

2025



YARRAWONGA COLLEGE P-12
Dream Believe Succeed

YEAR 10 COURSE SELECTION GUIDE

A Curriculum overview

As students continue in the senior school they are able to make a range of choices that facilitate their personal learning pathway. Students can choose from four different learning pathways. Students are able to change their pathway during their senior school years.

1. Standard Year 10 Pathway

Students undertaking this course will complete the core units of English, Mathematics, Science, Humanities and Health and PE. They also choose four creative technology units for the year, two in each semester. These are mainly based around the Arts and Technology areas. Students often continue an elective for the entire year rather than changing each semester.

Science in year 10 has all students complete a term unit in each of Biology, Physics, and Chemistry and then have a choice from elective units for the last term.

| Core Units | Arts units | Technology units |
|---------------|----------------------|---------------------------------|
| English | Art | Food Technology |
| Mathematics | Drama | Information Technology (IT) |
| Science | Media Studies | Metal Work |
| Humanities | Music | Textiles |
| Health and PE | Visual Communication | Wood Work |
| | | Additional H&PE unit |
| | | Advanced PE |

2. Accelerated Learning Pathway

Students undertaking this pathway complete core Year 10 units. They also choose to study a VCE subject (Units 1 and 2). The advantage of this is the opportunity to continue this subject as a unit 3 / 4 study in 2026, and the study score being counted towards their final ATAR for university entry once Year 12 is completed. This pathway also allows students to choose from a range of VET subjects that will lead to a nationally recognised TAFE certificate.

The following subjects can be chosen as a VCE or VCE VET study for 2025. Subjects offered may change according to final offerings and available places.

| VCE Unit 1 and 2 Subjects | |
|---------------------------|------------------------------|
| | Health and Human Development |
| Accounting | Legal Studies |
| Art – Creative Practice | Literature |
| Biology | Media Studies |
| Business Management | Outdoor Education |
| Computing | Physical Education |
| Drama | Physics |
| Food Studies | Psychology |
| Geography | Textiles |
| History | Visual Communication |

| | |
|---------------------------|------------------------------|
| VCE VET Subjects | |
| Allied Health | Hospitality |
| Building and Construction | Music Industry (Performance) |
| Engineering | Other (see GOTAFE options) |

3. Workplace Mentoring Program

Students choosing this pathway spend 4 days a week at school and 1 day a week in the workplace. Their employer acts as a mentor and provides the students with structured tasks within the workplace as well as advice regarding the skills, education and qualifications required to work in this industry area. The advantages of this program are that students get to try a particular workplace(s) in order to assist in career selection. While at school students will complete the basic Year 10 program, and will need to select Arts and Technology electives for this pathway. **Students will have to complete Commerce Work rather than the standard Year 10 Humanities for this pathway.**

4. School Based Apprenticeship

Students choosing this pathway spend 4 days a week at school and 1 day a week with an employer completing a school based apprenticeship part time. These are available in a range of negotiated areas. The school based apprenticeship provides students with a qualification that can also count towards their VCE in Years 11 & 12. This option depends upon an employer being willing to be involved in this program. In many cases, students commence with a work placement and this can often lead to a school based apprenticeship. While at school students will complete the basic Year 10 program, and will need to select Arts and Technology electives for this pathway. **Students will have to complete Commerce Work for this pathway.**

Any questions from students or parents regarding the above information can be directed to the school. Any of the following people would be happy to speak with you.

| | |
|-----------------------|---|
| Principal | Mr. Damien Keel |
| Campus Principal | Mrs. Jo McCarthy |
| Year 9 Coordinator | Ms. Tom McKimmie |
| Year 10 Coordinator | Ms. Brooke McDougall |
| Year 11 Coordinator | Ms. Anna Beex |
| Pathways Leader | Mr. Jack Sutherland |
| Senior School Leaders | Mr. Chris O'Neill and Mr. Alistair Angwin |

Subject Overviews

Core Units of Learning (All students complete these units)

Year 10 English

Outline:

In year 10 English, students will draw on a variety of resources to facilitate their study of a range of themes. Students will study at least one novel and one film such as “Past the Shallows” and “My Sister’s Keeper”. Students will analyse media texts for their persuasive value as well as presenting their own point of view.

Victorian Curriculum Coverage:

This unit will address content and skills from the English learning area across the Language, Literature and Literacy strands.

Assessment:

Students will be given the opportunity to complete a range of assessment tasks including the following:

- Oral Presentations
- Analytical Essays
- Creative Responses
- Presentation on an issue
- Class participation

Year 10 Mathematics

Mathematics at Year 10 has two levels depending on student ability and desire to pursue a particular pathway. Students will be placed in a mathematics level based on negotiation and their achievements in Year 9 Mathematics.

Outline:

Year 10 Mathematics covers a range of topics depending on the level of mathematics attempted. These topics include techniques used to calculate rates, decimals, trigonometric ratios, and to understand circle geometry. Students will study consumer mathematics, measurement and the expansion and factorization of algebraic expressions. They will also use trigonometry to solve problems and learn to manipulate data using statistical processes.

Victorian Curriculum Coverage:

This unit will address content and skills from the Mathematics learning area across the Number and Algebra, Measurement and Geometry and Statistics and Probability strands.

Assessment:

Students will complete a range of assessment tasks to help them to identify areas for improvement and to allow for formal assessment and reporting. These may include the following

- Workbook
- Topic tests
- Assignments
- Homework

Year 10 Science

Outline:

Science in Year 10 is comprised of 4 individual units. These are based around Biology, Physics, Chemistry and Psychology.

Biology in Year 10 has a focus on the topic the study of life, including genetics and evolution. Students will learn about basic biological terms and develop new skills such as the use of microscopes. Physics is designed to prepare students for units 1 and 2 Physics at VCE. Students will study concepts such as motion and electricity. They will study energy and apply this to everyday life.

Chemistry includes the study of our basic particle - the atom. It further studies how atoms interact in chemical reactions and explores the properties of a variety of elements and compounds and how they interact through experimental study.

In our Psychology topic, students learn about related careers, mental illness, anxiety disorders, phobias and schizophrenia. They also learn about neurotransmitters and parts of the brain.

Victorian Curriculum Coverage:

This unit will address content and skills from the Science learning area across the Science Understanding and Science Inquiry Skills strands.

Assessment:

Assessments in Science will include a range of tasks including

- Practical work
- Written scientific reports
- Investigations
- Video responses
- Work book activities
- Class participation
- Tests

Year 10 Health and Physical Education

Outline:

Year 10 students will be required to complete a range of sports and physical activities during this subject. This will include a focus on swimming, cross country and athletics. A variety of sports including tennis, volleyball, soccer, badminton, netball, basketball, touch rugby and table tennis. Other sport electives include golf, gym activities, water skiing, canoeing, wind surfing and a range of activities that get them out & about in community fitness and sport settings.

Victorian Curriculum Coverage:

This unit will address content and skills from the Health and Physical Education learning area across the Personal Social and Community Health and Movement and Physical Activity strands.

Assessment:

- Participation in practical classes.

Year 10 Humanities

Outline:

In this unit students will study significant post World War I historical events, including the inter war years between World War 1 and World War 2, World War 2, post war efforts to achieve lasting peace and security such as the role and development of the United Nations, the Cold War, the end of colonialism and the emergence of terrorism. Students also look at significant cultural and technological changes and examine the swinging sixties.

The Geography content and skill development, focuses on man made environments. It considers their development and changes through time. Students will investigate and predict consequences of the impact of humans on urban environments, their interaction with natural environments and measures taken for the protection and conservation of environments. Students will also study the effects of globalization on our local population and the world.

Students also learn about the Australian economy and the role they play within it as they move towards independent living. They explore the links between education, training and future work options and develop generic competencies and enterprise skills valuable both in employment and in the search for employment. Students acquire skills and knowledge related to the management of personal finances. Students look at the role of government in the management of a democratic society, processes that facilitate changes to the law and how changes to the law affect individuals, groups and community institutions.

Victorian Curriculum Coverage:

This unit will address content and skills from the Humanities learning area across the History, Geography, Civics and Citizenship and Economics and Business strands.

Assessment:

- Workbook activities and classroom participation
- Tests and examinations
- Assignments
- Oral presentations

Year 10 Commerce Work

Outline:

In Commerce work students examine the nature and demands of the workplace with an emphasis on skill development and career pathways. They undertake work placement to allow them to put their attained skills into practice. Their work placement gives students the context in which to explore selected industries, with an emphasis on enterprise, leadership and innovation and analyse challenges facing an Australian Industry.

Victorian Curriculum Coverage:

This unit will address content and skills from the Humanities (Economics and Business and Civics and Citizenship) learning area across the strands.

Assessment:

- Workbook activities and classroom participation
- Tests and examinations
- Assignments
- Work placement diary

Year 10 Art

Outline:

Year 10 Art is a practical subject that encourages students to be creative and present a variety of visual solutions to set tasks. Students have the opportunity to learn skills in a range of art forms including Drawing, Printmaking, Sculpture, Painting and Photography. They will learn to manipulate art elements and design principles as well as art materials, and learn how to apply these to their own works to communicate meaning. Students will study artists and will conduct research tasks based on them. Students will also develop the ability to visually analyse the aesthetic qualities of artworks by these artists, which will allow them to make connections between the communication of meanings and messages in the artists work, and the production of their own art works. Students will learn about both the written and visual components of folio production, and the design process, which includes the exploration, development and refinement of artworks. Year 10 Art will form a solid foundation for allowing students to make an informed decision about continuing with the subject at a VCE level in Year 11.

Victorian Curriculum Coverage:

This unit will address content and skills from the Arts (Visual Arts) learning area across the strands.

Assessment:

- Art folio
- Written assignment
- Investigation
- Reflection and analysis of work

Year 10 Drama

Outline:

In Year 10, Drama aims to further develop theoretical and performance knowledge and skills. Students will have opportunities to perform and devise short pieces of drama and theatre. Students will work both independently and in range of group situations. Students will explore a range of genres that may include improvisation, scripted drama and self-devised or developed pieces. Through research and analysis each student will present the work of a dramatic practitioner.

Victorian Curriculum Coverage:

This unit will address content and skills from the Arts (Drama) learning area across the strands.

Assessment:

- Class Participation
- Dramatic Performances
- Performance Analysis
- Research Assignment

Year 10 Food Technology

Outline:

This unit deals with food and its preparation and presentation. It acts as an introduction to VCE Unit 1 and 2 Food Studies and VET Hospitality. Activities are designed to provide students with the opportunity to investigate, design, produce and evaluate their food productions. Students practice food production skills using a range of technical processes and examine product development, food hygiene and food terminology. In this unit students will investigate the relationship between nutrition, diet and health. Students will analyse links between diet and current community health issues and consider special dietary needs and ways of improving their diet.

Victorian Curriculum Coverage:

This unit will address content and skills from the Technologies (Design and Technologies) learning area across the strands.

Assessment:

- Practical exercises
- Evaluation questions
- Research Assignments
- Presentation of research
- Exam – written and practical

Year 10 Information Technology

Outline:

Information Technology will encourage students to create and develop information products to display knowledge, understanding and purpose. Students will become familiar with a range of desktop publishing software. They will design their own business and develop a range of information products to meet the needs of a fictional business. Students will gain an understanding of programming languages through a range of exercises. Students will also create presentations to demonstrate an understanding of Information Technology issues and create a website using HTML programming. All work will come together in a student digital portfolio and will be presented to the class.

Victorian Curriculum Coverage:

This unit will address content and skills from the Technologies (Digital Technologies) learning area across the strands.

Assessment:

- Evaluation of peers
- Class discussions
- Completed tasks/ Databases
- Completed presentation
- Overall project

Year 10 Media Studies

Outline:

Students will cover a broad range of media types and develop technical expertise in making presentations and/or products. They will analyze the social, cultural and historical impact of a range of media on a variety of audiences. Students will explore the constructs of film and develop critical analysis skills as well as develop an understanding of the production processes in the film industry. Students will be required to work individually and in small groups to produce practical work.

Victorian Curriculum Coverage:

This unit will address content and skills from the Arts (Media Arts) learning area across the strands.

Assessment:

- Productions and Presentations
- Research assignments
- Class participation
- Production Folio

Year 10 Metal Work

Outline:

Students will be involved in the production of a planned project of their choice. Metal work has an emphasis on the design process and includes the development of the design brief and planning documents prior to commencing production. Students will be required to develop their design plans including drawings. Students will also learn about the occupational health and safety requirements when working in the metal work environment in order to operate trade based machines and equipment such as lathes, milling machines, MIG welders, TIG welders and plasma cutters.

Victorian Curriculum Coverage:

This unit will address content and skills from the Technologies (Design and Technologies) learning area across the strands.

Assessment:

- Practical productions
- Evaluation of finished products
- Design plans and drawings
- Safe work practices
- Book work activities

Year 10 Music

Outline:

Students will learn about the history and current trends of the music scene. They will use technology and notation to communicate music ideas. They will create, practice, rehearse and perform music. They will evaluate a range of performances and compositions to inform and refine their own music making. They will analyse a range of music from contemporary and past times, to explore differing viewpoints and enrich their music making, and consider music in international contexts.

Victorian Curriculum Coverage:

This unit will address content and skills from the Arts (Music) learning area across the strands.

Assessment:

- Class work (aural exercises, mind maps etc)
- Practical exercises (OH&S, recording, live sound, performances)
- Theory tests
- Reports and assignments (working with others, OH&S)
- Journals and logs (practice, listening and industry contacts)
- Oral questioning

Year 10 Advanced PE

Outline:

This unit is an optional unit for students looking for additional opportunities to undertake physical activity and to build their knowledge and skills in Health and Physical Education. They will engage in both theory and practical activities throughout this subject. It acts as an introduction to VCE Physical Education & VCE Health and Human Development and will assist them with the content taught in these subjects.

Students develop fundamental skills and knowledge about the Musculoskeletal and Cardiovascular systems, injuries illnesses and ergogenic aids impacting these systems. As well as learning and implementing coaching, skill acquisition, biomechanics and fitness strategies and concepts.

Victorian Curriculum Coverage:

This unit will address content and skills from the Health and Physical Education learning area.

Assessment:

- Participation in practical classes.
- Classwork
- Structured questions/research task assessment tasks
- Exams

Year 10 Textiles

Outline:

Year 10 Textiles offers students the opportunity to further their learning of both the construction techniques, and surface decorations used in clothing and craft design and production. Students will complete a range of sample pieces as well as major productions based on the design process. They will develop options suitable to design briefs and produce and evaluate their final products. Students will also complete a research assignment around the design process and changes to production techniques.

Victorian Curriculum Coverage:

This unit will address content and skills from the Technologies (Design and Technologies) learning area across the strands.

Assessment:

- Practical productions
- Evaluations of productions
- Work book activities
- Design plans
- Research Assignments

Year 10 Visual Communication and Design

Outline:

In this unit the students are encouraged to develop an individual approach to each practical task however with their folio work they must follow the design process. Students will have the opportunity and flexibility to choose the appropriate materials, methods and media used for their chosen design brief. These may include photography, 3D modelling, drawing, print making, painting or computer generated art. Design elements and design principles will be developed further with more focus on visual communication analysis. The language and terminology suitable for visual design and communication will be studied as well as examples of professional practicing designers and their work. Drawing will be developed further especially rendering and recognising the light source.

Victorian Curriculum Coverage:

This unit will address content and skills from the Arts (Visual Communication Design) learning area across the strands.

Assessment:

- Design and folio work
- Written and responsive tasks
- Drawing techniques
- Assignment work
- Workbook activities of development work

Year 10 Wood Work

Outline:

Students undertaking this Technology unit will complete a number of projects that meet the design briefs and design processes. This process includes a research phase to ensure that the product is understood prior to the item being made. Students will complete the planning, production and evaluation components of the design brief while learning new and challenging techniques and using a range of equipment, tools and materials. Students will also learn about the occupational health and safety requirements when working in a workshop environment.

Victorian Curriculum Coverage:

This unit will address content and skills from the Technologies (Design and Technologies) learning area across the strands.

Assessment:

- Practical evaluations
- Bookwork
- Design plans
- Demonstrated safe work practices
- Research assignment

Subjects offered for Students undertaking an Accelerated Learning Pathway

VCE Units 1 and 2

Accounting

Unit 1: The role of Accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

Unit 2: Accounting and decision-making for a trading a business

In this unit 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. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Applied Computing

Unit 1

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of object-oriented programming (OOP) language to develop working software solutions.

Students respond to teacher-provided solution requirements, designs and data to develop data visualisations. They develop a solution that includes a database, spreadsheet(s) and data visualisations. Students respond to solution requirements to design and develop a working software solution using an OOP language. They develop techniques for debugging and testing their software solution to ensure that it works as intended.

Unit 2

In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information.

Students work collaboratively and select a topic of interest involving an emerging trend for further study to create an innovative solution. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology while developing this solution. As an introduction to cyber security, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose and justify strategies to protect the security of data and information within a network.

Art Creative Practice

Unit 1: Interpreting artworks and exploring the Creative Practice

In this unit students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives. They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses.

Unit 2: Interpreting artworks and developing the Creative Practice

In this unit students examine artworks from different periods of time and cultures, and explore the different ways that artists interpret and communicate social and personal ideas in artworks. Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice. Students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

Biology

Unit 1: How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2: How does inheritance impact on diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Business Management

Unit 1: Planning a business

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

Unit 2: Establishing a business

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

Drama

Unit 1: Introducing performance styles and contemporary drama practices

In this unit students study three or more performance styles from a range of social, historical, contemporary and cultural contexts. They examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality. They incorporate and/or juxtapose a number of performance styles to make dramatic statements and create performances that are innovative, transformational and contemporary. They learn about contemporary drama practices that incorporate a range of conventions and devices for making dramatic works. Students use creative processes and play-making techniques to consider the specific purpose and intention of performance styles, and how conventions of those styles can be used in the work they devise and create for an audience.

This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real and/or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. Such stimulus material could include Aboriginal and Torres Strait Islander Peoples' stories, perspectives or experiences. This unit also involves analysis of a student's own devised work, and the analysis of work by professional drama practitioners and performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters and develop awareness and understanding of how characters are portrayed within certain performance styles and in contemporary drama practices. They document the play-making techniques they use to explore and extract meaning from stimulus material, and document the exploration of production areas, dramatic elements, and conventions of selected performance styles.

Unit 2: Contemporary drama practices and Australian identity

In this unit, students study aspects of Australian identity by engaging with contemporary drama practices as artists and as audiences. Contemporary drama practices are outlined in the terminology section of this study.

Students explore the work of selected contemporary drama practitioners, including Australian practitioners, and their associated performance styles. They focus on the application and documentation of play-making techniques involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance they devise based on any of the following: a person, an event, an issue, a place, an artwork, a piece of music, a text or an icon from a contemporary or historical Australian context.

In creating a performance, students engage with stimulus material to extract ideas and possibilities that allow them to explore an aspect or aspects of Australian identity, which could include engaging with the experiences and perspectives of Aboriginal and Torres Strait Islander peoples, colonial Australians, migrants, refugees, and/or urban and rural communities. They examine selected performance styles in relation to contemporary drama practices and explore the associated conventions, including those of Aboriginal and Torres Strait Islander artists and practitioners, and the broader diversity of Australian stories. Students further develop their knowledge of the conventions of transformation of character, time and place; the application of symbol, and how these conventions may be manipulated to create meaning in performance. They explore, develop and apply dramatic elements and production areas. They consider the sustainable sourcing and ethical use of materials when applying production areas.

Students analyse and evaluate their own performance work as well as undertaking an analysis and evaluation of a performance of an Australian work by professional actors, and develop an understanding of relevant drama terminology.

Food Studies

Unit 1: Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Geography

Unit 1: Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Health and Human Development

Unit 1: Understanding health and wellbeing

In this unit students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities.

Students identify perspectives relating to health and wellbeing, and inquire into factors that influence health attitudes, beliefs and practices. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

Unit 2: Managing health and development

In this unit students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students explore health literacy through an investigation of the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

History

Unit 1: Change and Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. 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.

Unit 2: The Changing World Order

In this unit 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.

Legal Studies

Unit 1 – Guilt and liability

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions. In this unit, 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. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Unit 2 – Sanctions, remedies and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, 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. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Literature

Unit 1

In this unit, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Students also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Unit 2

In this unit, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Students also focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Media

Unit 1: Media forms, representations and Australian stories

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

Unit 2: Narrative across media forms

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Outdoor & Environmental Studies

(These units involve camps as well as a number of field trips. Students need to be aware of the cost and time commitments and the expectation that they catch up on missed work.)

Unit 1: Connections with outdoor environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering outdoor environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Physical Education

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other population groups and contexts. Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.

Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

Physics

Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt 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: How does Physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. 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 study one of eighteen options from climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. Students pursue an investigation and use physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Product Design and Technology (Textiles)

Unit 1: Design practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. 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. In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework. In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

Unit 2: Positive impacts for end users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. 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.

Psychology

Unit 1: How are behaviour and mental processes shaped?

In this unit 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.

Unit 2: How do internal and external factors influence behaviour and mental processes?

In this unit 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.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Visual Communication and Design

Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Unit 2: Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. 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). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Certificate III in ALLIED HEALTH ASSISTANCE

This course is ideal if you are wanting to start a career in the health field. At this level you will get a taste of the health sector and operate under the direct supervision of a health professional.

This two-year course reflects the current industry expectations for the delivery of industry related training. The course will equip the student with information relevant to recent industry knowledge regarding safety, communications, environmental awareness and best practice.

The Certificate III in Allied Health Assistance is the key pathway to work as a support for Allied Health professionals, helping to implement patients' rehabilitation or maintenance therapy programs. This course is relevant to a wide range of health environments including hospitals, physiotherapy and occupational therapy and allied health practice settings.

Students who successfully complete this course are eligible for a Certificate in recognition of their studies. Part completion will generate a Statement of Attainment. The course also provides other opportunities for future studies and employment in the Health Industry.

This qualification is made up of core and 3 elective units which may include but are not limited to:

- Maintain a high standard of service
- Work with diverse people
- Recognize healthy body systems
- Participate in workplace health and safety
- Interpret and apply medical terminology appropriately
- Assist with movement

ATAR Contribution

Students wishing to receive an ATAR contribution for the scored Units 3 and 4 sequence in VCE VET Health must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score no contribution to the ATAR will be available for these units.

Students who receive a Units 3 and 4 sequence from electives outside the scored program may be eligible for an increment towards their ATAR. Increments for unscored VCE VET programs are calculated using 10% of the fourth study score of the primary four scaled studies.

The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website: www.vtac.edu.au

Structured Workplace Learning

A minimum of 80 hours on the job clinical placements is a required element of the course. The timing of these placements are arranged by negotiation.

Certificate II in Building and Construction (Carpentry)

Certificate II in Building and Construction provides students with the opportunity to gain skills and knowledge required to gain an apprenticeship in the Carpentry sector of the building and construction industry. Students who undertake Certificate II in Building and Construction can achieve credit for 4 VCE units as well as working towards completion of a nationally recognised TAFE Qualification. Units 3 & 4 contribute to the ATAR by way of a 10% increment.

Possible competencies covered could include:

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

Students will be involved in a number of practical activities and projects as part of the learning process.

To undertake this course, students are required to pay a materials, equipment and auspicing contribution of approximately \$200.

Certificate II in Engineering Studies

Certificate II in Engineering Studies aims to provide students knowledge and skills that will enhance their employment prospects in engineering related industries. Students who undertake Certificate II in Engineering Studies can achieve credit for 4 VCE units as well as achieving a nationally recognised TAFE Qualification. Units 3 & 4 contribute to the ATAR by way of scored assessment. Certificate II in Engineering Studies provides a pathway for students into an engineering apprenticeship.

Possible competencies covered could include:

- Apply occupational health and safety principles in an engineering environment
- Safely use hand tools and handheld power tools for general engineering applications
- Report on the sectors and employment in the manufacturing, engineering, and related industries
- Interpret and prepare basic two- and three-dimensional engineering drawings
- Perform basic machining processes
- Apply basic fabrication techniques
- Undertake a basic engineering project
- Perform intermediate engineering computations
- Additional elective units

Students will be involved in a number of practical activities and projects as part of the learning process.

To undertake this course, students are required to pay a materials, equipment and auspicings contribution of approximately \$200.

VCE VET Hospitality

The VCE VET Hospitality program is designed as a two year program drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry

The VCE VET Hospitality program aims to:

- provide participants with the knowledge and skills reflective of the hospitality industry
- allow students to achieve competencies that will enhance their employment prospects within a broad range of hospitality settings.
- enable participants to gain a recognised credential and to make a more informed choice of vocation or career path.

Upon successful completion of the relevant units of competence, students undertaking the VCE VET Hospitality course through Yarrawonga College P-12 will:

- be eligible for completion of the SIT20421 Certificate II in Cookery
- have gained recognition for a minimum of two VCE units at Units 1 and 2 level and a Units 3 and 4 sequence.

Students wishing to receive a study score for VCE VET Hospitality must undertake Scored Assessment. This consists of coursework tasks, and an end of year examination. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Examples of Units of competence that might be undertaken as part of the Cookery stream include:

- Use food preparation equipment
- Prepare dishes using basic methods of cookery
- Clean kitchen premises and equipment
- Use hygienic practices for food safety
- Receive, store and maintain stock
- Participate in safe work practices
- Prepare and present simple dishes
- Prepare and present sandwiches
- Show social and cultural sensitivity
- Work effectively in a commercial kitchen
- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetable, fruit, egg and farinaceous dishes

VCE VET Music

Students undertaking VET Music through Yarrowonga College P-12 will be enrolled in CUA30920 Certificate III in Music (Performance). This course is delivered over 2 years in partnership with The College of Sound and Music Production (COSAMP – RTO 41549).

This certificate provides students with the opportunity to learn and apply a broad range of knowledge and skills to pursue further tertiary studies, start a career or maintain a hobby in the Music Industry.

Students are enrolled with COSAMP (RTO 41549) for this qualification and, upon satisfactory completion of all Units of this course, a student may attain a national qualification. To obtain the CUA30920 Certificate III in Music (Performance), students need to successfully complete and demonstrate competency in 8 core* units and 3 elective units. Where a student meets the requirements of some Units, a Statement of Attainment may be awarded.

Example Units of Competency that may be covered over the 2-year program include:

(First year)

- CUACMP311 - Implement copyright arrangements*
- CUAIND313 - Work effectively in the music industry*
- CUAIND314 - Plan a career in the creative arts industry*
- CUAMPF212 - Incorporate music technology into performances
- CUASOU211 - Develop audio skills and knowledge
- CUAMPF213 - Perform simple repertoire in ensembles

(Second year)

- CUAMPF312 - Prepare for musical performances*
- CUAMPF315 - Develop and perform musical improvisation*
- CUAMPF412 - Develop and apply stagecraft skills*
- CUAMPF311 - Develop technical skills for musical performances*

Plus, either:

- CUAMPF414 - Perform music as part of a group*

or

- CUAMPF416 - Perform music as a soloist*

Students wishing to receive an ATAR contribution for a Units 3 and 4 sequence from VCE VET Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.



VCE VET Delivered to Secondary Students via GOTAFE

GO TAFE will offer the following VET courses in 2025, which Yarrawonga College P-12 students may apply to undertake.

- Animal Studies
- Equine
- Agriculture
- Beauty
- Hairdressing
- Automotive
- Engineering
- Building
- Plumbing
- Electrical
- Art & Design
- IT
- Business
- Early Childhood
- Education
- Community Services
- Health
- Cookery

More information about this option can be found at the following website.

<https://www.gotafe.vic.edu.au/courses/vet-delivered-to-secondary-students>

There are costs associated with VET courses to cover the delivery fees charged by TAFE and any equipment or materials costs.