding <ul style="list-style-type: none"> ◦ The ways that elements of music, concepts and compositional devices can be interpreted and/or manipulated by other musicians ◦ How to employ auditory discrimination and memory skills, by responding to music examples in isolation and in context ◦ How to identify and transcribe short musical examples presented aurally and in notation
Prerequisites	<p>Students must take individual lessons on a musical instrument (including voice) as part of the Specialist Music Program or from a teacher in the community. While not compulsory, it is strongly recommended that students have completed VCE Units 1 & 2 Music Performance and have had extensive performance experience.</p>
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Music Performance <p>After school options include:</p> <ul style="list-style-type: none"> • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 & 4 School-assessed coursework (SACs) – 30% of total study score • 20-minute performance examination – 50% of total study score • VCAA Exam – 20% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • VCE Units 1 & 2 Music Performance Teacher • Head of Music Faculty - Mr Matthew Pankhurst

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TECHNOLOGY

WHY STUDY A TECHNOLOGY SUBJECT?

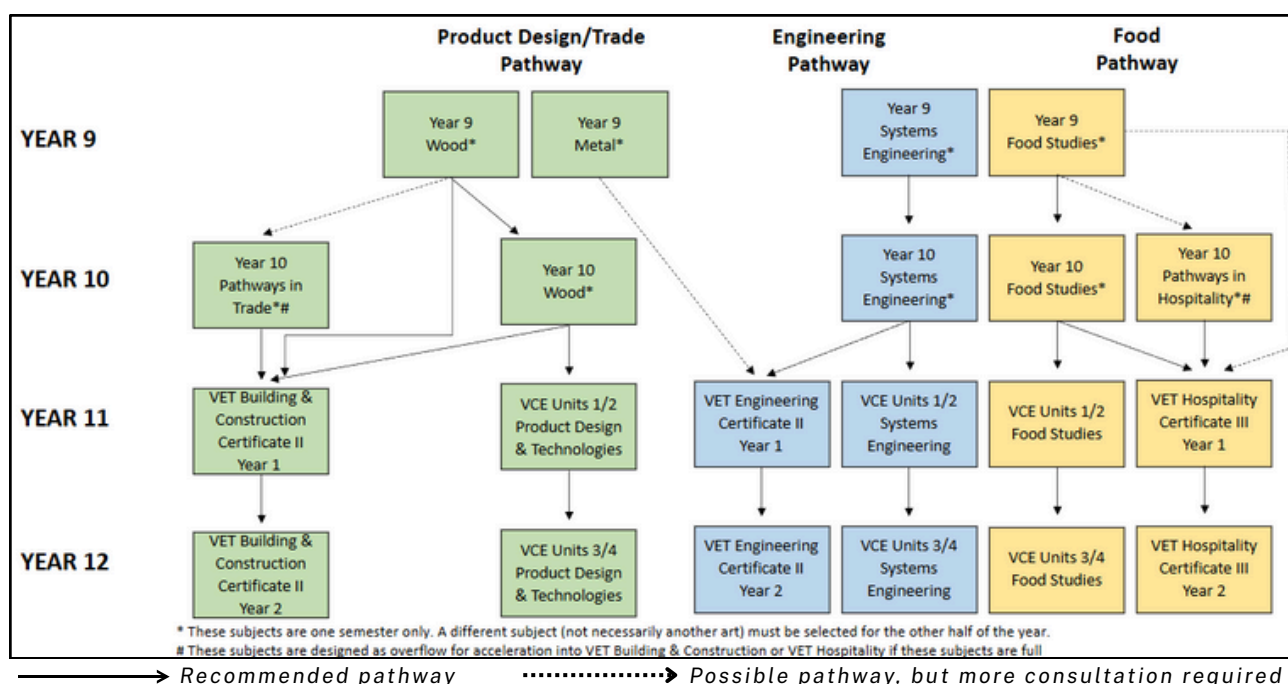
At St Patrick's College, our Technology subjects — including Metal, Wood, Systems Engineering, and Food Studies — offer students practical, hands-on learning that builds real-world skills and creativity. With pathways through to VCE and VET Certificate courses in Building & Construction, Engineering, and Hospitality, students can explore their interests while gaining industry-relevant experience. These subjects foster problem-solving, design thinking, and technical proficiency, preparing



students for careers in trades, engineering, manufacturing, and culinary arts. Technology education also promotes innovation, teamwork, and resilience, empowering students to create, build, and contribute meaningfully to their communities and future workplaces.

TECHNOLOGY PATHWAYS

The diagram below shows the natural progression of each subject. Some changes are possible throughout the journey; however, these should only be made in consultation with your teacher.



VCE UNITS 1 & 2 FOOD STUDIES

FULL YEAR

In VCE Unit 1 & 2 Food Studies, students focus on food from historical and cultural perspectives, where they will investigate the origins and roles of food through time and across the world. Students also 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.

They investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine, while considering the influence of innovations, technologies, and globalisation on food patterns.

Students investigate food systems in contemporary Australia, focusing on commercial food production industries and food production in domestic and small-scale settings. Students gain insight into the significance of food industries to the Australian economy. Students use practical skills and knowledge to produce foods comparable to commercial products. In demonstrating their practical skills, students design new food products and adapt recipes to suit specific needs and circumstances and explore potential entrepreneurial opportunities.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Food around the world <ul style="list-style-type: none"> ◦ The origins and cultural roles of food, from early civilisations through to today's industrialised and global world. • Food in Australia <ul style="list-style-type: none"> ◦ The history and culture of food in Australia. • Australia's food systems <ul style="list-style-type: none"> ◦ Commercial food production in Australia. • Food in the home <ul style="list-style-type: none"> ◦ Food production, focusing on domestic and small-scale food production
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Food Studies <p>After school options:</p> <ul style="list-style-type: none"> • Apprenticeships • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Production work and records of production • Topic tests (short and/or extended answer) • End of Semester Exam
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Food Studies Teacher • Head of Technology Faculty - Mr Roger Knight.

VCE UNITS 1 & 2 PRODUCT DESIGN AND TECHNOLOGIES

FULL YEAR

Unit 1 focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams to generate ideas and design products. 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. They analyse and evaluate existing products through understanding the importance of a design brief and learning about factors that influence design. Students explore and test materials, tools, processes, and practice safe skill development when creating an innovative product.

In Unit 2, students specifically examine social and/or physical influences on design. Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 1 Design Practices <ul style="list-style-type: none"> ◦ Area of Study 1 - Developing and conceptualising designs ◦ Area of Study 2 - Generating, designing and producing • Unit 2 Positive impacts for end users <ul style="list-style-type: none"> ◦ Area of Study 1 - Opportunities for positive impacts for end users ◦ Area of Study 2 - Designing for positive impacts for end users ◦ Area of Study 3 - Cultural influences on design
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Food Studies <p>After school options:</p> <ul style="list-style-type: none"> • Apprenticeships • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Assessment type #1 Folio • Assessment type #2 Production • School Assessed Coursework • End of Semester Exam
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Technology Teacher • Head of Technology Faculty - Mr Roger Knight.

VCE UNITS 1 & 2 SYSTEMS ENGINEERING

FULL YEAR

Unit 1 focuses on mechanical systems. The term ‘mechanical systems’ includes systems that utilise all forms of mechanical components and their linkages. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electro-technological components. Students research how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations.

In Unit 2, students study fundamental electro-technological engineering principles. Students create operational electro-technological systems, which may also include mechanical components or electro-mechanical subsystems. However, the focus is on the creation of electro-technological systems. Students study fundamental electro-technological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • The School Assessed Task <ul style="list-style-type: none"> ◦ Folio ◦ Production • Key Skills and Knowledge include. <ul style="list-style-type: none"> ◦ Rudimentary physics ◦ Safe use of tools, machines, and procedures ◦ Project management ◦ Presentation of planning and record of work
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Units 3 & 4 Systems Engineering <p>After school options:</p> <ul style="list-style-type: none"> • Apprenticeship • TAFE – Electrical Trades • University – Mechanical / electrical / mechatronic engineering
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Folio • Production (of a mechatronic system). • End of Year Exam
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 Systems Engineering Teacher • Head of Technology Faculty - Mr Roger Knight.

VCE UNITS 3 & 4 FOOD STUDIES

FULL YEAR

In Unit 3 students explore the science of food, explaining the processes of eating and digesting food, the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines. Students also apply the principles of nutrition in practical activities to examine specific dietary needs.

Students will also investigate the influences that affect food choices, analysing the factors affecting the food behaviours of individuals by examining the relationships between food access, values, beliefs and choices. Students demonstrate their practical skills in planning and preparing healthy meals for children and families.

In Unit 4 students analyse food information by applying principles of evidence-based research and healthy eating recommendations to evaluate a selected food trend, fad or diet, and investigate the claims on food packaging and advertisements. Students undertake practical activities that meet the healthy eating recommendations of the Australian Dietary Guidelines. Students will also critique issues affecting food systems in terms of ethics, sustainability and food sovereignty, and through practical activities propose future solutions that reflect sociocultural, sustainable and ethical food values and goals.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 3: Food in daily life <ul style="list-style-type: none"> ◦ The science of food ◦ Food choices, health and wellbeing • Unit 4: Food issues, challenges, and futures <ul style="list-style-type: none"> ◦ Navigating food information ◦ Environment and ethics
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • Apprenticeships • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 School-assessed Coursework - 30% of total study score. • Unit 4 School-assessed Coursework - 30% of total study score • VCAA Exam – 40% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your VCE Units 1 & 2 Food Studies Teacher • Head of Technology Faculty - Mr Roger Knight.

VCE UNITS 3 & 4 PRODUCT DESIGN AND TECHNOLOGIES

FULL YEAR

In Unit 3, students research a real personal, local, or global need or opportunity with explicit links to ethical considerations. This unit focuses on the analysis of available materials in relation to sustainable practices, tensions between manufacturing and production, modern industrial and commercial practices, and the lifecycles of products from sustainability or worldview perspectives.

Students plan to develop an ethical product through a problem-based design approach. Students undertake the role of designer to generate product concepts. They will also evaluate using relevant factors that influence product design, and design thinking.

In Unit 4, students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools, and processes.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Influences on design, development, and production of products • Investigating opportunities for ethical design and production • Developing a final proof of concept for ethical production • Managing production for ethical designs • Evaluation and speculative design
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • University - Industrial Design; Teaching. • TAFE - Certificates and Diploma Courses • Applied Design, Design, Design and Visual Communication. • Apprenticeships - building, furniture making, cabinet making.
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Unit 3 School-Assessed Coursework - 10% of the total study score • Unit 4 School-Assessed Coursework - 10% of the total study score • Unit 3 & 4 School-Assessed Task - 50% of the total study score • VCAA Exam - 30% of the total study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your VCE Units 1 & 2 Product Design and Technology teacher • Head of Technology Faculty - Mr Roger Knight

VCE UNITS 3 & 4 SYSTEMS ENGINEERING

FULL YEAR

In Unit 3 Students design and plan an operational, mechanical and electro-technological integrated and controlled system. Students will learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system.

In Unit 4 students complete the creation of the mechanical and electro-technological integrated and controlled system they researched, designed, planned, and commenced production of in Unit 3. Students investigate new and emerging technologies and analyse their development and impacts. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment, and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • The School Assessed Task <ul style="list-style-type: none"> ◦ Folio ◦ Production • Clean Energy Technologies <ul style="list-style-type: none"> ◦ Systems used to collect renewable and non-renewable energy. • New and Emerging Technologies <ul style="list-style-type: none"> ◦ Systems currently under development to improve the way we design, create, and use technological systems. • Key Skills and Knowledge include. <ul style="list-style-type: none"> ◦ Rudimentary physics. ◦ Safe use of tools, machines, and procedures. ◦ Project management. ◦ Presentation of planning and record of work.
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • Apprenticeships • TAFE – Electrical trades, mechanical trades, engineering design. • University - Robotics, Mechatronics and Telecommunications, Mechanical, Electrical and Electronic Engineering
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • School Assessed Task (SAT) – 50% of total study score • School Assessed Coursework (SAC) – 20% of total study score • VCAA Exam – 30% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your VCE Units 1 & 2 Systems Engineering teacher • Head of Technology Faculty – Mr Roger Knight

VOCATIONAL EDUCATION & TRAINING (VET)

WHAT IS VET?

Vocational education training (VET) is specific industry learning. The skills that you learn in VET can be applied in the workplace, or, as you keep studying, towards a trade or qualification. You can add a VET course to your studies while you are in Year 10, 11 or 12.

- Please note: If numbers for entry to a particular VET course exceed capacity, then priority will be given to a Year 11 student over a Year 10 student.



VET can be included in your Victorian Certificate of Education (VCE) or for those completing the VCE Vocational Major (VCE VM) it is a compulsory component. There is more information regarding the VCE-VM options in the VCE-VM section of this booklet.

At St Patrick's College, there are two options for students wanting to complete a VET course:

- **INTERNAL VET** – conducted at school as a part of the regular school timetable. At SPC we currently offer the following internal VET options:
 - Cert II in Building and Construction (partial completion)
 - Cert II in Engineering
 - Cert III in Screen and Media
 - Cert II in Skills for Work and Vocational Pathways
 - Cert II in Hospitality
 - Cert III in Sport and Recreation
 - Cert II in Agriculture (delivered in partnership with Federation University)

Please note: More information regarding each of the above can be found in the VET section of the Subject Outlines

- **EXTERNAL VET** – offered by various regional Education Providers and occur outside of the regular school hours and/or off campus
 - Students are expected to catch-up on any missed regular classwork and may be given study periods to help with this
 - SPC students have access to a wide range of external VETs. For more information, see the section on External VET Options.
 - Fees apply – Contact Vet Co-ordinator for more information.

WHY CHOOSE TO DO A VET COURSE?

Including VET in the senior secondary program helps students develop industry-specific knowledge and skills, along with general skills needed for future employment, training, and further education.

Students undertaking a VET program will graduate with both a VCE certificate and an industry-recognised certificate in their chosen field.

Students choose the VCE-VET Program for various reasons:

1. **Employment:** Seeking full-time employment or part-time work to supplement income while studying further.
2. **ATAR Score:** Many VETs count as SCORED VCE subjects, contributing to a student's ATAR. They can also be taken as NON-SCORED VCE subjects.
3. **Enjoyment:** Following a passion or career path, pursuing a hobby, or simply doing what makes them happy.
4. **Certification:** Most students graduate with both a VCE certificate and a full certificate in their chosen vocation, recognized by the industry. Some courses offer partial completion, which can be finished after the VCE. Check the program outline to see if your chosen program offers full or partial completion.

EXTERNAL VET

The Highlands Local Learning and Employment Network (HLLLEN) VET Cluster has a long-standing partnership involving over 30 secondary schools in Ballarat and surrounding areas, which also includes St Patrick's College. This cluster offers a wide range of nationally recognised and VCAA-approved programs to students. Most programs take place on Tuesday (Year 2) or Thursday (Year 1) afternoons, requiring students to leave school after Lesson 3. There are some exceptions, so please check the program outline on the [HLLLEN website](#) for specific details. Students must arrange their own transportation to VET classes. However, HLLLEN provides a bus service (subject to funding) for programs at the Mt Helen and Mt Rowan Federation University campuses.

Please note that fees apply to all external VETs- these prices vary on class sizes and funding availability.

Please contact the Vet Co-ordinator for further information. Past fees have varied between approx. \$800 - \$2000 dollars.



EXTERNAL VET PROGRAMS

Please note this list is based on 2025 offerings – the new list of offerings, the “VET Programs Guide 2026” will be released on the 24 July 2025 and can be downloaded via the [HLLLEN website](#).

ONE YEAR PROGRAMS

- Introduction to Bakery and Cookery
- Introduction to Ecosystems
- Engineering
- Introduction to Hair and Beauty
- Introduction to Trades
- Health Support Services
- Hospitality & Cookery
- Introduction to Horse Industry
- Recreation Assistant

TWO YEAR PROGRAMS

- Agriculture
- Allied Health Assistance
- Animal Care
- Aviation (Remote Pilot) Drones
- Applied Fashion Design and Technology
- Automotive
- Building and Construction (Carpentry)
- Business
- Community Services
- Dance
- Early Childhood Education and Care
- Electrotechnology (Year 11 only)
- Enabling Technologies
- Engineering
- Equine Studies
- Furniture Making
- Heavy and Light Rail Fundamentals
- Information Technology
- Music Industry (Sound Production)
- Plumbing
- Retail Cosmetics
- Salon Assistant

HOW DO I APPLY FOR EXTERNAL VET?

Applications for these programs are made separately from a student's subject selections. Students should choose a full class load as usual. If accepted into an external VET program, they will meet with the VET Coordinator to replace one of their selected classes with a study period. This study period helps them catch up on any missed classwork.

Applications open on 11 August 2025 and can be submitted via [Highlands VET Cluster](#). The College has no control over student placements, and spots are limited, so students should apply as soon as possible. We recommend that you carefully read the VET Program's Guide for details.

ARE THERE EXTRA COSTS?

Yes, there are additional costs for external VET programs. Since 2026 programs are still being planned and costs vary based on class sizes and funding, the College can't provide a fixed price. Costs usually range between \$800-2000 depending on the course. An estimated cost based on 2025 figures can be supplied upon inquiry.

HOW DO I GET MORE INFORMATION?

The most current information on program offerings can be located on the [Highlands LLEN website](#). Alternatively, please reach out and contact St Patrick's College VET Co-Ordinator – Ms Katherine Swagerman via email: kswagerman@stpats.vic.edu.au

SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS

An SBAT combines part-time work, training with a Registered Training Organisation (RTO), and school studies. This can give students credit towards their Victorian Certificate of Education (VCE). When a student enrolls in an SBAT, it is part of their VCE program.

It offers students the option of combining their senior secondary education with part-time employment and skills training. The program is undertaken under a formal training contract with an employer and has a training plan registered with the Victorian Registration and Qualifications Authority (VRQA). The training must lead to a nationally recognised qualification, as determined by the VRQA.

Finding an SBAT is primarily the student's responsibility. While St Patrick's can help in locating an SBAT, it is ultimately up to the student to secure one, similar to any job search. Students can achieve this by completing work experience, contacting an apprenticeship network agent, or keeping an eye out for job advertisements.

KEY CONSIDERATIONS BEFORE UNDERTAKING AN SBAT

Students must be at least 15 years of age and enrolled in one of the following:

- Victorian Certificate of Education (VCE)
- VCE Vocational Major
- Victorian Pathways Certificate

Students must be an Australian citizen or permanent resident and prepared for the weekly commitment. Students typically spend one day per week on work and one on training, missing some regular classes. They must be prepared to make-up missed work with their VCE teachers on a weekly basis.

REQUIREMENTS FOR SPC STUDENTS

1. **Appointment:** Make an appointment with the VET Co-ordinator to discuss the program.
2. **Approval:** Get the SBAT approved by the VET Co-ordinator (not all SBATs will be approved if they conflict with the student's school program).
3. **Timetable Impact:** Understand that the VCE timetable and subjects may be adjusted.
4. **Attendance Impact:** Acknowledge that work and training will affect class attendance.
5. **Employment:** Have paid employment under a recognized industrial agreement (covered by an Award, workplace agreement, or the minimum terms of the Workplace Relations Act).
6. **Training Contract:** Have a training contract with a nationally recognized qualification, registered with Skills Victoria.
7. **Training Plan:** Sign a training plan with an RTO within two months of starting.
8. **Duration:** Commit to training over two years, averaging 13 hours per week (at least seven hours of work and six hours of training per week).

RESPONSIBILITIES

- The RTO handles all training and assessment.
- St Patrick's College does not handle training costs; students may have additional costs.

For more information, visit the VCAA SBAT website: [VCAA School-based Apprenticeships and Traineeships](https://www.vcaa.vic.edu.au/School-based-Apprenticeships-and-Traineeships) or contact the SPC VET Co-ordinator – Ms Katherine Swagerman kswagerman@stpats.vic.edu.au

VCE VET UNITS 1 & 2 CREATIVE AND DIGITAL MEDIA (Certificate III in Screen and Media - Year 1)

FULL YEAR

The Certificate III in Screen and Media course teaches students how to create 3D environments, characters, and animations for interactive games. Although the skills are taught using a game art framework, they are also useful in fields like architecture, product design, filmmaking, and new technologies like VR and AR. The course covers:

- Concept art
- 3D modelling
- Texturing
- Lighting
- Gray boxing
- Creating interactive environments
- Adding audio
- Interactive gameplay elements
- Web design

To fully complete the certificate students must undertake both Year 1 and 2. Students will receive a Statement of Attainment outlining units successfully completed this year as well and a Unit 1 and 2 credit towards their VCE

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • BSBCRT311 - Apply Critical Thinking Skills in a Team Environment • CUAWHS312 - Apply Work Health and Safety practices • CUAIND311 - Work effectively in the creative arts industry • CUADES303 - Explore and apply the creative design process to 3D forms • CUADES201 - Follow a design process • CUAACD201 - Develop drawing skills to communicate ideas <p>Over the year, students will explore the Creative Arts industry, learn 3D modelling in Maya, design and create a 3D diorama, and develop a portfolio website to showcase their work.</p>
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE VET Units 3 & 4 Creative and Digital Media <p>After school options:</p> <ul style="list-style-type: none"> • TAFE – Certificate IV in Screen and Media • University – Courses in Creative Digital Media and Design and Interactive Technologies.
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Product - Website • Portfolio – 3D Diorama • Short Answer questions <p>To fully complete the certificate students must undertake Year 1 and 2.</p>
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Head of Computing Faculty - Ms Katherine Swagerman or • Head of Art Faculty - Ms Jeanean Pritchard

VCE VET UNITS 1 & 2 SPORT AND RECREATION (Certificate III in Sport and Recreation - Year 1)

FULL YEAR

Sport and Recreation is a program designed for students who love to challenge themselves in a range of different sport and recreational environments. VET Sport and REC offers a qualification and provides the opportunity to develop the following skills (Leadership, the ability to give and receive feedback, interpersonal and organisational skills) through a range of practical and theoretical assessment tasks such as (Coaching). To fully complete the certificate students must undertake both Year 1 and 2. Students will receive a Statement of Attainment detailing the units they successfully completed this year, along with a credit for Units 1 and 2 towards their VCE.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Work Health and Safety • First Aid • Hazard identification • Conduct non-instructional sport, fitness, or recreation sessions. • Coaching sessions • Lesson plan creating • Participate in conditioning for sport. • Physical education sessions • Weights and training sessions
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE VET Units 3 & 4 Sport and Recreation - Year 2 • VCE Units 3 & 4 Physical Education <p>After school options:</p> <ul style="list-style-type: none"> • TAFE: Swim Teacher, Personal Trainer, or Sport Management • University: Bachelor in Sports Management, Sports Science or Teaching
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Online Tests • Practical Demonstrations • Observations • Book work
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • VET Sport and Recreation Teacher - Mr Jason Whittingham • VET Coordinator – Ms Katherine Swagerman • Head of HaPE Faculty – Miss Carly Twaits

VCE VET UNITS 1 & 2 AGRICULTURE (AHC20122 Certificate II Agriculture – Year 1)

FULL YEAR

The VCE VET Agriculture program is drawn from Victorian accredited curriculum and offers a portable qualification which is recognised throughout Australia. The VET Agriculture program is a pre-employment course designed to meet the needs of students wishing to pursue a career in the agriculture and agricultural related fields.

This is the first year of a two-year program. To fully complete the certificate students must undertake both Year 1 and 2 to collect their 16 units of competency. Students will receive a Statement of Attainment outlining units successfully completed this year as well and a Unit 1 and 2 credit towards their VCE

The delivery of this subject will occur on campus and at Federation TAFE, Mount Rowan Campus. Training assessment and AQF certification will be provided by Federation University Australia RTO Code 4909

Students wishing to enter this program will need to formally apply for a position through the Head of Science and VET Coordinator. This application will include a pre-training review and language, literacy and numeracy evaluation.

Content Overview	<p>In this subject, students will cover (Please note these are Year 1 units only):</p> <ul style="list-style-type: none"> AHCWHS202 - Participate in work health and safety processes AHCMOM202 – Operate tractors AHCLSK202 – Care for health and welfare of livestock AHCLSK205 – Handle livestock using basic techniques AHCLSK206 – Identify and mark livestock AHCINF206 – Install, maintain and repair farm fencing AHCWRK211 – Participate in environmentally sustainable work practices AHCPMH201 – Treat Weeds
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> VCE VET Units 3 & 4 Agriculture – Unscored Unit 3 & 4 VCE Agricultural and Horticultural Studies <p>After school options:</p> <ul style="list-style-type: none"> Certificate III in Agriculture Certificate IV in Agriculture Higher Education Agriculture Degrees
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> This subject will be assessed by: Written assessments Practical assessments Short Answer Questions Topic Tests
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> Head of Science Faculty – Mr James Russell VET Coordinator – Ms Katherine Swagerman

VCE VET UNITS 1 & 2 BUILDING AND CONSTRUCTION (Certificate II Building and Construction: Carpentry - Year 1)

FULL YEAR | PARTIAL COMPLETION

VET Building and Construction aims to equip students with the knowledge and skills to complete modules that enhance their job prospects in the building and construction industry, and help students earn credit towards a nationally recognised credential and make more informed career choices. The course provides learners with basic industry-specific skills and knowledge to transition into a Certificate III level apprenticeship in the building and construction industry. This pre-apprenticeship course includes core units that cover:

- Basic leveling procedures
- Measurements and calculations
- Workplace communication
- Erecting and safely using working platforms
- Interpreting basic plans and drawings
- Job preparation and application
- Effective and sustainable work practices
- Onsite workplace safety practices

Students will receive a Statement of Attainment outlining units successfully completed this year as well and a Unit 1 and 2 credit towards their VCE.

Please note: The VCE VET Building and Construction program provides partial completion of the Certificate II in Building and Construction: Carpentry. Students will participate in approximately two-thirds of the 631 nominal hours, thus not receive the full Certificate II in Building and Construction.

Content Overview	<p>In this subject, students will cover the following units:</p> <ul style="list-style-type: none"> • CPCCOM1014 Conduct workplace communication. • CPCCOM1015 Carry out measurements and calculations. • CPCWHS1001 Prepare to work safely in the construction industry. • CPCCWHS2001 Apply WHS requirements, policies, and procedures in the construction industry. • VU23312 Prepare for work in the building and construction industry. • VU23320 Identify and handle carpentry tools and equipment.
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE VET Units 3 & 4 Building and Construction <p>After School options:</p> <ul style="list-style-type: none"> • The VCE VET Building and Construction program provides partial completion of the Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decoration – Pre-Apprenticeship). • Additional training is required to complete the pre-apprenticeship • Trade qualifications are available in General Construction: Carpentry – Framework/Formwork/Finishing.
Types of Assessment	<p>This Subject will be assessed by:</p> <ul style="list-style-type: none"> • Topic Tests • Short Answer questions • Project – Product development
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 9 or 10 Technology – Wood teacher • Head of Technology Faculty - Mr Roger Knight • VET Coordinator – Ms Katherine Swagerman

VCE VET UNITS 1 & 2 ENGINEERING STUDIES

(Certificate II Engineering Studies – Year 1)

FULL YEAR

The VCE VET Engineering Studies program is drawn from Victorian accredited curriculum and offers a portable qualification which is recognised throughout Australia. The VCE VET Engineering Studies program is a pre-employment course designed to meet the needs of students wishing to pursue a career in the manufacturing, engineering, and related industries. To fully complete the certificate students must undertake both Year 1 and 2. Students will receive a Statement of Attainment outlining units successfully completed this year as well and a Unit 1 and 2 credit towards their VCE.

Please Note: Due to the costs involved in this subject, an additional \$450 levy will be included for students undertaking the subject.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • VU23481 - Apply occupational health and safety principles in an engineering environment. • VU23475 - Safely use hand tools and handheld power tools for general engineering applications. • VU23476 - Report on the sectors and employment in the manufacturing, engineering, and related industries • VU23477 - Interpret and prepare basic two- and three-dimensional engineering drawings. • VU23478 - Perform basic machining processes. • VU23479 - Apply basic fabrication techniques. • VU23483 - Perform metal machining operations.
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE VET Units 3 & 4 Engineering Studies <p>After school options:</p> <ul style="list-style-type: none"> • 22632VIC Certificate II in Engineering Studies • TAFE • University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Written assessments • Practical assessments (Production of a series of metal machining and fabricating projects). • Short Answer Questions • Topic Tests • Observation
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 9 Technology - Metal teacher • Head of Technology Faculty – Mr Roger Knight • VET Coordinator – Ms Katherine Swagerman

VCE VET UNITS 1 & 2 HOSPITALITY

(Certificate II in Hospitality – Year 1)

FULL YEAR

The Certificate II in Hospitality program equips students with foundational skills and knowledge essential for entry-level employment or further study in the Hospitality industry. It covers a range of operational skills including preparing and serving espresso coffee, non-alcoholic beverages, food and beverage service, providing advice on food, and handling financial transactions.

Please note: To meet assessment requirements, students may need to participate in practical sessions outside of regular class time, such as during school events, to demonstrate skills in food preparation and service.

The VCE VET Hospitality programs have two main objectives:

- Providing participants with a diverse skill set and knowledge base to prepare them for various roles in the hospitality industry, such as commercial cookery, catering, and food and beverage service.*
- Allowing participants to attain an industry-recognized credential and make informed decisions about their career paths.*

Furthermore, students will have the opportunity to interview for hospitality positions during school events, enhancing their practical experience and employability in the industry. To fully complete the certificate students must undertake both Year 1 and 2. Students will receive a Statement of Attainment outlining units successfully completed this year as well and a Unit 1 and 2 credit towards their VCE

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Compulsory Units • BSBTWK201 Work effectively with others • SITHIND006 Source and use information on the hospitality industry • SITHIND007 Use hospitality skills effectively • SITXCCS011 Interact with customers • SITXCOM007 Show social and cultural sensitivity • SITXWHS005 Participate in safe work practices • SITXFSA005 Use hygienic practices for food safety • Electives Units • Example of available electives – to be confirmed • Prepare and present simple dishes • Prepare and present sandwiches • Package prepared foodstuffs • Clean kitchen premises and equipment • Prepare and serve espresso
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE VET Units 1 & 2 Hospitality <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University • Employment

Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE VET Units 1 & 2 Hospitality <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University • Employment
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Practical • Reports • Topic Tests • Observation • End of Semester Exam
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 9 or 10 Food Studies teacher • Head of Technology Faculty – Mr Roger Knight • VET Coordinator – Ms Katherine Swagerman

VCE VET UNITS 1 & 2 EMPLOYMENT PATHWAYS (Certificate II in Skills for Work and Vocational Pathways)

FULL YEAR

This program is designed to provide students a range of literacy, numeracy, and general employment skills. The learning is designed to connect with industry and the workplace to best assist students in understanding the context for learning.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • BSBPEF101 Plan and prepare for work readiness • FSKLRG010 Use routine strategies for career planning • FSKRDG010 Read and respond to routine workplace information • FSKWTG009 Write routine workplace texts • FSKDIG003 Use digital technology for non-routine workplace tasks • FSKOCM007 Interact effectively with others at work • FSKNUM015 Estimate, measure and calculate with routine metric measurements for work • FSKNUM014 Calculate with whole numbers and familiar fractions, decimals • and percentages for work • FSKLRG009 Use strategies to respond to routine workplace problems • BSBWHS211 Contribute to the health and safety of self and others • FSKLRG007 Use strategies to identify job opportunities • FSKLRG011 Use routine strategies for work-related learning • BSBTEC201 Use business software applications • BSBTEC202 Use digital technologies to communicate in a work environment
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • Apprenticeship • Employment
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Observation • Role plays • Simulated work tasks • Short Answer Responses • Topic Tests
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • VET & VM Coordinator – Ms Katherine Swagerman

VCE VET UNITS 3 & 4 CREATIVE AND DIGITAL MEDIA (Certificate III in Screen and Media) – Year 2

FULL YEAR

The Certificate III in Screen and Media course teaches students how to create 3D environments, characters, and animations for interactive games. Although the skills are taught using a game art framework, they are also useful in fields like architecture, product design, filmmaking, and new technologies like VR and AR. The course covers Concept art, 2D Animation, creating characters, adding audio and web design. Students will receive a Cert III in Screen and Media along with a Units 3 & 4 sequence towards their VCE. This subject is a scored VET meaning that it will contribute towards a student's ATAR score. Students who opt out of receiving an ATAR score (non-scored) can still take part in this subject and are expected to do all assessment tasks except for the VCAA end of year exam.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> CUADES302 - Explore and apply the creative design process to 2D forms CUAANM301 - Create 2D digital animations CUADIG304 - Create visual design components CUAWRT301 - Write content for a range of media CUADIG312 - Author interactive sequences <p>Throughout the year, students will create an original character from scratch, learn to animate in 2D using Adobe Animate, produce a short animation, and culminate their efforts by developing a personal website portfolio showcasing their work.</p>
Prerequisites	VCE VET Creative and Digital Media Unit 1 & 2 – successful completion of all units
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> TAFE – Certificate IV in Screen and Media University – Courses in Creative Digital Media and Design and Interactive Technologies.
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> Product – 2D Animation Portfolio – Character Design Product – Website Portfolio VCAA Exam <p>Scored Assessment:</p> <ul style="list-style-type: none"> School-assessed Coursework (SAC) - 66% of total study score VCAA Exam – 34% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> Head of Computing Faculty Ms Katherine Swagerman or Head of Art Faculty Ms Jeanean Pritchard

VCE VET UNITS 3 & 4 SPORT AND RECREATION (Certificate III in Sport and Recreation – Year 2)

FULL YEAR

Sport and Recreation is a program designed for students who love to challenge themselves in a range of different sport and recreational environments. VET Sport and Recreation offers a qualification and provides the opportunity to develop the following skills (Leadership, the ability to give and receive feedback, interpersonal and organisational skills) through a range of practical and theoretical assessment tasks such as (Coaching). Students will receive a Certificate III in Sport and Recreation along with a Units 3 & 4 sequence towards their VCE. This subject is a scored VET therefore contributes towards a student's ATAR score. Students who opt out of receiving an ATAR score (non-scored) can still take part in this subject and are expected to do all assessment tasks except for the VCAA end of year exam.

Content Overview	In this subject, students will cover: <ul style="list-style-type: none"> • Work Health and Safety (WHS)/OHS • Coaching Foundation Level Participants • Facilitate user groups
Prerequisites	VCE VET Units 1 & 2 Sport and Recreation – Successful completion of all units
Future Study Pathways	After school options: <ul style="list-style-type: none"> • TAFE: Swim Teacher, Personal Trainer, or Sport Management • University: Bachelor in Sports Management, Sports Science or Teaching
Types of Assessment	This subject will be assessed by: <ul style="list-style-type: none"> • Direct observation • Workplace Demonstrations • Knowledge Test Questions • Portfolio • End of Year Examination Scored Assessment: <ul style="list-style-type: none"> • School-assessed Coursework (SAC) - 66% of total study score • VCAA Exam – 34% of total study score
Further Information	For further information about this subject, please contact: <ul style="list-style-type: none"> • VET Sport and Recreation Teacher - Mr Jason Whittingham • Head of HaPE Faculty – Miss Carly Twaits • VET Coordinator – Ms Katherine Swagerman

VCE VET UNITS 3 & 4 AGRICULTURE (AHC20122 Certificate II Agriculture – Year 2)

FULL YEAR

The VCE VET Agriculture program is drawn from Victorian accredited curriculum and offers a portable qualification which is recognised throughout Australia. The VET Agriculture program is a pre-employment course designed to meet the needs of students wishing to pursue a career in the agriculture and agricultural related fields.

This is the second year of a two-year program. To fully complete the certificate students must undertake both Year 1 and 2 to collect their 16 units of competency. Students will need to gain competency in all 1st year units if they wish to complete the second year. On completion, students will receive their AHC20122 qualification and a Unit 3 and 4 credit towards their VCE.

The delivery of this subject will occur on campus and at Federation TAFE, Mount Rowan Campus. Training assessment and AQF certification will be provided by Federation University Australia RTO Code 4909

Content Overview	<p>In this subject, students will cover (Please note these are Year 2 units only):</p> <ul style="list-style-type: none"> AHCWRK213 – Participate in workplace communications AHCMOM204 – Undertake operational maintenance of machinery AHCMOM217 – Operate quad bikes AHCMOM216 – Operate side by sides AHCWRK212 – Work effectively in industry AHCWRK211 – Participate in environmentally sustainable work practices AHCCHM201 – Apply chemicals under supervision AHCMOM207 – Conduct front-end loader operations
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> Unit 3 & 4 VCE Agricultural and Horticultural Studies (If AHC20122 is completed in Year 11) <p>After school options:</p> <ul style="list-style-type: none"> Certificate III in Agriculture Certificate IV in Agriculture Higher Education Agriculture Degrees
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> This subject will be assessed by: Written assessments Practical assessments Short Answer Questions Topic Tests
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> Head of Science Faculty – Mr James Russell VET Coordinator – Ms Katherine Swagerman

VCE VET UNITS 3 & 4 BUILDING AND CONSTRUCTION (Certificate II in Building and Construction: Carpentry - Year 2)

FULL YEAR | PARTIAL COMPLETION

VET Building and Construction aims to:

- Equip students with the knowledge and skills to complete modules that enhance their job prospects in the building and construction industry.
- Help students earn credit towards a nationally recognized credential and make more informed career choices.

The course aims to give learners basic industry-specific skills and knowledge to transition into a Certificate III level apprenticeship in the building and construction industry. This pre-apprenticeship course includes core units that cover skills and knowledge in basic levelling procedures, measurements and calculations, workplace communication, erecting and safely using working platforms, interpreting basic plans and drawings, job preparation, effective and sustainable work practices, and workplace safety. Please Note: The VCE VET Building and Construction program provides partial completion of the Certificate II in Building and Construction: Carpentry.

Students will participate in approximately two-thirds of the 631 nominal hours, thus not receive the full Certificate II in Building and Construction.

Content Overview	<p>In this subject, students will cover the following units:</p> <ul style="list-style-type: none"> • VU23321 Perform basic setting out. • VU23322 Construct basic sub-floor. • VU23323 Construct basic wall frames. • VU23324 Construct a basic roof frame. • VU23325 Install basic external cladding.
Prerequisites	VCE VET Units 1 & 2 Building and Construction – successful completion of all units
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • The VCE VET Building and Construction program provides partial completion of the Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decoration – Pre-Apprenticeship). • Additional training is required to complete the pre-apprenticeship • Trade qualifications are available in General Construction: Carpentry – Framework/Formwork/Finishing.
Types of Assessment	<p>Types of Assessment:</p> <ul style="list-style-type: none"> • Topic Test • Observation & Practical Task • Short Answer Questions • VCAA End of year exam <p>Scored Assessment:</p> <ul style="list-style-type: none"> • School-assessed Coursework (SAC) - 66% of total study score • VCAA Exam – 34% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your VCE VET Units 1 & 2 Building and Construction teacher • VET Coordinator – Ms Katherine Swagerman • Head of Technology Faculty - Mr Roger Knight.

VCE VET UNITS 3 & 4 ENGINEERING STUDIES

(Certificate II Engineering Studies – Year 2)

FULL YEAR

The VCE VET Engineering Studies program is drawn from Victorian accredited curriculum and offers a portable qualification which is recognised throughout Australia. The VCE VET Engineering Studies program is a pre-employment course designed to meet the needs of students wishing to pursue a career in the manufacturing, engineering, and related industries.

Students will receive a Certificate II in Engineering Studies along with a Unit 3 & 4 sequence towards their VCE. This subject is a scored VET meaning that it will contribute towards a student's ATAR score. Students who opt out of receiving an ATAR score (non-scored) can still take part in this subject and are expected to do all assessment tasks except for the VCAA end of year exam.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> MEMPE006 - Undertake a basic engineering project. VU23480 - Perform intermediate engineering computations. VU23482 - Produce basic engineering components and products using fabrication and machining operations.
Prerequisites	VCE VET Units 1 & 2 Engineering – successful completion of all units
Future Study Pathways	<p>Qualification</p> <ul style="list-style-type: none"> 22632VIC Certificate II in Engineering Studies <p>After school options include:</p> <ul style="list-style-type: none"> Apprenticeships TAFE University
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> Written Assessments A major project (Production of a small engine). VCAA Exam <p>Scored Assessment:</p> <ul style="list-style-type: none"> School-assessed Coursework (SAC) - 66% of total study score VCAA Exam – 34% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> Your VCE VET Units 1 & 2 Engineering Studies teacher Head of Technology Faculty - Mr Roger Knight

VCE VET UNITS 3 & 4 HOSPITALITY

(Certificate II in Hospitality – Year 2)

FULL YEAR

The Certificate II in Hospitality program equips students with foundational skills and knowledge essential for entry-level employment or further study in the Hospitality industry. It covers a range of operational skills including preparing and serving espresso coffee, non-alcoholic beverages, food and beverage service, providing advice on food, and handling financial transactions.

To meet assessment requirements, students may need to participate in practical sessions outside of regular class time, such as during school events, to demonstrate skills in food preparation and service.

Students will receive a Certificate II Hospitality along with a Unit 3 & 4 sequence towards their VCE. This subject is a scored VET meaning that it will contribute towards a student's ATAR score. Students who opt out of receiving an ATAR score (non-scored) can still take part in this subject and are expected to do all assessment tasks except for the VCAA end of year exam.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • SITHFAB024 - Prepare and serve non-alcoholic beverages • SITHFAB027 - Serve food and beverage • SITHFAB036 - Provide advice on food • SITXFIN007 - Process financial transactions • SITHFAB022 - Clean and tidy bar areas
Prerequisites	VCE VET Units 1 & 2 Hospitality – successful completion of all units
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • University • Employment
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Practical • Reports • Topic Tests • Observation • VCAA End of year exam <p>Scored Assessment:</p> <ul style="list-style-type: none"> • School-assessed Coursework (SAC) - 66% of total study score • VCAA Exam – 34% of total study score
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your VCE VET Units 1 & 2 Hospitality teacher • VET Coordinator – Ms Katherine Swagerman • Head of Technology Faculty – Mr Roger Knight

VCE VOCATIONAL MAJOR (VCE-VM)

WHAT IS VCE-VM?

The VCE-Vocational Major (VCE-VM) can be thought of as a VCE certificate with a vocational focus, like the way a university student might complete a Bachelor of Arts with a major in Sociology or Language, for example.

The VCE-VM is a study program focused on vocational pathways, preparing students for apprenticeships, traineeships, further education and training, or direct entry into the workforce. University entry is also possible through alternative programs.

As part of the VCE, the VCE-VM allows students to choose from a variety of VCE, VCE-VM, or VET



subjects, as well as SBATs (school-based apprenticeships), without requiring them to complete external exams.

However, students must still complete all School Assessed Coursework and training for each subject. This pathway lets students earn their Victorian Certificate of Education – Vocational Major without an ATAR score.

WHAT IS REQUIRED TO RECEIVE THE VCE-VM?

To qualify for the VCE-VM Certificate, students MUST complete at least 16 units, including:

- 3 VCE-VM Literacy, VCE English, or VCE Foundation English units (including a VCE Units 3 & 4 sequence)
- 2 VCE-VM Numeracy or VCE Mathematics units
- As most VCE-VM students are heading into a vocational pathway, students are encouraged to complete a VCE Units 3 & 4 Mathematics sequence.
- 2 VCE-VM Work Related Skills units (any units)
- 2 VCE-VM Personal Development Skills units (any units)
- 2 VET credits at Certificate II level or above (180 nominal hours – any units)

PLEASE NOTE: Only students completing the VCE-VM may enrol in the VCE-VM subject offerings. We offer a range of school-based and external VET studies. For the VCE-VM, only two units of VET are required, either at Unit 1 & 2 or at Unit 3 & 4. Completing a full two-year VET certificate is not necessary to obtain the VCE-VM.

Each student's pathway is unique. The VCE-VM's flexibility allows any VCE Unit to be included, if the necessary VCE-VM requirements are met. For more information about your child's senior pathway options, please contact the College.

VCE-VM EXPECTATIONS

At St Patrick's College, students selecting the VCE-VM pathways are expected to be involved, active, and engaged in the program. The VCE-VM program aims to help students develop a comprehensive portfolio over the two-year period, which should include:

- **Evidence of employability skills:**
 - Communication
 - Teamwork
 - Reliability
 - Problem-solving
 - Organisation and planning
- **Academic and professional documents:**
 - Statements of Attainment
 - Resume
 - Cover letter samples
- **Participation in various activities and events, such as:**
 - Running activities for St Patrick's Day and Edmund Rice Day
 - Assisting with primary school district Athletics Days
 - Engaging in community events
- **Evidence of work experience and work habits:**
 - Letters of commendation/recommendation
 - Awards
- **Completed certificates, such as:**
 - First Aid
 - Barista training
 - Safe Food Handling
 - White Card
 - RSA (Responsible Service of Alcohol)
- **Active participation in school events:**
 - Assisting with BBQs
 - Volunteering at school and community events



VCE-VM SUBJECT SELECTION PLANNER

SUBJECT	YEAR 11 - UNITS 1 & 2	YEAR 12 - UNITS 3 & 4
RELIGIOUS EDUCATION <ul style="list-style-type: none"> compulsory select one in each year 	<ul style="list-style-type: none"> VCE Religion & Society VCE Texts & Traditions 	<ul style="list-style-type: none"> NON-VCE RE
ENGLISH* <ul style="list-style-type: none"> compulsory (min. 3 units) select one in each year 	<ul style="list-style-type: none"> VM Literacy - Recommended VCE English 	<ul style="list-style-type: none"> VM Literacy - Recommended VCE English
NUMERACY* <ul style="list-style-type: none"> compulsory (min. 2 units) select one in year 11 optional in year 12 	<ul style="list-style-type: none"> VCE Foundation Mathematics VCE General Mathematics 	<ul style="list-style-type: none"> VCE Foundation Mathematics VCE General Mathematics
PERSONAL DEVELOPMENT SKILLS <ul style="list-style-type: none"> compulsory (min. 2 units) select in year 11 optional in year 12 (if both units are passed) 	Personal Development Skills	<ul style="list-style-type: none"> Personal Development Skills (Recommended) OR VCE Elective <p>-----</p>
WORK RELATED SKILLS <ul style="list-style-type: none"> compulsory (min. 2 units) select in year 11 optional in year 12 (if both units are passed) 	Work Related Skills	<ul style="list-style-type: none"> Work Related Skills (Recommended) OR VCE Elective <p>-----</p>
VET CERTIFICATE II (OR ABOVE) <ul style="list-style-type: none"> compulsory (min. 2 units) must do at least 1 year of VET 180 nominal hours 	-----	-----
VCE ELECTIVE <ul style="list-style-type: none"> compulsory 	-----	-----
VCE ELECTIVE <ul style="list-style-type: none"> compulsory typically used as a Study session in year 12 	-----	-----

*Other more advanced English (Language & Literature) and Mathematics (Methods and Specialist) options are available but should only be considered after consultation with the Head of VM and the Heads of English and Mathematics.

VCE VOCATIONAL MAJOR UNITS 1 & 2 LITERACY

FULL YEAR

VCE Vocational Major Literacy focuses on developing the knowledge and skills needed to be literate in Australia today. It emphasises a student's ability to interpret and create purposeful, accurate, and effective texts with confidence and fluency. This study enables students to:

- *Develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing to meet the demands of the workplace, community, further study, and their own life goals and aspirations.*
- *Discuss, explore, and analyse the purpose, audience, and language of diverse texts, including content from local and global cultures, First Nations knowledge and voices, and various contexts and purposes.*
- *Discuss and debate how workplace, community, and personal values are represented in different texts.*

Content Overview	<p>In Unit 1, students will cover:</p> <ul style="list-style-type: none"> • Literacy for Personal Use <ul style="list-style-type: none"> ◦ How text types are constructed for various purposes, audiences, and contexts. ◦ Respond using written, digital, oral, and visual formats. • Understanding and creating digital texts <ul style="list-style-type: none"> ◦ Applying their understanding of literacy and digital communication conventions. ◦ Respond using various digital content suitable for community, workplace, or vocational contexts. <p>In Unit 2, students will cover:</p> <ul style="list-style-type: none"> • Understanding Issues and voices <ul style="list-style-type: none"> ◦ Articulate the purpose, audience, and main ideas of diverse arguments presented in various text types ◦ Creating a variety of annotations and written, oral, and multimedia responses • Responding to opinions <ul style="list-style-type: none"> ◦ Interpret the values and opinions of others. They should also be capable of presenting points of view in oral form, supported by evidence.
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • Vocational Major Literacy Units 3 & 4 <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • Apprenticeship • Employment
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Oral Presentation • Portfolio of Tasks • Journal • Digital Presentation • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 English teacher • Vocational Major Coordinator – Ms Katherine Swagerman

VCE VOCATIONAL MAJOR UNITS 1 & 2 PERSONAL DEVELOPMENT SKILLS

FULL YEAR

VCE Vocational Major Personal Development Skills (PDS) focuses on personal growth, self-awareness, and community involvement. It emphasises health, well-being, and social sciences, helping students understand and enhance their roles in their communities. Students explore identity factors, set and achieve personal goals, engage with diverse communities, and tackle challenges. They develop self-awareness, access reliable information, work in teams, and plan for their futures.

PDS also covers effective leadership, self-management, project planning, and teamwork to help students succeed in their personal, work, and community lives.

Content Overview	<p>In this subject, students will cover:</p> <ul style="list-style-type: none"> • Unit 1: Healthy Individual <ul style="list-style-type: none"> ◦ Personal identity and emotional intelligence ◦ Community health and wellbeing ◦ Promoting a healthy life. • Unit 2: Connecting with Community <ul style="list-style-type: none"> ◦ What is community? ◦ Community cohesion ◦ Engaging and supporting community
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Vocational Major Units 3 & 4 Personal Development Skills <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • Apprenticeship • Employment
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Portfolio of Tasks • Project development • Written Report • Oral Presentation • Practical Participation • Volunteer Activities
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your Year 10 English teacher • Vocational Major Coordinator – Ms Katherine Swagerman

VCE VOCATIONAL MAJOR UNITS 1 & 2 WORK RELATED SKILLS

FULL YEAR

VCE Vocational Major Work Related Skills (WRS) focuses on developing skills, knowledge, and capabilities relevant to achieving individual career and educational goals. Students will gain a broad understanding of workplace environments and the future of work and education, aiding in theoretical and practical planning and decision-making for a successful transition to their desired career paths. The study covers two key areas:

- *The future of work*
- *Workplace skills and capabilities*

Content Overview	<p>In Unit 1, students study “Careers and learning for the future” which includes:</p> <ul style="list-style-type: none"> • Future Careers <ul style="list-style-type: none"> ◦ Identify and discuss likely employment growth areas using credible data. ◦ Apply these findings to develop strategies for improving future career prospects. • Presentation of career and education goals <ul style="list-style-type: none"> ◦ Forecast potential employment possibilities. ◦ Evaluate various education pathways that support the acquisition of skills and knowledge required for a selected industry growth area. <p>In Unit 2, students study “Workplace skills and capabilities” which includes:</p> <ul style="list-style-type: none"> • Skills and capabilities for employment and further education <ul style="list-style-type: none"> ◦ Identify and evaluate their individual aptitudes and interests in relation to broad industry groups. ◦ Identify evidence of their personal core skills, attributes, and capabilities required by their chosen industry. • Transferable skills and capabilities <ul style="list-style-type: none"> ◦ The recruitment and interview process. ◦ Essential and technical skills required by broader industry groups
Future Study Pathways	<p>Next year options:</p> <ul style="list-style-type: none"> • VCE Vocational Major Units 3 & 4 Work Related Skills <p>After school options:</p> <ul style="list-style-type: none"> • TAFE • Apprenticeship • Employment
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Portfolio of Tasks • Project development • Written Report • Oral Presentation • Practical Participation • Volunteer Activities
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Vocational Major Coordinator – Ms Katherine Swagerman

VCE VOCATIONAL MAJOR UNITS 3 & 4 LITERACY

FULL YEAR

VCE Vocational Major Literacy focuses on developing the knowledge and skills needed to be literate in Australia today. It emphasizes a student's ability to interpret and create purposeful, accurate, and effective texts with confidence and fluency. This study enables students to:

- Develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing to meet the demands of the workplace, community, further study, and their own life goals and aspirations.*
- Engage in discussion, exploration, and analysis of the purpose, audience, and language of various text types and content from a range of local and global cultures, including First Nations peoples' knowledge and voices, and different contexts and purposes.*
- Discuss and debate how workplace, community, and personal values are represented in different texts.*
- Present ideas thoughtfully and logically.*

Content Overview	<p>In Unit 3, students will cover:</p> <ul style="list-style-type: none"> • Accessing and understanding informational, organisational and procedural texts • Creating and responding to organisational, informational or procedural texts <p>In Unit 4, students will cover:</p> <ul style="list-style-type: none"> • Understanding and engaging with literacy for advocacy • Speaking to advise or to advocate
Prerequisites	<p>Students must have completed either one of:</p> <ul style="list-style-type: none"> • VCE Units 1 & 2 English or • VCE Vocational Major Units 1 & 2 Literacy
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • Apprenticeship • Employment
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Oral Presentation • Portfolio of Tasks • Journal • Digital Presentation • End of Semester Examinations
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your VCE Units 1 & 2 English teacher or • Your VCE Vocational Major Units 1 & 2 Literacy Teacher • Head of English Faculty – Mrs Trudi O’Callaghan • Vocational Major Coordinator – Ms Katherine Swagerman

VCE VOCATIONAL MAJOR UNITS 3 & 4 PERSONAL DEVELOPMENT SKILLS

FULL YEAR

VCE Vocational Major Personal Development Skills (PDS) focuses on personal growth, self-awareness, and community involvement. It emphasizes health, well-being, and social sciences, helping students understand and enhance their roles in their communities. Students explore identity factors, set and achieve personal goals, engage with diverse communities, and tackle challenges. They develop self-awareness, access reliable information, work in teams, and plan for their futures. PDS also covers effective leadership, self-management, project planning, and teamwork to help students succeed in their personal, work, and community lives.

Content Overview	<p>In Unit 3, students look at “Leadership and teamwork” which includes:</p> <ul style="list-style-type: none"> • Social awareness and interpersonal skills • Effective Leadership • Effective Teamwork <p>In Unit 4, students focus on a “Community Project”, which includes:</p> <ul style="list-style-type: none"> • Planning a community project • Implementing a community project • Evaluating a community project
Prerequisites	N/A
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • Apprenticeship • Employment
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Portfolio of Tasks • Project development • Written Report • Oral Presentation • Practical Participation • Volunteer Activities
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • VCE Vocational Major Units 1 & 2 Personal Development Skills teacher • Vocational Major Coordinator – Ms Katherine Swagerman

VCE VOCATIONAL MAJOR UNITS 3 & 4 WORK RELATED SKILLS

FULL YEAR

VCE Vocational Major Work Related Skills (WRS) focuses on developing skills, knowledge, and capabilities relevant to achieving individual career and educational goals. Students will gain a broad understanding of workplace environments and the future of work and education, aiding in theoretical and practical planning and decision-making for a successful transition to their desired career paths. The study covers two key areas:

- *Industrial relations and workplace environment and practice*
- *Development of a personal portfolio*

Content Overview	<p>In Unit 3, students cover “Industrial relations, workplace environment and practice”, which includes:</p> <ul style="list-style-type: none"> • Workplace wellbeing and personal accountability • Workplace responsibilities and rights • Communication and collaboration <p>In Unit 4 students cover “Portfolio preparation and presentation” which includes:</p> <ul style="list-style-type: none"> • Portfolio development • Portfolio presentation
Prerequisites	N/A
Future Study Pathways	<p>After school options:</p> <ul style="list-style-type: none"> • TAFE • Apprenticeship • Employment
Types of Assessment	<p>This subject will be assessed by:</p> <ul style="list-style-type: none"> • Portfolio of Tasks • Project development • Written Report • Oral Presentation • Practical Participation • Volunteer Activities
Further Information	<p>For further information about this subject, please contact:</p> <ul style="list-style-type: none"> • Your VCE Vocational Major Units 1 & 2 Work Related Skills teacher • Vocational Major Coordinator – Ms Katherine Swagerman



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