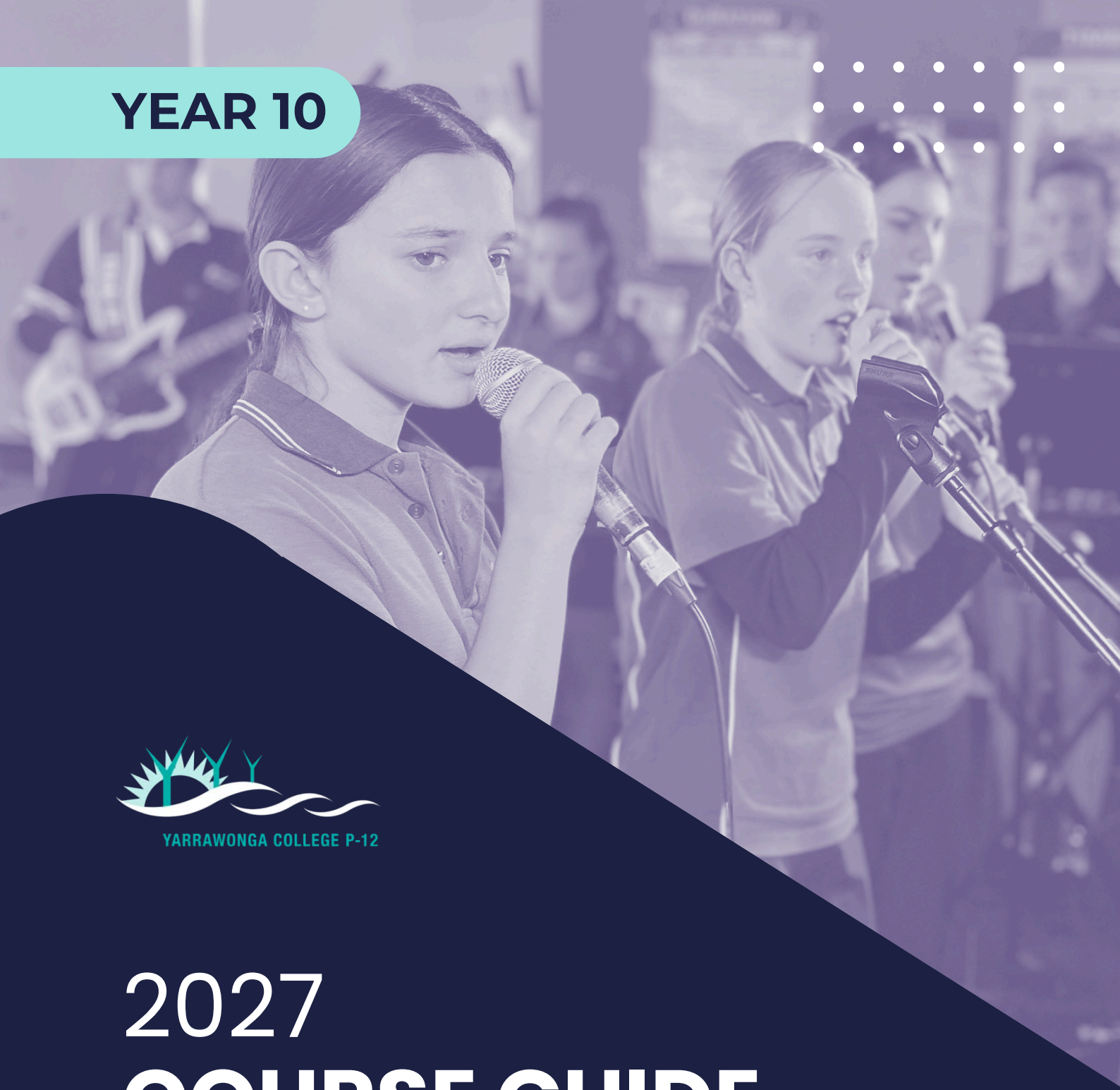
YEAR 10



YARRAWONGA COLLEGE P-12

2027
COURSE GUIDE

Planning your future.

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YARRAWONGA COLLEGE P-12

Welcome to **Year 10**

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Year 10 is an exciting and important year as students begin to take greater ownership of their learning and explore pathways that align with their interests, strengths and future goals. As students move into the senior years of schooling, Year 10 provides opportunities to develop independence, build confidence and make informed decisions about their future studies and careers.

All students complete core subjects including English, Mathematics, Science, Humanities and Sport, ensuring they continue to develop essential knowledge and skills across key learning areas. Alongside these core studies, students have the opportunity to personalise their learning by selecting from a wide range of Arts, Technology and PE electives.

Year 10 also provides students with the opportunity to begin exploring senior pathways through a range of options, including:

- **Standard Year 10 Pathway** – continuing a broad curriculum while selecting Arts, Technology and PE electives.
- **Workplace Mentoring Program** – gaining valuable workplace experience while developing skills for future employment pathways.
- **Accelerated Learning Pathway** – studying a VCE Unit 1 and 2 subject or VCE VET program while completing Year 10 requirements.
- **School-Based Apprenticeship or Traineeship (SBAT)** – combining school studies with structured workplace training and a nationally recognised qualification.

Throughout Year 10, students are encouraged to challenge themselves, discover new interests and develop the skills needed for success in Years 11 and 12 and beyond. The choices students make during this year can help shape their future pathways, whether that involves further study, training, employment or a combination of these.

We encourage students to carefully consider their interests, strengths and aspirations when selecting subjects, and to seek advice from teachers, pathway leaders and families to make choices that best support their goals.

Year 10 is a year of opportunity — a chance to explore, grow and prepare for the future.

Snugent

Scott Nugent
9-12 Campus Principal

Leadership Team:

Stuart Bott
College Principal

Scott Nugent
9-12 Campus Principal

Tom McKimmie
Pathways & Transitions Leader

Chris O'Neill
Engagement & Wellbeing Leader

Chris Menzies
Year 10 Coordinator

Learning Pathways:

1. Standard Year 10 Pathway

Students undertaking this course will complete the core units of English, Mathematics, Science, Humanities and Sport. They also choose four creative technology units for the year, two in 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 Subjects		
English	Mathematics	Science
Humanities	Sport	Be Real

Electives	
Semester 1	**Semester 2**
Body Systems	Build a Business
Concept to Creation	Cafe Culture
Cracking the Code	Ceramics & Sculpture
Functional Furniture	Design. Build. Experience.
Get Funky and Fearless	Engineering Systems
Metal Fabrication Studies	Joinery & Construction
Painting, Drawing & Printmaking	Making Tracks
Runway Riot!	Monologue Madness
Theatre Sports	Next Gen Fashion
Trends in Food	Production Time
What's the story?	Sports Science

2. 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. Whilst at school students will complete the standard Year 10 program. Students will have to complete Commerce rather than the standard Year 10 Humanities for this pathway.

3. 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 2028, 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 certificate.

The following subjects can be chosen as a VCE or VCE VET study for 2027. Subjects offered may change according to final offerings and available places.

VCE Units 1 & 2		
Accounting	Food Studies	Outdoor & Environmental Studies
Agricultural & Horticultural Studies	Geography	Physical Education
Applied Computing	History	Physics
Art Creative Practice	Health & Human Development	Psychology
Biology	Legal Studies	Systems Engineering
Business Management	Literature	Visual Communication
	Media	

VCE VET	
Certificate III in Allied Health Assistance	Certificate II in Hospitality
Certificate II in Building & Construction	Certificate III in Music (Music Performance)
Certificate II in Engineering Studies	Certificate III in Music (Sound Production)
Other (see GOTAFE options)	

4. School-based Apprenticeship or Traineeship (SBAT)

Students choosing this pathway spend 4 days a week at school and 1 day a week with an employer completing an SBAT part-time. The SBAT 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 an SBAT. Whilst at school, students will complete the standard Year 10 program. Students will also have to complete Commerce for this pathway instead of Humanities.

Example Timetables

Standard Year 10 Pathway

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	English	Metal Fabrication Studies	Sport	Humanities	Maths
2	Science	Cracking the Code	Sport	Humanities	Maths
R1					
R2					
3	Cracking the Code	English	Be Real	Metal Fabrication Studies	Science
4	Cracking the Code	English	Maths	Metal Fabrication Studies	Science
L1					
L2					
5	Maths	Humanities	English	Cracking the Code	Metal Fabrication Studies

Workplace Mentoring Program

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	English	Functional Furniture	Work Placement	Commerce	Maths
2	Science	Trends in Food		Commerce	Maths
R1					
R2					
3	Trends in Food	English		Functional Furniture	Science
4	Trends in Food	English		Functional Furniture	Science
L1					
L2					
5	Maths	Commerce		Trends in Food	Functional Furniture

Example Timetables

Accelerated Learning Pathway

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Maths	Making Tracks	Sport	Humanities	English
2	Science	VCE Business Management	Sport	Humanities	English
R1					
R2					
3	VCE Business Management	Maths	Be Real	Making Tracks	Science
4	VCE Business Management	Maths	English	Making Tracks	Science
L1					
L2					
5	English	Humanities	Maths	VCE Business Management	Making Tracks

School-based Apprenticeship or Traineeship (SBAT)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	English	Functional Furniture	Offsite School-based Apprenticeship or Traineeship (SBAT)	Commerce	Maths
2	Science	Metal Fabrication Studies		Commerce	Maths
R1					
R2					
3	Metal Fabrication Studies	English		Functional Furniture	Science
4	Metal Fabrication Studies	English		Functional Furniture	Science
L1					
L2					
5	Maths	Commerce		Metal Fabrication Studies	Functional Furniture

Core Subjects

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English

Year 10 English builds on the skills developed in Year 9, with a stronger focus on critical analysis, sophisticated writing and independent thinking. Students refine their reading comprehension, inferencing and analytical skills while constructing well-developed arguments. The course prepares students for the rigour of VCE English by developing the literacy, communication and analytical skills required for success in senior studies. Students will study at least one novel and one film such as “Into the Wild” and “Twelve Angry Men”.

Assessment: *Oral presentations, analytical essays, creative responses, presentation on an issue and class participation*

Mathematics

Year 10 Mathematics is offered at two levels, with students placed according to their ability, achievement in Year 9 Mathematics and future pathways. Students explore a range of mathematical concepts including rates, decimals, trigonometry, circle geometry, consumer mathematics, measurement, algebra, statistics and data analysis. The course supports students to develop problem-solving skills and apply mathematical techniques to real-world contexts.

Assessment: *Workbook, topic tests, assessments and homework*

Science

Year 10 Science consists of four units focused on Biology, Physics, Chemistry and Psychology. Students explore life, genetics and evolution in Biology; motion, electricity and energy in Physics; atoms, chemical reactions and compounds in Chemistry; and the brain, mental health, disorders and related careers in Psychology. The course develops scientific knowledge, practical skills and prepares students for future VCE pathways.

Assessment: *Practical work, written scientific reports, investigations, video responses, workbook activities, class participation and tests*

Humanities

In Year 10 Humanities, students explore key concepts across Civics & Citizenship, History, Geography and Business/economics. Civics & Citizenship examines Australia's democratic system, constitutional reform, global comparisons of democracy and Australia's role in the Asia-Pacific region. History focuses on the struggle for rights and freedoms for Aboriginal and Torres Strait Islander Peoples, women, migrants and other disadvantaged groups. It also explores the interwar period, leading into World War II Australia’s role in the war, diverse experiences on the home front, and the Holocaust. Geography examines human environments, development, globalisation and the impact of human activity on natural environments, including strategies to be more sustainable. Economics develops students’ understanding of economic literacy and measures of economic performance, while Business explores entrepreneurship and strategies for achieving competitive advantage.

Assessment: *Workbook activities and classroom participation, tests and examinations, assessments and oral presentations*

Sport

Year 10 students will participate in a diverse range of sports and physical activities designed to develop their skills, confidence and understanding of physical activity. The subject includes a focus on swimming, cross country, athletics and a variety of team and individual sports such as tennis, volleyball, soccer, badminton, netball, basketball, touch rugby and table tennis. Students will also have the opportunity to engage in sport electives including golf, gym activities, water skiing, canoeing, windsurfing and community-based fitness and recreational activities. This unit aligns with the Victorian Curriculum Health and Physical Education learning area, addressing the Personal, Social and Community Health and Movement and Physical Activity strands.

Assessment: *Participation in practical classes*

Be Real

Be Real is a weekly one-hour class designed to support students' personal growth, wellbeing and future planning. Through a range of pastoral care activities, students develop positive relationships, strengthen their resilience and wellbeing, and explore future education, training and career pathways. The program also provides opportunities to build important life skills, set goals and prepare for a successful transition into their senior years and beyond.

Commerce **(For students undertaking work placement or an SBAT)**

In Commerce, students explore the nature and expectations of the workplace, with a focus on developing employability skills and exploring future career pathways. Students undertake work placement, providing an opportunity to apply their skills in a real-world setting while gaining insight into different industries. Through this experience, students investigate enterprise, leadership and innovation, while analysing the challenges and opportunities facing Australian industries.

Please note: Only students who are undertaking a work placement or an SBAT are enrolled in this subject.

Assessment: *Workbook activities and classroom participation, assessments and work placement diary.*

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Electives

BODY SYSTEMS 10

BUILD A BUSINESS 12

CAFE CULTURE 14

CERAMICS & SCULPTURE 16

CRACKING THE CODE 13

CONCEPT TO CREATION 20

DESIGN. BUILD. EXPERIENCE. 21

ENGINEERING SYSTEMS 18

FUNCTIONAL FURNITURE 22

GET FUNKY AND FEARLESS 24

JOINERY & CONSTRUCTION 23

MAKING TRACKS 25

METAL FABRICATION STUDIES 19

MONOLOGUE MADNESS 26

NEXT GEN FASHION 28

PAINTING, DRAWING & PRINTMAKING 17

PRODUCTION TIME 30

RUNWAY RIOT! 29

SPORTS SCIENCE 11

THEATRE SPORTS 27

TRENDS IN FOOD 15

WHAT'S THE STORY? 31

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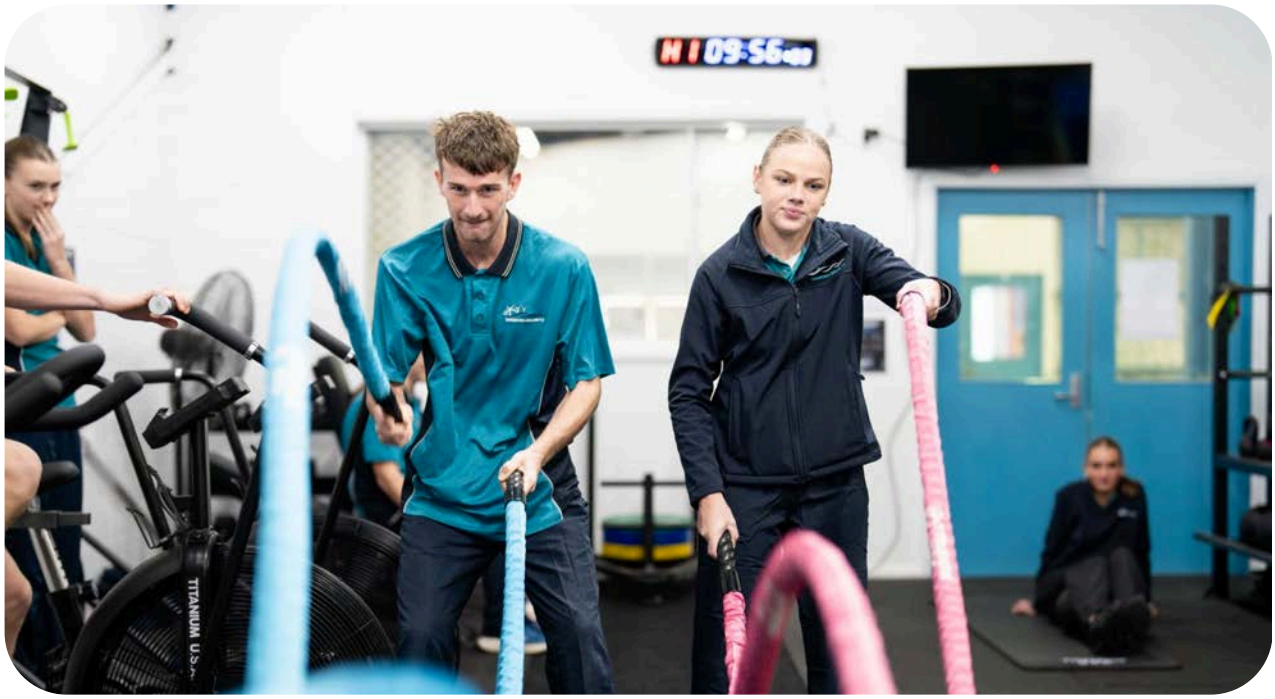
Body Systems

Body Systems investigates how the human body functions, adapts, and performs. Students will develop an understanding of the musculoskeletal and cardiorespiratory systems, exploring how bones, muscles, joints, the heart, and lungs all work together to keep us moving and healthy. From there, students will examine the injuries and illnesses that can impact these systems and consider how they are prevented and managed. The subject concludes with an exploration of performance enhancement in sport, where students will investigate and evaluate both the legal and illegal methods athletes use to gain a competitive edge. By the end of this subject, students will have a well-rounded understanding of the human body and the factors that influence health and athletic performance.

SUBJECT SNAPSHOT

- Students track the cardiovascular and respiratory systems responses to exercise in a practical environment.
- Students develop a deep insight into the muscles and bones within the body and how they work together to produce movement.
- Students research how illness and injury can impact sporting performance for athletes.



CAREER PATHWAYS

- Personal trainer
- Sports scientist
- Biomechanist
- Sports coach
- Physiotherapist
- Strength and conditioning officer

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Sports Science

Sport Science investigates the science behind human movement and athletic performance. Students will explore the biomechanical principles that underpin how we move, examining concepts such as force, balance, leverage, and motion, and how these principles can be applied to improve technique and efficiency in sport and physical activity. Students will also investigate the body's energy systems, developing an understanding of how the body produces and uses energy during different types and intensities of exercise. By the end of this subject, students will have a strong foundation in the scientific principles that drive sports performance and will be equipped to analyse and apply this knowledge to real-world sporting contexts.

SUBJECT SNAPSHOT

- Students develop and implement training programs focusing on specific fitness components.
- Students apply skill acquisition and coaching techniques when working with primary school students.
- Students develop an understanding of sports science through practical application of lever length.
- Students develop an understanding of the energy systems through a range of practical activities.

CAREER PATHWAYS

- Personal trainer
- Sports scientist
- Biomechanist
- Sports coach
- Physiotherapist
- Strength and conditioning officer

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Build a Business

Build a Business challenges students to become digital entrepreneurs by designing, developing, and promoting their own business concept. Through a project-based approach, students will apply a range of information technology skills to create a professional digital business portfolio. Students will develop a business idea and establish clear business goals before creating key digital assets required for a modern enterprise. This includes designing a business logo and brand identity, developing a functional website, creating and managing a database, and using spreadsheets to model finances, budgets, and business performance. This subject is ideal for students interested in technology, business, entrepreneurship and design.

SUBJECT SNAPSHOT

- Business brief
- Business marketing and stationary
- Database development
- Spreadsheet for budgeting
- Website
- Advertising campaign
- Business portfolio

CAREER PATHWAYS

- Entrepreneur / Small Business Owner
- Web Developer
- Digital Marketing
- Database Administrator
- IT Project Manager
- Financial Analyst

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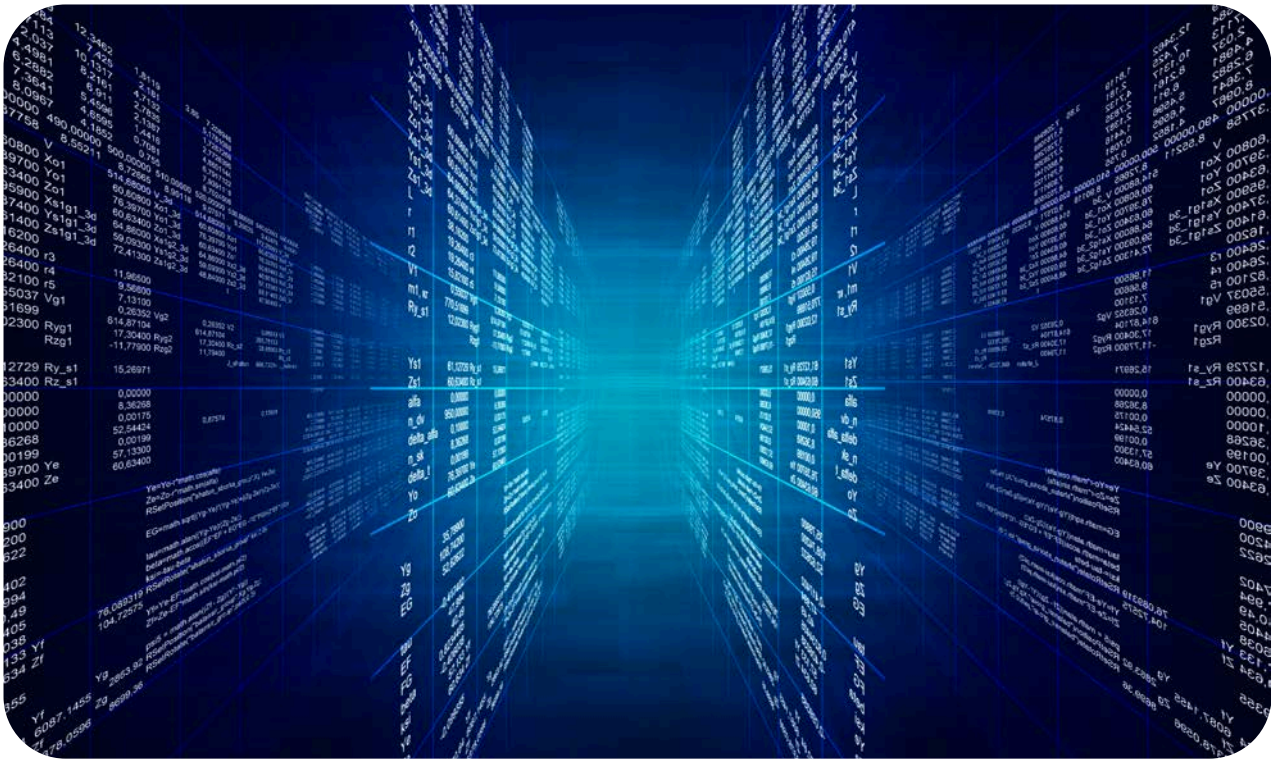
Cracking the Code

In Cracking the Code, students will explore the world of coding, cybersecurity and digital problem-solving through a series of hands-on challenges. Throughout the course, students will create and test programs, solve coding challenges, analyse data, investigate cybersecurity concepts, and design innovative digital solutions. By combining creativity, logic, and computational thinking, students will develop valuable skills for future study and careers in technology.

SUBJECT SNAPSHOT

- Cyber security investigation
- App development
- Game development
- Escape room challenge



CAREER PATHWAYS

- Software Developer
- App Developer
- Cybersecurity Analyst
- Game Developer
- Network Administrator
- IT Manager

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Café Culture

Café Culture is a unit that explores how cafés design and develop food and beverages to meet customer needs, current trends, and dietary requirements. Students will investigate how the sensory properties of food, including taste, texture, appearance, and aroma, influence the preparation and presentation of café-style menu items. Throughout the unit, students will explore healthy, ethical, and sustainable food choices and examine how cafés adapt products to suit different dietary needs such as gluten-free, dairy-free, vegan, or healthier alternatives. Students will also develop practical skills in preparing café-style dishes and beverages, including an introduction to coffee making and presentation techniques. As part of the unit, students will adapt an existing café baked product to suit a chosen dietary requirement and create a marketing campaign using food photography to promote their product.

SUBJECT SNAPSHOT

- Investigate café culture and modern food trends.
- Explore the sensory properties of food.
- Analyse healthy, ethical, and sustainable café options.
- Develop practical café cooking and preparation skills.
- Learn basic coffee making and presentation techniques.
- Adapt café products to suit dietary requirements.
- Use food photography and marketing techniques to promote a product.
- Present your marketing campaign and serve a designed café-style food product to peers.

CAREER PATHWAYS

- Barista or Café Owner
- Chef or Pastry Chef
- Food Stylist or Food Photographer
- Hospitality and Tourism
- Marketing and Social Media
- Product Development
- Nutrition and Health Industries
- Event and Catering Industries

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Trends in Food

Trends in Food is a unit that explores the science behind food and investigates how the sensory and functional properties of ingredients affect the way food looks, tastes, smells, and behaves during cooking. Students will learn about key nutrients such as proteins, carbohydrates, and fats, and examine the chemical and physical changes they undergo during food preparation. Students will also investigate current food trends, including health-conscious eating, native Australian ingredients, sustainable food practices, and fusion foods, and explore how businesses use food science and consumer research to develop innovative food products. Throughout the unit, students will apply their knowledge in practical cooking lessons and work collaboratively to design and create a food product for a specific target market.

SUBJECT SNAPSHOT

- Investigate the sensory and functional properties of food.
- Explore nutrients including proteins, carbohydrates, and fats.
- Analyse current food trends and consumer preferences.
- Explore sustainable and ethical food choices.
- Develop skills in food product development and market analysis.
- Participate in practical cooking lessons and sensory evaluations.
- Design and create your own new food product for a chosen target market.
- Learn how cooking changes food through processes such as emulsification, fermentation and gelatinisation.

CAREER PATHWAYS

- Chef or Caterer
- Food Scientist or Food Technologist
- Nutritionist or Dietitian
- Food Product Developer
- Hospitality and Tourism
- Marketing and Food Media

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Ceramics & Sculpture

Ceramics and sculpture is a hands-on subject that allows students to explore the creative practice through a range of exciting 3D art forms. Students will develop practical skills in ceramic clay construction, hand-building techniques, sculpture, and mixed media artworks while learning how artists use art elements and principles to communicate ideas. Throughout the subject, students will experiment with different materials, techniques and processes to research, explore and create unique artworks. They will investigate the work of historical and contemporary artists, refine artistic skills and build confidence in planning, making and evaluating their own 3D creations. This subject is ideal for students who enjoy making, designing, problem-solving and expressing their ideas through hands-on artistic experiences.

SUBJECT SNAPSHOT

- Ceramics
- Ceramic processes (hand building, glazing and firing)
- Recycled sculpture
- Armature sculpture
- Artist research
- Art movements and art history

CAREER PATHWAYS

- Ceramic Artist or Potter
- Sculptor
- Visual Artist
- Art Teacher
- Creative Arts Technician
- Public Art Coordinator
- Product Designer
- Jewellery Designer
- Exhibition and Museum Designer
- Gallery or Museum Curator
- Creative Director

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Painting, Drawing & Printmaking

Painting, Drawing and Printmaking is a creative subject that focuses on developing skills and techniques in a range of 2D art forms. Students will explore traditional and contemporary approaches to drawing, painting, and printmaking while learning how artists communicate ideas, emotions and stories through visual art. Students will experiment with a variety of materials and processes and investigate the work of established artists to develop their own creative concepts. This subject is ideal for students who enjoy being creative, want to strengthen their practical art skills, preparing students for a future in creative industries.

SUBJECT SNAPSHOT

- Drawing techniques (observational, perspective, contour)
- Painting and colour theory
- Printmaking techniques
- Mixed-media art
- Artist research
- Art movements and art history

CAREER PATHWAYS

- Fine Artist
- Illustrator
- Graphic Designer
- Animator
- Art Teaching
- Printmaker
- Gallery or Museum Curator
- Arts Administrator
- Visual Merchandiser
- Exhibition Designer
- Creative Director

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Engineering Systems

Year 10 Engineering Studies introduces students to engineering principles and practical workshop skills through a range of design and fabrication projects. Students learn to safely use a variety of tools and machinery, including battery-operated grinders, MIG welders, pedestal drills, milling machines and plasma cutters.
The course focuses on OH&S, measurement, interpreting trade drawings, problem-solving, sustainability and craftsmanship as students develop skills in designing, creating and refining engineering projects while building confidence in the workshop.

EXAMPLE PROJECTS

- Safety booklet
- Railway line anvil
- Boot puller
- Smoker drum BBQ
- Drum seat
- Own project

CAREER PATHWAYS

- Apprenticeship
- Automotive Dismantler
- Steel Fixer
- Metal Fitter and Machinist
- Locksmith
- Panel Beater
- Metal Fabricator
- Mechanical Engineering
- Trade Teacher
- Engineering Draftsperson
- Industrial Engineer
- Metallurgist
- Electrical Engineer
- Shed Builder

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Metal Fabrication Studies

Year 10 Metal Fabrication Studies introduces students to the fundamentals of metalwork through a range of introductory fabrication projects. Students develop practical workshop skills while learning to safely use tools, machinery and equipment including pan brakes/bench folders, pedestal drills, pop riveters and plasma cutters.
The course focuses on OH&S, measurement, interpreting trade drawings, problem-solving, sustainability and craftsmanship as students design and create functional metal projects while building confidence in the workshop.

EXAMPLE PROJECTS

- Safety Booklet
- Fold out Toolbox
- Esky
- Slot together Firepit
- Letterbox
- Own Project

CAREER PATHWAYS

- Apprenticeship
- Automotive Dismantler
- Steel Fixer
- Metal Fitter and Machinist
- Locksmith
- Panel Beater
- Metal Fabricator
- Mechanical Engineering
- Trade Teacher
- Engineering Draftsperson
- Industrial Engineer
- Metallurgist
- Electrical Engineer
- Shed Builder

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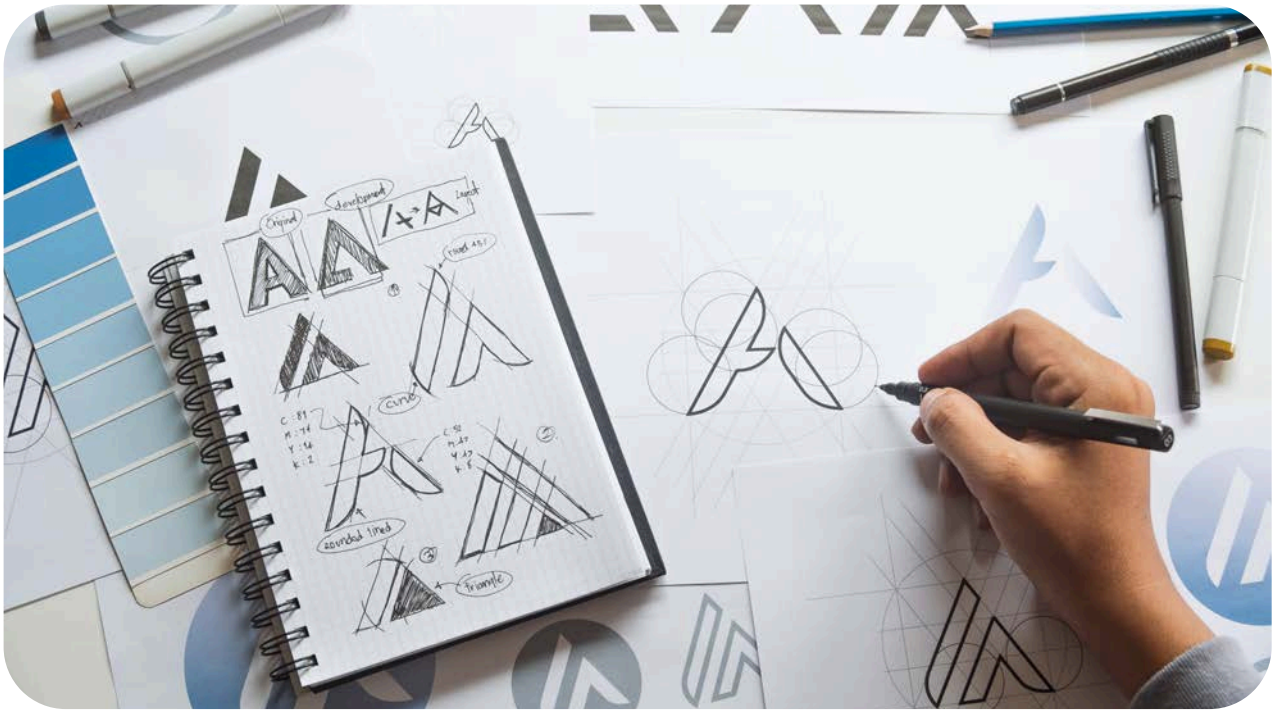
Concept to Creation

Concept to Creation challenges students to think like real-world designers as they explore the design fields, messages, and object design. Working from design briefs and client requirements, students will develop creative solutions through logo design, branding, and product design projects. They will learn how visual communication designers use the double diamond design process, to apply research, sketching, digital tools, and design thinking to communicate ideas and solve problems. This subject encourages creativity, innovation, and practical design skills while preparing students for future pathways in design and creative industries.

SUBJECT SNAPSHOT

- Designer research
- Design logo and visual identity for new business, event or community organisation
- Creating product packaging that communicates brand message
- Producing posters and advertising visual communications
- Applying and creating design briefs
- Presenting design solutions to clients
- Using Adobe Illustrator



CAREER PATHWAYS

- Graphic Designer
- Brand and Marketing Designer
- Product Designer
- Packaging Designer
- Advertising and Creative Director

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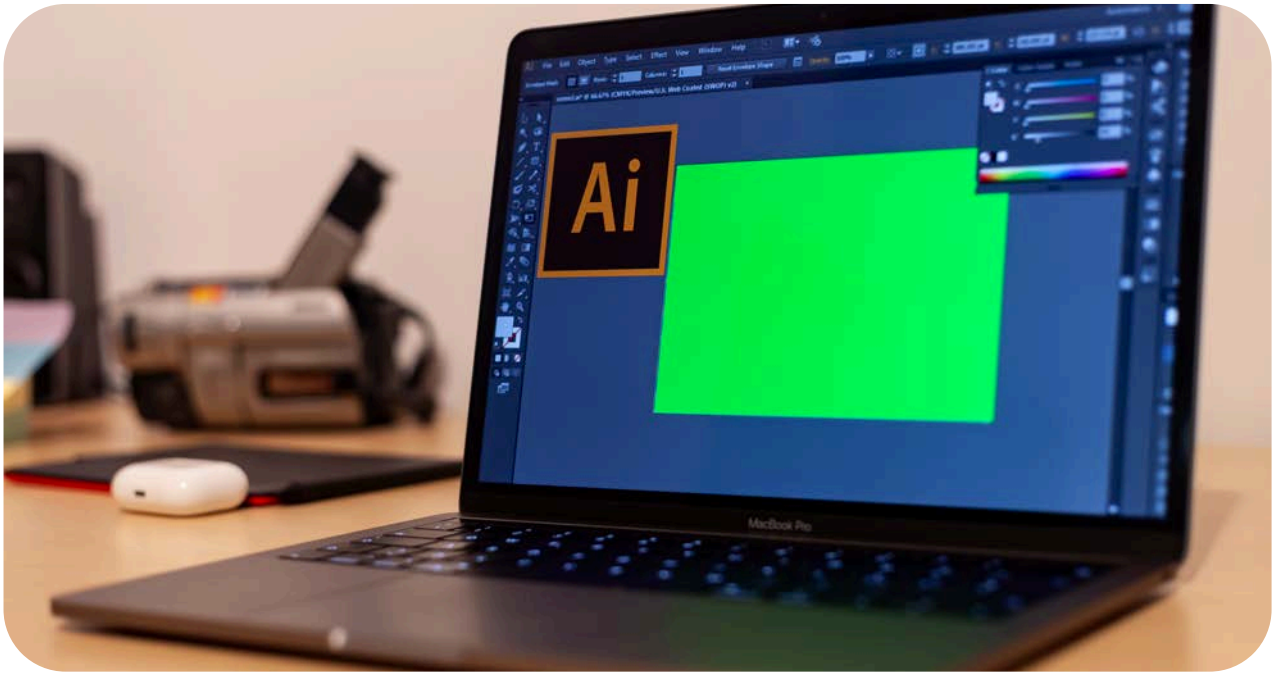
Design. Build. Experience.

Design, Build, Experience is a subject that focuses on the design fields, environments and interactive experiences. This course encourages students to think critically and creatively to solve real-world design problems. Students will explore how designers work to create engaging environments by developing a range of design solutions for spaces such; as public areas, exhibitions, events, way finding systems and architectural concepts. Through hands-on projects, students will explore the double diamond design process to investigate design thinking, sketching, digital methods, manual methods, model making and visual presentation, while responding to authentic design briefs. Students will build valuable skills in communication, collaborations and creative design while gaining insight into future pathways in creative design industries.

SUBJECT SNAPSHOT

- Designer research
- Using and creating design briefs for clients
- Wayfinding / map design
- Environmental architecture design (music concert, zoo, house, park etc)
- Using Adobe Illustrator



CAREER PATHWAYS

- Graphic Designer
- Interior Designer
- Architect
- Landscape Architect
- Urban designer
- Web Designer
- Exhibition and Environmental Designer

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Functional Furniture

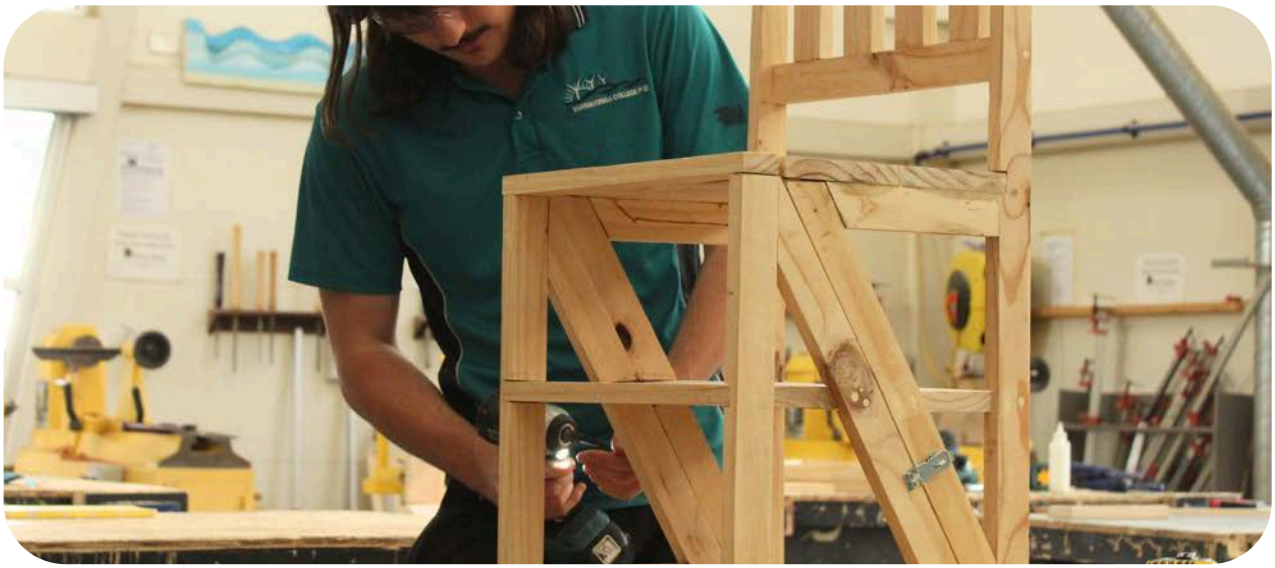
Functional Furniture provides Year 10 students with the opportunity to design and construct a high-quality furniture project that combines function, aesthetics and craftsmanship. Students apply woodworking techniques while considering user needs, sustainability, material selection and safe workshop practices.

Throughout the course, students follow the design process from investigation and planning through to production and evaluation. They develop skills in interpreting drawings, selecting materials, using tools safely and applying industry-standard construction methods.

Students explore timber properties, sustainable practices, precision techniques and problem-solving to create a functional piece of furniture while building skills for future pathways in woodworking, furnishing, building and construction.

SUBJECT SNAPSHOT

- Explore timber and manufactured wood products.
- Use the design process to create furniture solutions.
- Develop sketches, drawings and project plans.
- Safely use hand tools, power tools and machinery.
- Apply measuring, cutting, joining and finishing skills.
- Use sustainable practices and material choices.
- Evaluate projects against design criteria.
- Demonstrate safe workshop practices.



CAREER PATHWAYS

- VET Building and Construction
- Carpentry Apprenticeships
- Cabinet Making
- Furniture Making
- Joinery Trades
- Building and Construction Industry Careers

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Joinery & Construction

Joinery and Construction provides Year 10 students with the opportunity to develop practical woodworking and construction skills through the design and manufacture of timber projects. Students explore joinery techniques, construction principles and the safe use of hand tools, portable power tools and workshop machinery.
Throughout the elective, students develop skills in interpreting plans, measuring, cutting, joining and finishing timber projects while focusing on precision, craftsmanship, problem-solving, sustainability and workplace safety. Students apply the design process to create functional and durable projects while building skills relevant to future pathways in construction and trade industries.

SUBJECT SNAPSHOT

- Investigate the properties and uses of timber and manufactured wood products.
- Apply the design process to create functional furniture solutions.
- Develop sketches, working drawings and project plans.
- Safely use hand tools, power tools and workshop machinery.
- Develop accurate measuring, marking, cutting, joining and finishing skills.
- Apply sustainable practices and responsible material choices.
- Evaluate projects against design criteria and user needs.
- Demonstrate safe workshop practices and industry standards.

CAREER PATHWAYS

- VET Building and Construction
- Carpentry Apprenticeships
- Cabinet Making
- Furniture Making
- Joinery Trades
- Building and Construction Industry Careers

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Get Funky & Fearless (Funk Skills and Solo Performance)

Through a study of Funk music history, students learn about more advanced rhythmic styles of playing and how to explore new tonal qualities to "sound good". Class collaboration on a Funk-styled song in a band and getting creative through improvisation and writing a short loop-style bassline project. In a unit developing playing skills for a solo performance, students build their confidence to play in front of an audience, and learn about live music production.

Development of foundational music skills continues from previous learning, but caters for all skill levels. Further developing understandings of the Elements of Music, new music styles, and songwriting skills through analysing the career of Australian band, Powderfinger caps off a jam-packed semester.

SUBJECT SNAPSHOT

- Group performance - Funk Style
- Solo Performance - own choice
- Music Creation - Improvisation and Computer
- Music Analysis and Appreciation

CAREER PATHWAYS

- Musician / Performer
- Singer-Songwriter
- Music Producer
- Sound Engineer
- Composer / Arranger
- Music Teacher
- Recording Artist
- Audio Technician
- Music Therapist
- Arts and Entertainment Industry Roles
- Event and Production Management
- Media and Content Creation (Podcasting, Film, Gaming)

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Making Tracks (Hip-Hop and Music Production)

Making Tracks is a largely self-directed unit allowing for students to explore skills and knowledge at their own pace. The unit begins with a class/small group recording project where students learn a song in a band and complete a live recording together. They learn about the processes of recording, editing and mixing a track using professional studio equipment.

Through learning about Hip-Hop music and how it's produced, students further develop their understanding of music creation and digital tools used to make tracks. Students can independently keep track of their learning and pick an individualised program. Music production elements include advanced audio editing, pitch and timing correction, use of samplers, synthesisers and drum programing.

The semester wraps with students using all their available skills and knowledge to record and produce their own track - either as a solo artist or my managing other musicians to play on their song. Students can choose to wite their own original song or record a creative cover version.

SUBJECT SNAPSHOT

- Group recording project using recording studio equipment
- Portfolio of tasks from Hip-Hop, Music Facts and Music Production
- Own choice recording project

CAREER PATHWAYS

- Musician / Performer
- Singer-Songwriter
- Music Producer
- Sound Engineer
- Composer / Arranger
- Music Teacher
- Recording Artist
- Audio Technician
- Music Therapist
- Arts and Entertainment Industry Roles
- Event and Production Management
- Media and Content Creation (Podcasting, Film, Gaming)

YARRAWONGA COLLEGE P-12

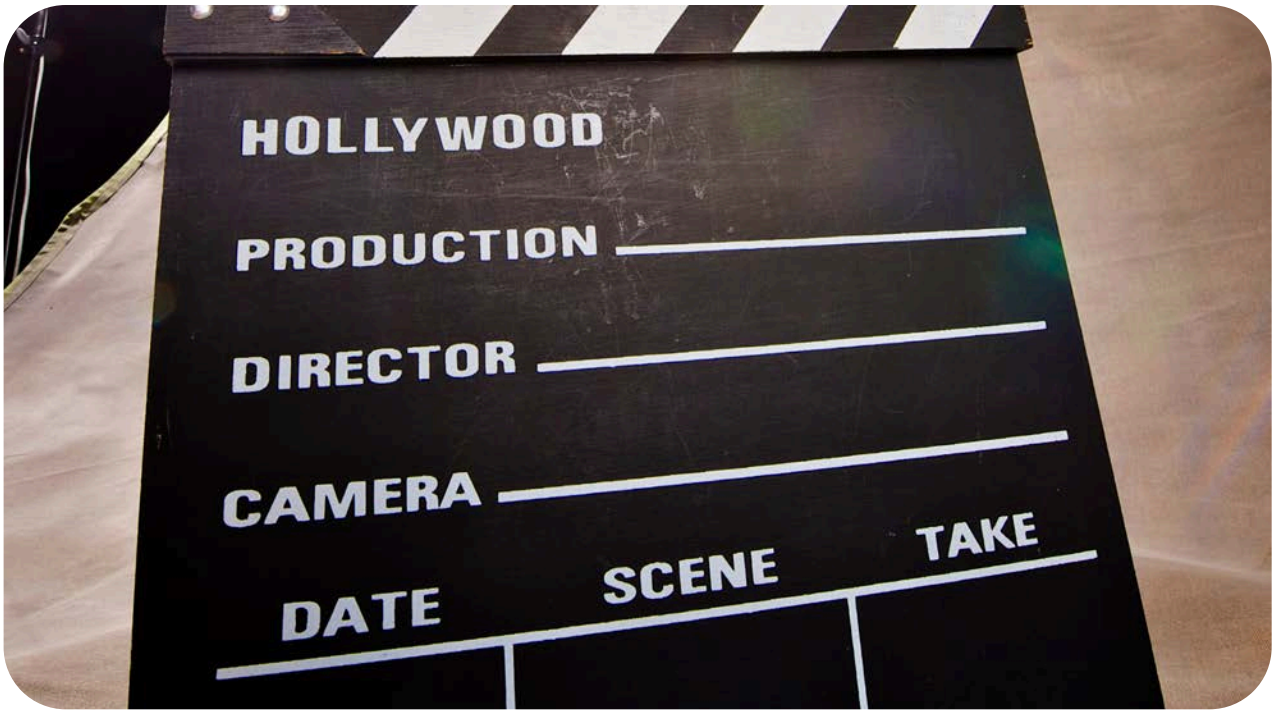
Monologue Madness

Monologue Madness explores the art of creating, developing and performing small group and solo dramatic works. Students will build confidence as independent performers while developing their acting, communication and storytelling skills.

Students will analyse a range of monologues from stage and screen, explore different dramatic styles and learn techniques to create believable characters and engaging performances. Students will investigate how voice, movement, emotion, status, relationships and stagecraft contribute to an effective solo performance.

SUBJECT SNAPSHOT

- Script analysis activities
- Character development
- Original monologue writing task
- Rehearsed monologue performances
- Reflection and self-evaluation tasks



CAREER PATHWAYS

- Performing Arts
- Theatre and Acting
- Film and Television
- Teaching and Education
- MC
- Media and Communications
- Event Management
- Law and Public Speaking
- Community Services and Leadership

YARRAWONGA COLLEGE P-12

Theatre Sports

Theatre Sports is a drama elective that develops students' confidence, creativity, teamwork, and performance skills through improvisation. Students will participate in a variety of theatre sports games and challenges that encourage quick thinking, effective communication, storytelling, character development, and audience engagement. Students will explore key drama elements including voice, movement, status, characterisation, tension, space, and timing while building resilience and confidence as performers.

SUBJECT SNAPSHOT

- Improvisation performances
- Group theatre sports challenges
- Character development activities
- Reflection journal and self-evaluation

CAREER PATHWAYS

- Performing Arts
- Teaching and Education
- Media and Communications
- Event Management
- Public Relations
- Marketing and Advertising

YARRAWONGA COLLEGE P-12

Next Gen Fashion

Next Gen Fashion is an innovative and future-focused fashion unit that explores how design can be used to respond to real-world issues and create positive social change. Students will take on the role of a designer developing fashion with purpose, investigating topics such as sustainability, cultural identity, ethical fashion, inclusivity, and adaptive clothing. Throughout the unit, students will respond to a social or environmental design brief and create a garment or accessory that communicates a message or solves a problem. Students will experiment with repurposed and sustainable materials while developing practical construction and creative problem-solving skills. Using a professional-style design portfolio students will document their research, design thinking, planning, and evaluations while exploring how fashion can influence attitudes and raise awareness about important issues.

SUBJECT SNAPSHOT

- Explore fashion as a tool for communication and social change
- Investigate sustainability, ethical fashion, and cultural identity
- Design products that respond to real-world problems and needs
- Develop concepts for adaptive and inclusive fashion solutions
- Experiment with repurposed and sustainable materials
- Build advanced fashion design and construction skills
- Create a professional-style design portfolio
- Analyse how fashion can influence society and consumer attitudes

CAREER PATHWAYS

- Fashion Designer
- Product Designer
- Costume and Textile Designer
- Sustainable Fashion Specialist
- Adaptive Clothing Designer
- Fashion Marketing and Media
- Visual Merchandising
- Creative Industries and Innovation

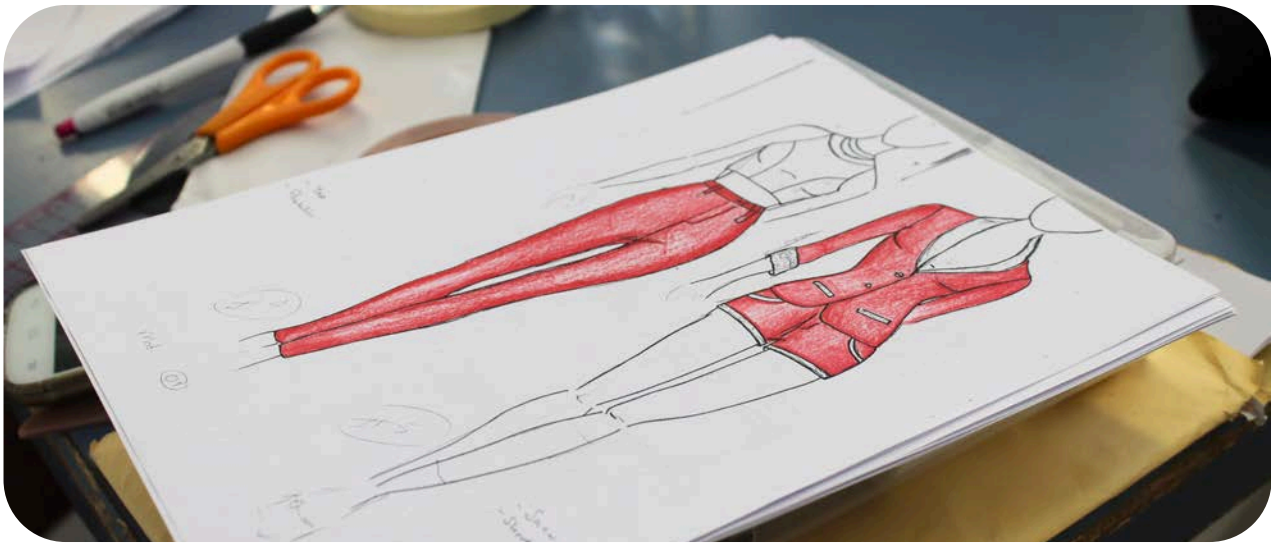
YARRAWONGA COLLEGE P-12

Runway Riot!

Runway Riot is a bold and creative fashion unit that challenges students to push the boundaries of traditional design and express their individuality through dramatic fashion statements. Inspired by avant-garde fashion and theatrical costume design, students will explore how clothing can be used as a form of self-expression, rebellion, and storytelling. Students will experiment with sustainable and unconventional materials such as newspapers, rubbish, plastics, plants, clay, and recycled fabrics to create innovative silhouettes, textures, and embellishments. Alongside developing advanced construction and design skills, students will investigate fashion movements, iconic designers, and the role of sustainability and ethical decision-making in the fashion industry.

SUBJECT SNAPSHOT

- Explore avant-garde fashion and theatrical costume design
- Investigate fashion as a form of self-expression and storytelling
- Experiment with unconventional and sustainable materials
- Design and construct a runway-inspired garment or accessory
- Develop advanced sewing, construction, and embellishment techniques
- Research fashion movements, trends, and influential designers
- Create a detailed fashion design portfolio and inspiration boards
- Analyse sustainability and ethical practices in modern fashion



CAREER PATHWAYS

- Fashion Designer
- Costume Designer
- Textile Artist
- Fashion Stylist
- Creative Director
- Fashion Marketing and Media
- Visual Merchandising
- Sustainable Fashion and Product Design

YARRAWONGA COLLEGE P-12

Production Time

Students will explore the art of filmmaking by analysing how films are constructed and creating original productions of their own. Students will investigate how directors, cinematographers and editors use visual and audio techniques to engage audiences, communicate ideas and tell powerful stories. Through practical filmmaking experiences, students will develop skills in scriptwriting, storyboarding, camera operation, sound design and editing while experimenting with different genres and cinematic styles. Students will learn how creative decisions influence meaning and audience response, developing their ability to plan, produce and evaluate their own short films. This subject encourages creativity, collaboration and problem-solving while building valuable skills in digital media production and visual storytelling.

SUBJECT SNAPSHOT

- Film analysis
- Film production

CAREER PATHWAYS

- Film Director
- Producer
- Screenwriter
- Cinematographer
- Camera Operator/Lighting Technician
- Video Editor

YARRAWONGA COLLEGE P-12

What's the story?

In What's the Story?, students will explore how documentaries and news media shape the way audiences understand people, events and issues around the world. Students will investigate how media creators select, construct and present information to influence opinions, emotions and perspectives. Through analysing a range of documentaries, news reports and digital media texts, students will develop an understanding of storytelling techniques, audience engagement and the role of media in shaping public conversations. Students will apply these skills to create their own media works, developing skills in research, interviewing, filming, editing and presenting information effectively. This subject encourages critical thinking, creativity and an awareness of how media messages are created, shared and interpreted.

SUBJECT SNAPSHOT

- Short documentary production
- School or community news report
- Portfolio

CAREER PATHWAYS

- Documentary Filmmaker
- Television Presenter
- Broadcast Technician

YARRAWONGA COLLEGE P-12

VCE Units

ACCOUNTING 33

AGRICULTURAL & HORTICULTURAL STUDIES 33

APPLIED COMPUTING 34

ART CREATIVE PRACTICE 34

BIOLOGY 35

BUSINESS MANAGEMENT 35

FOOD STUDIES 36

GEOGRAPHY 36

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HEALTH & HUMAN DEVELOPMENT 37

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LITERATURE 38

MEDIA 39

OUTDOOR & ENVIRONMENTAL STUDIES 39

PHYSICAL EDUCATION 40

PHYSICS 40

PSYCHOLOGY 41

SYSTEMS ENGINEERING 41

VISUAL COMMUNICATION DESIGN 42

YARRAWONGA COLLEGE P-12

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.

Agricultural & Horticultural Studies

Unit 1: Change and opportunity

In this unit students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They consider sources of food and fibre indigenous to Victoria prior to European settlement, and current and past perceptions of Australian agricultural and horticultural industries. Students explore contemporary career pathways and professional roles, with a focus on innovation and creative problem solving in the face of change and challenge. Students seek to understand socio-cultural influences on food and fibre practices, and best practice in agriculture and horticulture in terms of climate zones, soil quality, plant and animal selection, workplace health and safety, and the collection and analysis of quality-assurance data. Students undertake practical tasks reflecting best-practice understandings.

Unit 2: Growing plants and animals

In this unit students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or horticultural practices. Students investigate the structure, function, nutrition and growth of plants. They explore animal nutrition and digestion, and growth and development, and make comparisons between production methods. Students research reproductive processes and technologies for both plants and animals within the contexts of food and fibre production. They undertake practical tasks relating to the growth and management of plants and animals.

YARRAWONGA COLLEGE P-12

Applied Computing

Unit 1: Applied Computing

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 an object-oriented programming (OOP) language to develop a working software solution. In Area of Study 1, as an introduction to data analytics, 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. In Area of Study 2, 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: Applied Computing

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. In Area of Study 1, 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. In Area of Study 2, 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 Unit 1, students explore the Creative Practice through making and responding to artworks. They investigate how artists communicate ideas and meaning, and how artworks can influence audience perspectives. Students study artists from different cultures and historical contexts, developing their own interpretations and viewpoints. Students explore the practices of artists inspired by personal identity and analyse artworks using the Structural and Personal Lenses. They develop their own art practice by experimenting with a range of materials, techniques and processes to create a series of visual responses. Through research, experimentation, reflection and evaluation, students develop creative thinking, technical skills and an understanding of both traditional and contemporary art practices.

Unit 2: Interpreting artworks and developing the Creative Practice

In Unit 2, students use inquiry learning to investigate the artistic and collaborative practices of artists. They explore artworks from different cultures and historical periods, using the Cultural Lens alongside other Interpretive Lenses to understand how artists communicate social and personal ideas.
Students develop visual responses through the Creative Practice, exploring how cultural contexts, ideas and artistic approaches influence both artists and their own practice. They examine the role of art in society, including how artworks can represent, challenge or communicate beliefs, movements and events. Students research historical and contemporary artworks while experimenting with diverse approaches to creating and presenting artworks, continuing to apply the Structural and Personal Lenses where relevant.

YARRAWONGA COLLEGE P-12

Biology

Unit 1: How do organisms regulate their functions?

In this unit 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. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Unit 2: How does inheritance impact on diversity?

In this unit, students explore reproduction, inheritance and the transmission of biological information across generations. They investigate chromosomes, meiosis, genetic variation and how genes, environmental factors and epigenetics influence traits. Students examine patterns of inheritance, reproductive strategies, adaptations and the relationships between species that support survival. They also explore Aboriginal and Torres Strait Islander perspectives on ecosystems and organism survival. Students complete a research investigation into a contemporary ethical issue related to genetics, reproduction, inheritance or adaptations, applying scientific knowledge and skills developed throughout the unit.

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.

YARRAWONGA COLLEGE P-12

Food Studies

Unit 1: Food origins

In this unit, students explore food from historical and cultural perspectives, investigating the origins and changing roles of food across the world. They examine how food production has evolved from hunter-gatherer societies to modern agriculture, global trade and contemporary food systems. Students investigate Australian food culture, including Indigenous food practices prior to European settlement, the influence of immigration, food industries and globalisation on Australia's culinary identity. Through practical activities, students apply and share their understanding of food traditions, innovations and contemporary food practices.

Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Geography

Unit 1: Hazards and disasters

In this unit, students explore how people respond to hazards and disasters and examine the causes, impacts and management of different hazard events. They investigate a range of hazards, including geological, hydro-meteorological, biological and technological hazards, and explore the connections between human activities and natural processes. Students investigate two contrasting hazards, analysing their causes, impacts, responses and the influence of factors such as climate change. They develop an understanding of how hazards can interact and create further risks for communities and environments.

Unit 2: Tourism: issues and challenges

In this unit, students explore the characteristics, development and impacts of tourism on people, places and environments. They investigate different forms of tourism through Australian and global examples, considering how tourism influences economies, cultures and communities. Students examine the connections between places, including the role of climate, landscapes, culture, transport and infrastructure in shaping tourism. They also explore the challenges of ethical and sustainable tourism management to ensure tourism benefits environments, societies and economies.

YARRAWONGA COLLEGE P-12

History

Unit 1 & 2: Empires

In Units 1 and 2, students investigate the foundations, features and impacts of empires during the early modern period. They explore how empires expanded their political, economic and cultural influence through trade, exploration, technology and the pursuit of power, prestige and control. Students examine the rise of major empires across Europe, Asia and the Middle East, including the Ottoman, Ming, Qing and European empires. They investigate how competition for resources, trade routes and global influence shaped relationships between emerging and established powers. Students explore how advances in navigation, science and technology enabled European powers to expand into new regions, challenging existing centres of power.

Students also examine the changing ideas and beliefs that influenced this period, including the Renaissance, Scientific Revolution, Protestant Reformation, Counter-Reformation and Enlightenment. They explore how these developments contributed to new political, economic and social systems, including capitalism and mercantilism, and how these ideas shaped the growth of colonial empires. Students investigate the impacts of imperial expansion, including the development of global trade networks, colonisation, conflict and the exploitation of resources and people. They consider the experiences and perspectives of Indigenous peoples and explore how competition between empires contributed to major conflicts and revolutions that shaped the modern world.

Health & Human Development

Unit 1: Understanding health and wellbeing

In this unit, students explore health and wellbeing as a concept with varied perspectives and definitions. They investigate the World Health Organization's (WHO) definition of health, the conditions required for wellbeing and the impact of social factors on health inequalities. Students examine factors that influence health attitudes, beliefs and behaviours, including Aboriginal and Torres Strait Islander perspectives. They explore the dimensions of health and wellbeing, health indicators and influences on health outcomes. With a focus on youth health, students develop health literacy skills through data analysis, research and investigation into contemporary health issues, including 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 challenes and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

YARRAWONGA COLLEGE P-12

Legal Studies

Unit 1: The presumption of innocence

In this unit, students explore the purpose and role of criminal law in maintaining social order and protecting individual rights. They investigate legal foundations, including sources of law, the role of parliament and courts, and the principles of justice. Students examine key concepts of criminal law and apply legal principles to real and hypothetical scenarios to determine guilt, responsibility and appropriate sanctions. They develop an understanding of how criminal cases are resolved and evaluate the effectiveness of legal outcomes through contemporary case studies.

Unit 2: Wrongs 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: Literature

In Unit 1, students develop skills in analysing and interpreting a range of literary texts. They explore how language, structure, style and context influence meaning, and consider how personal experiences, perspectives and values shape interpretations of texts. Students investigate literary movements and genres, examining their key conventions, ideas and representations. They analyse how authors use characterisation, setting, narrative structure and literary techniques to communicate themes and perspectives. Through close analysis, discussion and creative responses, students develop their ability to interpret texts, support ideas with evidence and explore different viewpoints.

Unit 2: Literature

In Unit 1, students develop skills in analysing and interpreting literary texts. They explore how language, structure, style and context shape meaning and influence different perspectives. Students investigate literary movements and genres, examining how authors use techniques such as characterisation, setting and narrative structure to communicate ideas and themes. Through analysis and creative responses, students develop their ability to interpret texts and support their ideas with evidence.

YARRAWONGA COLLEGE P-12

Media

Unit 1: Media forms, representations and Australian stories

In this unit, students explore the relationship between audiences and media, developing an understanding of how meaning is created through representations, narratives, codes and conventions across different media forms. Students analyse how media creators influence the way stories and ideas are presented, while developing their own media productions. They investigate Australian narratives, including Aboriginal and Torres Strait Islander perspectives, and explore how media contributes to cultural identity and audience understanding.

Unit 2: Narrative across media forms

In this unit, students explore the role of narratives in media and how stories are created and communicated across a range of traditional and emerging media forms, including film, television, digital media, photography and interactive platforms. Students investigate how media technologies influence the production, distribution and audience engagement of narratives. They analyse the use of media codes, conventions and structures to create meaning and shape the way audiences experience media products. Students apply their understanding by designing and creating their own media narratives, using appropriate techniques and conventions for their chosen media form.

Outdoor & Environmental Studies

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 focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

YARRAWONGA COLLEGE P-12

Physical Education

Unit 1: The human body in motion

IIn 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, exercise and society

In this unit, students explore the role of physical activity, sport and exercise in promoting health and wellbeing. They investigate the benefits of participation, the impacts of sedentary behaviour and the factors that influence access and engagement in physical activity. Students analyse physical activity data, explore strategies to increase participation and develop personal movement plans. They also investigate contemporary issues in sport and exercise, considering their impact on inclusion, participation and performance at local, national and global levels.

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 how experiments are used to develop scientific models and theories. They investigate forces, motion and how physics concepts explain movement and stationary objects. Students explore a chosen area of physics, applying their knowledge to investigate contemporary issues and develop solutions. They also complete a scientific investigation involving the collection and analysis of primary data.

YARRAWONGA COLLEGE P-12

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 examine how social cognition influences attitudes, self-perception, and relationships. They explore factors that shape individual and group behaviour across different cultural contexts, including the experiences of Aboriginal and Torres Strait Islander peoples and their impact on psychological functioning. Students investigate how perception affects interactions with the world, why perceptions can be distorted, and how classical and contemporary research has contributed to understanding human behaviour. In Area of Study 3, students conduct a scientific investigation using primary data to explore internal or external influences on behaviour and mental processes, applying knowledge and skills from earlier areas of study.

Systems Engineering

Unit 1: Electrotechnological systems design

This unit explores the development of electrotechnological engineering and the factors that have shaped it. Students learn key engineering principles, including circuits, sensors, feedback systems, microcontrollers, and programming, while applying sustainable design concepts.
Through hands-on projects, students design and build electrotechnological systems using the systems engineering process, developing skills in project management, problem-solving, design thinking, collaboration, and understanding energy use and conversion.

Unit 2: Mechanical systems design

This unit explores mechanical systems engineering, including Aboriginal and Torres Strait Islander histories, cultures, and perspectives. Students learn key mechanical engineering principles, focusing on the six simple machines and the components, materials, and energy systems needed for controlled mechanical systems. Using the systems engineering process, students design and build operational systems that address inclusive design challenges, developing skills in physics, applied mathematics, problem-solving, and sustainable, user-focused engineering.

YARRAWONGA COLLEGE P-12

Visual Communication 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. This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

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.

Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future. Design critiques continue to feature as an integral component of design processes, with students refining skills in articulating and justifying design decisions, and both giving and receiving constructive feedback.

YARRAWONGA COLLEGE P-12

VCE VET Certificates

CERTIFICATE III IN ALLIED HEALTH ASSISTANCE | HLT33021 44

CERTIFICATE II IN BUILDING & CONSTRUCTION | 22614VIC 45

CERTIFICATE II IN ENGINEERING STUDIES | 22632VIC 46

CERTIFICATE II IN HOSPITALITY | SIT20322 47

CERTIFICATE III IN MUSIC (MUSIC PERFORMANCE) | CUA30920 48

CERTIFICATE III IN MUSIC (SOUND PRODUCTION) | CUA30920 49

GOTAFE OPTIONS 50

YARRAWONGA COLLEGE P-12

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.

EXAMPLE UNITS OF COMPETENCY

- Provide first aid
- Interpret and apply medical terminology appropriately
- Work with diverse people
- Recognise the impact of health conditions
- Participate in workplace health and safety
- Respond effectively to behaviours of concern
- Conduct manual tasks safely

OTHER DETAILS

- 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.
- This course is delivered off campus in Yarrawonga.
- Units 3 & 4 are scored and contribute to your ATAR.

YARRAWONGA COLLEGE P-12

Certificate II in Building & Construction

(Pre-apprenticeship)

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.

EXAMPLE UNITS OF COMPETENCY

- 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
- Dismantle basic timber structures
- 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

OTHER DETAILS

- 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 for materials, equipment and auspicing contribution of approximately $200.

YARRAWONGA COLLEGE P-12

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.

EXAMPLE UNITS OF COMPETENCY

- 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
- Perform basic machining processes
- Apply basic fabrication techniques
- Undertake a basic engineering project
- Perform intermediate engineering computations
- Interpret and prepare basic two- and three-dimensional engineering drawings

OTHER DETAILS

- 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 for materials, equipment and auspicing contribution of approximately $200.

YARRAWONGA COLLEGE P-12

Certificate II in 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. This program allows students to achieve competencies that will enhance their employment prospects within a broad range of hospitality settings.

EXAMPLE UNITS OF COMPETENCY

- 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

OTHER DETAILS

- 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.

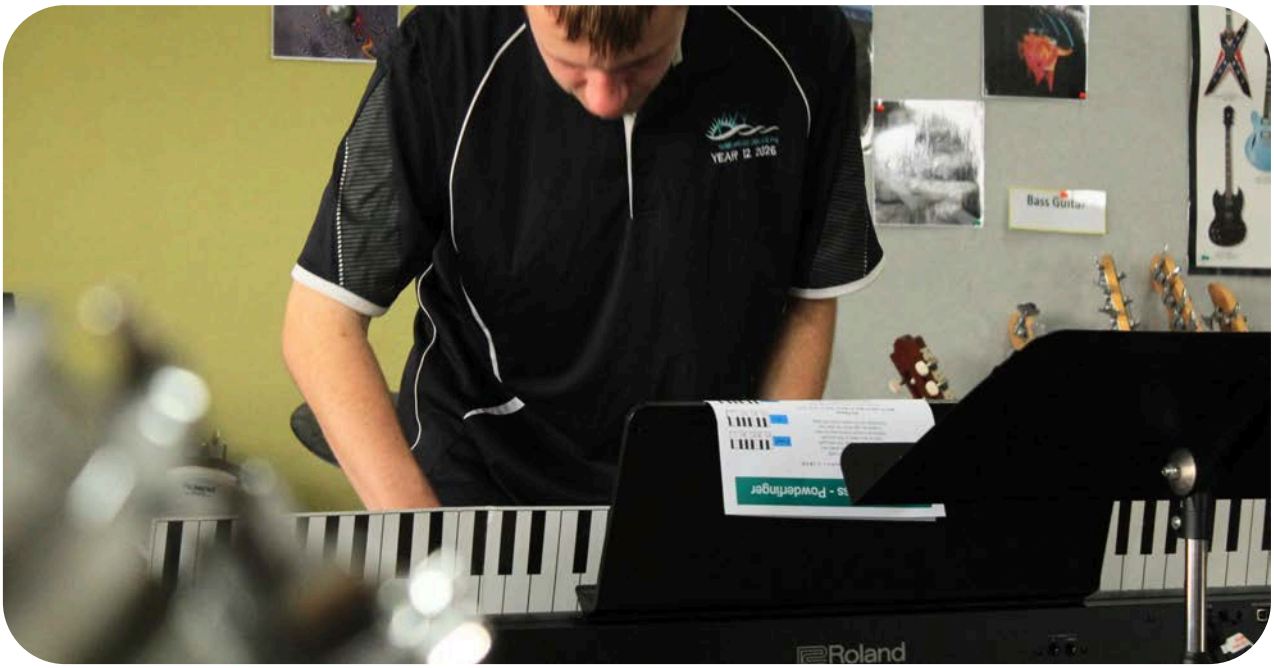
YARRAWONGA COLLEGE P-12

Certificate III in Music (Music Performance)

Students undertaking VET Music through Yarrawonga 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 a maintain a hobby in the Music Industry.

EXAMPLE UNITS OF COMPETENCY

- Implement copyright arrangements
- Work effectively in the music industry*
- Plan a career in the creative arts industry
- Incorporate music technology into performances
- Develop audio skills and knowledge
- Perform simple repertoire in ensembles
- Prepare for musical performances
- Develop and perform musical improvisation
- Develop and apply stagecraft skills
- Develop technical skills for musical performances
- Perform music as part of a group
- Perform music as a soloist



OTHER DETAILS

- 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

YARRAWONGA COLLEGE P-12

Certificate III in Music (Sound Production)

This specialisation is designed for students who wish to develop technical skills in recording, mixing and live sound. Depending on the electives chosen, students learn how to set up and operate microphones, PA systems and related audio equipment and how to use digital audio software to capture, edit and mix sound to a professional standard. This course is delivered over 2 years in partnership with The College of Sound and Music Production (COSAMP – RTO 41549).

EXAMPLE UNITS OF COMPETENCY

- Implement copyright arrangements
- Work effectively in the music industry
- Plan a career in the creative arts industry
- Incorporate technology into music making
- Create simple musical compositions
- Write song lyrics
- Create simple musical pieces using music technology
- Develop basic audio skills and knowledge
- Perform basic sound editing
- Assist with sound recordings
- Repair and maintain audio equipment

OTHER DETAILS

- 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

YARRAWONGA COLLEGE P-12

GOTAFE

GOTAFE offers a wide range of VCE Vocational Education and Training (VET) courses that provide secondary school students with practical, hands-on learning opportunities while completing their senior secondary education. Students at Yarrawonga College P–12 may apply to undertake a VCE VET course through GOTAFE, gaining valuable industry skills, nationally recognised qualifications, and insights into potential career pathways.

GOTAFE COURSE AREAS*:

- Animal Care
- Equine Studies
- Agriculture
- Hair and Beauty
- Automotive
- Engineering Studies
- Building and Construction
- Plumbing
- Electrical Industry
- Visual Arts
- Apparel, Fashion and Textiles
- Information and Communications Technology
- Business
- Early Childhood
- Community Services
- Health
- Cookery
- Events and Tourism

**Please note that the VCE VET courses available in 2027 are subject to confirmation by GOTAFE. An updated list of available courses will be provided once GOTAFE has finalised its 2027 offerings.*

OTHER DETAILS

- 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.

YARRAWONGA COLLEGE P-12