PADUA
COLLEGE

Student Information Handbook

2026

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SUBJECT SELECTION PROCESS

Process Overview

Step 1 - Education, Careers and Training Expo (ECAT), WEDNESDAY 2 JULY 2025.
In the lead up to subject selections, ECAT night is an important event for students and parents to attend. Staff from TAFE, Universities, private colleges, training companies and Defence Force, provide information and advice for attendees.

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

STEP 2 – SUBJECT SELECTIONS ONLINE - WEBSITE OPENS WEDNESDAY 2 JULY 2025

Following on from the ECAT Information Evening students may login to the Subject Selection Online (SSO) website and commence their selections for 2026. Students will be emailed login details prior to this date.

STEP 3 – SUBJECT SELECTION ONLINE - WEBSITE CLOSES 4pm Friday 25 July 2025

All applications need to be submitted electronically by **FRIDAY 25 JULY 2025**.

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

IMPORTANT SUBJECT SELECTION CONSIDERATIONS

1. Whilst the College intends to offer all courses listed in this guide for 2026, the provision of courses and programs is subject to viable student numbers and timetabling constraints.

2. It cannot be assumed that all students will receive all their requested selections. Given timetabling constraints and resources, in some instances, student subject combinations may not be viable. In these cases, students and their parent/guardians will be advised and provided an opportunity to reselect their selections.

3. Students who do not submit their subject selections in preference order by the due date may not receive their choices (pending availability).

PRINCIPAL'S WELCOME

At Padua College, we believe that every student carries within them a deep and unique purpose. It is the seed of their potential—found in the promise of infinite possibilities and the unwritten chapters ahead. Purpose is not something ready-made; it is uncovered and nurtured through learning, reflection, and action. It emerges as students strive—when they challenge themselves, persist through difficulties, and find joy in learning, both in and beyond the classroom.

This *Years 7–12 Handbook* offers key information to support each student's journey at the College. Inside, you will find course outlines for 2026 and practical details to help navigate daily school life—such as who to contact for support, and information about lockers, buses, and routines. While it is a guide filled with useful information, it also serves a deeper role: to help you shape a path with purpose, courage, and care.

As you consider your subject choices and the direction of your learning, we encourage you to be bold—select courses that spark curiosity and open new doors. Then, approach those studies with perseverance and hope, recognising that growth comes not only from success, but from challenge, effort, and reflection. In the spirit of Catherine McAuley and the Mercy tradition, we are reminded by the words of St Paul: *"Let us not grow weary in doing good, for at the proper time we will reap a harvest if we do not give up"* (Galatians 6:9).

Each student's journey is shared in community—supported by teachers, peers, and families who walk beside you with empathy, grace, and compassion. And it comes to life through service—through acts of leadership with humility, care for others, and a desire to contribute to the common good.

Every student search for their purpose. And whatever it looks like, we help every student find it. May this year be one of discovery, growth, and the quiet confidence that, with perseverance, all things are possible.

Ms Kelly McGurn
PRINCIPAL

KEY STAFF CONTACT 2026

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YEAR 7 – 12 STUDY GUIDE

	COMPULSORY SUBJECTS (CORE)						Core Capabilities
Year 7	Religious Education	English	Mathematics	Science	Health & PE	**Humanities** History or Geography	Two per semester – four per year

	COMPULSORY SUBJECTS (CORE)							Core Capabilities
Year 8	Religious Education	English	Mathematics	Science	Health & PE	**Humanities** History or Geography	Language Italian	Two per semester – four per year

	COMPULSORY SUBJECTS (CORE)							ELECTIVES
Year 9	Religious Education	English	Mathematics	Science	Health & PE	**Humanities** History or Geography	Language Italian (one semester)	Semester Based

	COMPULSORY SUBJECTS (CORE)						ELECTIVES
Year 10	VCE Religion & Society Unit 1 (Ethics)	English	Mathematics	Science	**Humanities** History, Geography or Politics	Commerce	Semester Based

	COMPULSORY SUBJECTS (CORE)		SUBJECT SELECTIONS			
Year 11	VCE Religion & Society Unit 2 (Ethics)	English	Subject 1	Subject 2	Subject 3	Subject 4
			All students undertake Religion & Society Unit 2 (Ethics); English Unit 2; plus 4 additional subjects			

	COMPULSORY SUBJECTS (CORE)		SUBJECT SELECTIONS			
Year 12	Religious Education	English	Subject 1	Subject 2	Subject 3	Subject 4
			All students undertake school-based Religious Education; English Units 3 & 4 plus 3 Unit 3 & 4 sequence subjects			

KEY INFORMATION FOR PADUA COLLEGE FAMILIES

The Pastoral & Academic Handbook provides parents with a comprehensive overview of key policies, procedures, and resources related to student life, learning, wellbeing, and school operations at Padua College.

PASTORAL AND ACADEMIC INFORMATION HANDBOOK

A JOURNEY OF GROWTH

A Journey of Growth: Year 7–10 & Year 11–12 at Padua College

At **Padua College**, learning is not confined to the classroom or defined solely by results. While the **VCE** is often seen as the culmination of schooling, we see it as a **gateway to lifelong learning**—the product of a journey that begins well before the Senior Years.

YEARS 7–10: LAYING THE FOUNDATIONS

From **Years 7 to 10**, Padua College focus on fostering curiosity, critical thinking, and engagement through **future-focused learning**. Our goal is not just to provide answers but to teach students how to ask the right questions. We strive to create learning experiences that spark **interest**, **push** students beyond their comfort zones, and help them **build** a strong academic and emotional foundation.

Informed by our **Franciscan** and **Mercy charisms**, we nurture a learning environment shaped by **simplicity, compassion, justice,** and **service**. These values are woven into every aspect of our curriculum, developing well-rounded individuals who are prepared to contribute meaningfully to their communities.

Our staff are committed to guiding students as they begin to explore their **skills, interests,** and **aspirations**. Whether in the classroom, through enrichment programs, or during key transition points, Padua teachers are intentional in preparing students for the next steps of their learning journey.

ACCELERATED SUBJECTS

What is an accelerated subject?

Studying an accelerated subject is when a Year 10 student undertakes a VCE Unit 1 & 2 during their Year 10 studies. VCE Units 1 & 2 are part of the VCE, which means the student will sit School Assessed Coursework (SACs) and examinations. In some courses, a VCE Unit 3 & 4 is available for selection and will be involved in VCE examination at the end of Year 11.

VCE subjects require a two-year commitment, so students who begin an accelerated subject in Year 10 will continue this study as a Year 12 subject in Year 11.

When the student goes into Year 12, they will need to pick up a new Year 12 subject (Units 3 & 4 only) to fill the space. Accelerated study gives students a 6th study score.

Am I eligible to study an accelerated subject?

- You must demonstrate strong academic ability across all your subjects in Year 9.
- Having a B+ and above grade average across all Year 9 subjects is a requirement.
- You should only apply for an accelerated subject if you are ready for the challenge of a VCE subject. This includes an increased number of assessments under test conditions and extra homework and study.

Students who do not undertake an accelerated subject are not at a disadvantage to students who do.

YEARS 11–12: EMPOWERING INFORMED CHOICES

In the **Senior Years**, students embark on more personalised pathways through **VCE** and **post-school planning**. This is a time for students to reflect deeply on their strengths, values, and goals, and to make **courageous, informed decisions** about their future.

Padua College recognise the power of collaboration between **students, families, staff** and **teachers**, and we embrace the responsibility of walking alongside each student as they make these pivotal choices. Our **Careers team, Curriculum and Pastoral Leaders,** and **staff** work together to ensure students feel supported and confident in selecting pathways that align with their potential.

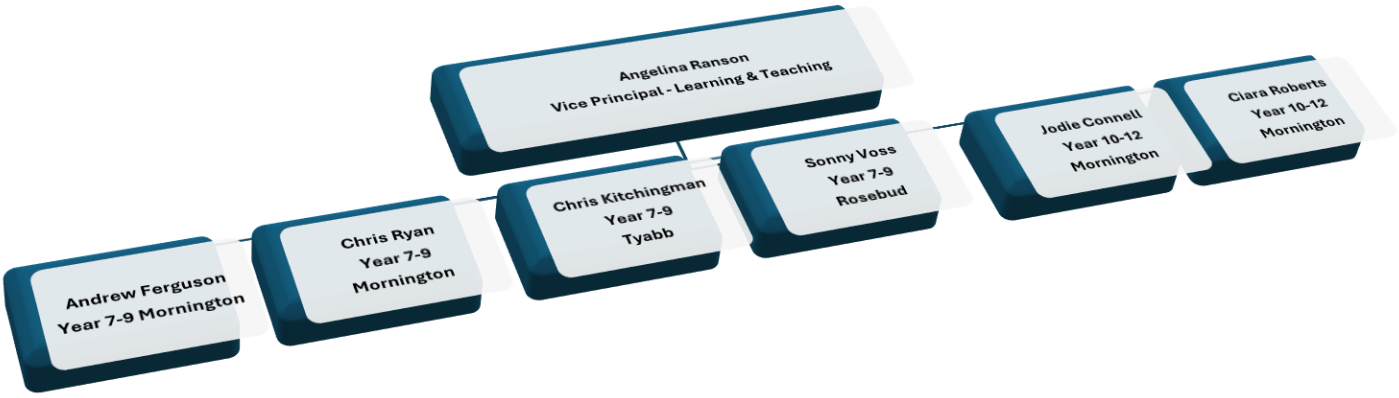
In 2024, Padua College introduced a new **Course Recommendation initiative** to further enhance the subject selection or pathway process. Based on classroom teachers' professional judgement, students now receive individualised feedback to guide subject selections. Key features include:

- Recommendations that reflect **student strengths** and **academic readiness**.
- Guidance that reduces student overwhelm and boosts **confidence** and **success**.
- A clear, supportive framework for students and families to have more informed, **open conversations**.
- Flexibility—students remain free to choose any course but are better equipped to consider options with insight.

Choosing VCE subjects is often a student's **first major moment of self-direction** and a time to honour their abilities and aspirations. As a faith-filled community, Padua College believe each student is created in the image and likeness of God, with a unique journey to discover. Borrowing from Isaiah 54:2, we aim to widen the space of each student's "tent" where we help them build firm foundations and courageous hearts ready for all that lies ahead.

Angelina Ranson
Vice Principal – Learning & Teaching

LEARNING & PEDAGOGY TEAM



Year 7

- By the end of Year 7 students are expected to have developed a strong foundation across key learning areas, with a particular emphasis on holistic development, academic, spiritual, moral, emotional, and social —equipping them with the skills, values, and resilience needed to thrive in both their personal and educational journeys.

Year 8

- By the end of Year 8 students are expected to demonstrate growing competence across all key learning areas, including literacy, numeracy, scientific thinking, historical and geographical understanding, and creative expression. They develop stronger skills in critical thinking, collaboration, and ethical reasoning.

Year 9

- By the end of Year 9 students are expected to apply their knowledge and skills with greater independence and complexity across all learning areas. They critically analyse texts and data, solve more advanced mathematical and scientific problems, and engage in deeper inquiry in the humanities.

Year 10

- By the end of Year 10 students are expected to demonstrate a high level of critical thinking, communication, and problem-solving across all learning areas, preparing them for senior pathways. They analyse complex texts and global issues, apply advanced mathematical and scientific reasoning, and explore ethical, social and cultural perspectives.

Year 11

- By the end of Year 11 students are expected to engage with increasingly specialised and rigorous academic content as they beging their senior secondary pathways. They apply advanced skills in analysis, synthesis, and evaluation across subjects, preparing for VCE, VCE VM or other post-school options.

Year 12

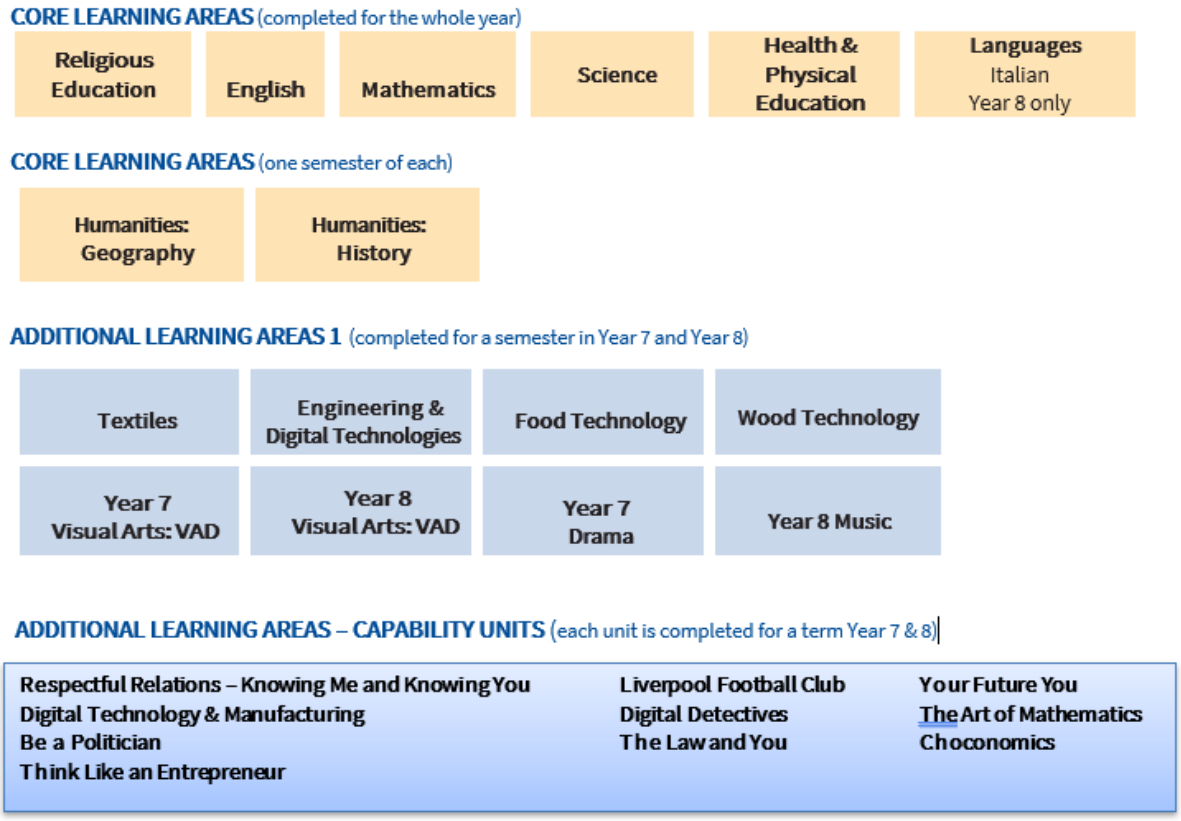
- By the end of Year 12 students are expected to demonstrate maturity, independence, and academic excellence as they complete their final year of schooling. They apply deep critical thinking, ethical reasoning, and subject-specific expertise to complex issues and tasks.

YEARS 7 & 8 CURRICULUM OVERVIEW

Students in Years 7 & 8 at all campuses of Padua College complete a balanced curriculum with compulsory subjects covering the Victorian Curriculum key learning areas. STEAM is integrated throughout all learning areas with students involved in an intensive project.

Students additionally complete a period of eXcel (a pastoral program) each fortnightly cycle with their homeroom teacher.

Each student completes full year of Italian Language at Year 8.



YEAR 7 CAMP

Camps and excursions are regarded as an essential part of the school program as they put in practice learnings and are of great education and social benefit. Students are expected to attend all camps and excursions throughout their six years at Padua College.

EXCEL PROGRAM

The **eXcel program**, which stands for **Enable, Connect, Engage** & **Learn**, serves as the central pillar in fostering student well-being at Padua College. Through open conversations during these sessions, students address stress management, emotional well-being, and social connections to build resilience. eXcel provides a valuable opportunity for students to connect with their homeroom peers and teachers, creating a supportive environment. Drawing from elements of the Respectful Relationships program**,** Positive Education**,** and Social and Emotional Literacy**,** eXcel empowers students to be their best selves. Additionally, each year level participates in targeted programs that enhance their understanding of respectful relationships and social-emotional awareness, ensuring holistic growth.

YEAR 7 & 8 CORE SUBJECTS

RELIGIOUS EDUCATION

Year 7 Religious Education
Students are introduced to key aspects of the Catholic Faith, including the life of Jesus, the Sacraments, and Catholic Social Teachings. Programs aim to build a sense of belonging, encourage spiritual growth, and promote respect for diverse beliefs.

Year 8 Religious Education
Students deepen their understanding of Catholic beliefs and values through topics such as the Principles of Catholic Social teachings, and the Life of Jesus Sacraments. The program encourages personal reflection, critical thinking, and social responsibility within a faith-based context. By keeping the Year 7 and Year 8 content separate, this curriculum provides a clear progression from foundational concepts in Year 7 to deeper theological exploration in Year 8, while emphasising faith, moral decision-making, and social justice throughout.

ENGLISH

Year 7 English
Students engage with a wide range of texts—both creative and informational—including digital, poetic, and dramatic works. They explore how context, purpose, audience, and genre shape meaning, and respond through creative, analytical, persuasive, and reflective writing. The College has an unwavering commitment to improving literacy and as such, all students participate in a fortnightly wide-reading program that supports reading for pleasure, and *The Writing Revolution* to develop effective writing skills.

Year 8 English
Students engage with a variety of text types—persuasive, informative, fictional, and visual—examining how language and context shape meaning. They respond creatively, analytically, and persuasively to explore key ideas, while continuing to read widely through fortnightly library sessions. Their writing skills are further developed through continued use of the College-wide teaching strategy, *The Writing Revolution*.

MATHEMATICS

At Padua College, we implement an evidence-based instructional model focused on differentiated learning to provide students with optimal opportunities for growth in mathematics. Students engage in a variety of activities, including problem-solving tasks, thinking games, collaborative projects, tests, and review checklists, all aimed at enhancing their mathematical skills with a strong emphasis on literacy.

Students complete assessments such as PAT-M (Progressive Achievement Testing and NAPLAN to help personalise learning and tasks based on individual abilities. Mathematics is taught across six strands: Number, Algebra, Measurement, Space, Statistics, and Probability.

Year 7 Mathematics
Focus on building understanding of whole numbers, integers, fractions, decimals, percentages, ratios, algebra, measurement, linear equations, angles, shapes, and statistics.
Assessment through problem-solving tasks, collaborative activities, tests, review checklists, and an end-of-year examination.

YEAR 7 & 8 CORE SUBJECTS

Year 8 Mathematics

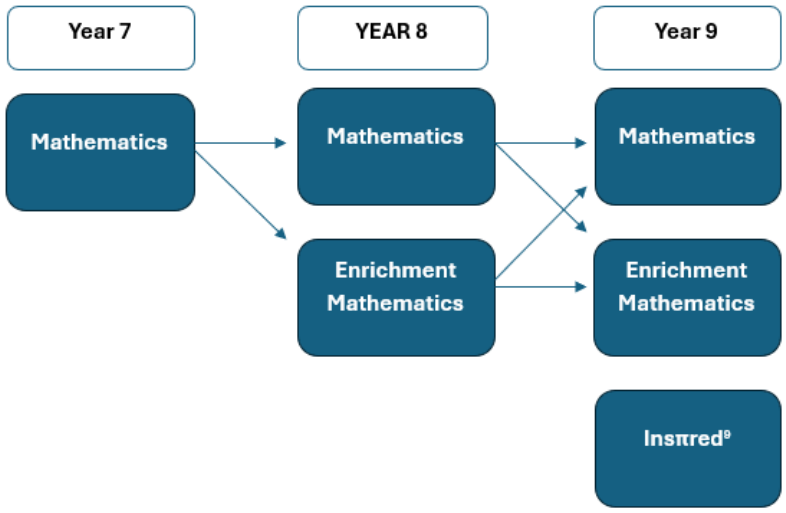
Building on previous knowledge with a focus on whole numbers, fractions, decimals, percentages, ratios, algebra, measurement, linear equations, angles, shapes, and statistics. Students apply deeper thinking and real-life scenarios, using technology like GeoGebra for geometry and data analysis. Progressive Achievement testing (PAT-M) personalises tasks based on student capabilities.

Feedback & Reporting

- Problem-solving tasks
- Collaborative tasks
- Review checklists
- Tests
- End-of-year examination

Year 8 Enrichment

Students selected based on work ethic and prior achievements engage in open-ended problem-solving tasks, preparing them for higher-level VCE mathematics.



SCIENCE

Year 7 Science

Experiments in the Science laboratories are a key feature of this course. Using Bunsen burners, experimenting with chemicals, making and separating mixtures, investigating simple machines and growing plants are just some of the interesting experiences in which students participate.

Students study four topics during the year:

- Introduction to Science skills
- Ecosystems & Food Webs
- Matter & Mixtures
- Ecosystems & Food Webs.

Incorporated into each unit of work are components of Science Inquiry Skills and Science as a Human Endeavour, where an emphasis is placed on developing an investigative approach where students plan their own method, conduct experiments, process data, and evaluate their findings.

YEAR 7 & 8 CORE SUBJECTS

Year 8 Science
Students explore and develop their scientific understandings further throughout this course. The use of microscopes to view cells, understanding how tissues and organs are organised into body systems, studying elements, observing chemical reactions and investigating energy types and transformations are just some of the interesting experiences in which students participate.

The science areas of Biology, Chemistry, and Physics form the basis of the program. Incorporated into each unit of work are components of Science Inquiry Skills and Science as a Human Endeavour. We aim to have students develop an investigative approach where they plan their own method, conduct experiments, process data and evaluate their findings.

Feedback and Reporting: Feedback is given on topic tests, practical tasks and research investigations.

HEALTH & PHYSICAL EDUCATION

Year 7 Health & Physical Education
Students learn about adolescence, family and social expectations, risk-taking, nutrition, and community health resources through the Health Education units on Sun & Water Safety, Nutrition, Growth & Development and Respectful Relations. In Physical Education, they develop movement skills, fitness, teamwork, and self-reflection through a wide range of sports and activities, minor games, athletics, handball, basketball, tough paddle mud challenge, gymnastics, aquatics, and orienteering.

Year 8 Health & Physical Education
Students explore physical, emotional, and social development during adolescence, focusing on the body's response to physical activity, the benefits of an active lifestyle, and the risks of smoking and vaping. They also learn about maintaining cardiovascular health and Respectful Relations. In Physical Education, students develop complex movement skills and practice teamwork through sports like Touch Football, Netball, and Volleyball, Futsal, Flag Football, Badminton, Korfball, Basketball, alongside a Bike Education and Safety unit and a Beach Safety unit to refine their abilities.

HUMANITIES - HISTORY

By the end of Level 8, students can analyse different interpretations of the establishment of early societies, explain global patterns of continuity and change, and the sources of historical evidence of the period. They can describe the historical significance of the histories of Aboriginal and Torres Strait Islander Peoples' histories and cultures, ancient societies of Europe, Africa or Asia, and societies leading to the modern world between 600 and 1750CE.

Year 7 History

- Aboriginal and Torres Strait Islander Peoples' knowledge and understandings (Deep Time to the modern era)
- Ancient societies (10 000 BCE – 600 CE): Ancient Rome & Ancient China

Year 8 History

- Europe and the Mediterranean world (c. 600–1750 CE): Vikings
- Asia and the Pacific region (c. 600–1750 CE): Japan under the shoguns

YEAR 7 & 8 SEMESTER BASED CORE SUBJECTS

HUMANITIES - GEOGRAPHY

Year 7 Geography
In Semester One students study Geography examining the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. This further develops their understanding of geographical concepts, including place, space and interconnection. Students' conceptual thinking is developed through studying two sub-strands of Geography:

Water in the world: Water in the world focuses on water as an example of a renewable environmental resource. It develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life in different ways and that the environment has its specific hazards.

Place and liveability: Place and liveability focus on the concept of place through an investigation of liveability. Students examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

Year 8 Geography
In Semester Two students study Geography examining the processes that influence the characteristics of places. They consider spatial distributions and patterns and their implications and consider interconnections between and within places and changes resulting from these. This further develops their understanding of geographical concepts, including place, space and interconnection. Students' conceptual thinking is developed through studying two sub-strands of Geography:

Landforms and Landscapes: Landforms and landscapes focus on investigating geomorphology through a study of landscapes and their landforms. It also develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.

Changing Nations: Changing nations focuses on the concept of change by investigating the changing human geography of countries, as revealed by shifts in population distribution, a sensitive indicator of economic and social change. It explores the process of urbanisation and how it interconnects with low and middle-income economies and societies. It investigates the reasons for the high level of urban concentration in Australia and examines issues related to the management and future of Australia's urban areas. Students complete a local fieldwork examining the impacts of urbanisation in their local area.

LANGUAGES - ITALIAN

Each student completes for a full year of Italian at Year 8.

In learning Italian, students will develop their:

- Capacity to communicate, strengthen understanding of the nature of language, culture, and of the processes of communication.
- Intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives.
- Understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity.

Studying Italian strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking. Students will use a variety of resources such as Education Perfect, Languages onLine and Ecco Uno.

YEAR 7 & 8 ADDITIONAL LEARNING AREAS – SEMESTER BASED

DESIGN TECHNOLOGIES – TEXTILES

In Design Technology Textiles, students are introduced to the basic skills of sewing. They learn to prepare and maintain the work area and equipment. Students learn to interpret instructions and use the correct procedures for fabric construction. They engage in elementary taking of measurements and basic construction techniques for joining fabric. They are asked to enhance their work using specified decorative techniques. A research assignment accompanies their practical work based on the topic of Fibres and recent innovations in Textiles materials. Students investigate natural and man-made fibres and their roles in clothing and the effects on the environment. A series of samples of classwork is to be completed to show competency in using the sewing machine. This includes safety in textiles and the use of equipment in the textile's environment.

DESIGN TECHNOLOGY – WOOD

Year 8 Design Technology - Wood
Students complete two projects in the Semester. The first project, the 'Laminated Bread Board' project emphasizes material awareness and sustainability by exploring timbers with low environmental impact. Students learn about the characteristics and properties of different woods, considering their suitability for culinary use and end-user preferences.

Laser cutting technology is employed for detailing the boards, ensuring functional and visually appealing results. This project not only develops woodworking skills but also instils an understanding of sustainable material choices for creating eco-friendly and user-friendly products.

The second project for the term will involve designing and manufacturing a 'Bespoke Jewellery Box' project focuses on practical skills such as joinery and timber finishing. Students learn techniques for crafting sturdy and aesthetically pleasing joints while mastering timber finishing methods. Introduction to marquetry and veneers enhances design possibilities, allowing students to create intricate patterns and decorative surfaces. This project integrates woodworking fundamentals with artistic expression, fostering creativity and craftsmanship in the creation of personalized jewellery storage solutions.

ENGINEERING AND DIGITAL TECHNOLOGIES

Year 7 Engineering and Digital Technologies
Students undertake two projects. The first, 'Dragster Project' encompasses a comprehensive journey through engineering and design. They will learn practical skills like soldering and assembling electronic components such as motors and batteries which will power the dragster. Vacuum forming techniques enable the creation of lightweight, aerodynamic body shells, optimizing speed and stability on the track.

Finally, students race their dragsters, applying engineering principles learned throughout the project. The Dragster project not only educates in STEM disciplines but also inspires innovation and a passion for engineering.

The second project to complete is the 'Pico mood Light' which introduces students to a structured design process involving concept development and prototyping. They consolidate their understanding of soldering and basic circuitry through hands-on assembly of electronic components. Basic design principles are applied in creating a design folio, while coding and programming skills are utilized to control the Pico mood Light's functionality. Introduction to materials includes working with plastics and utilizing laser cutting and engraving for precision in manufacturing components.

YEAR 7 & 8 ADDITIONAL LEARNING AREAS – SEMESTER BASED

FOOD TECHNOLOGY

This course is designed to allow students to explore the fabulous world of food and to make them aware of the value of investigating, designing, producing and evaluating creative food products. This enables them to develop basic skills in food preparation, health, safety and hygiene. Students also research aspects of nutritious food for daily consumption and for special occasions. They undertake practical work thereby gaining knowledge of procedures and processes used in the kitchen. Students will be tested on their understanding of measurement, food safety, hygiene, safe and hygienic use of equipment, cookery terms and recipe reading skills. Students will analyse and evaluate kitchen management and cookery skills for their practical work.

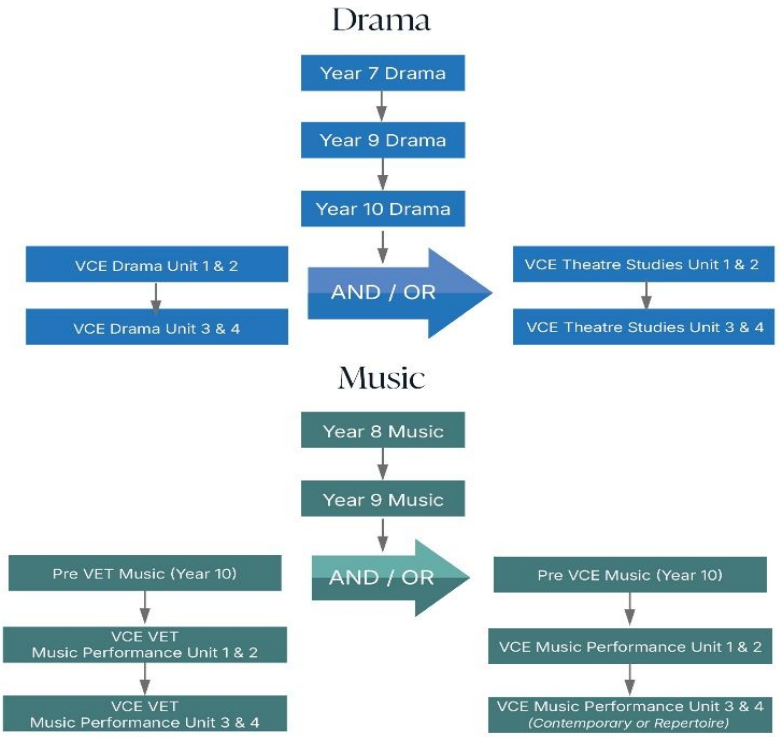
PERFORMING ARTS

Drama

In Year 7, students develop knowledge, understanding, and skills about Drama as an art form through improvisation, rehearsal, and performance. They devise and perform drama focussing on the development and awareness of expressive and performance skills. Students explore and combine the conventions of melodrama as theatrical styles in performance. Students perform group-devised and scripted drama developing performance, expressive and stagecraft skills. Students respond to their own, their peers' and others' drama works. They discuss their observations about features of their own and others' drama works and performances and develop an awareness of cultural, social, and ethical contexts for drama.

Music

In Year 8 students implemented a variety of theoretical and practical skills to perform and compose a variety of musical works. They used both traditional instruments and technology-based methods to create, perform and explore sound and rhythmic patterns. They experienced and expressed ideas and feelings through listening and critical analysis in order to gain an understanding of music within a cultural and historical context. Students began to develop knowledge and training in music theory and aural skills.



YEAR 7 & 8 ADDITIONAL LEARNING AREAS – TERM BASED

VISUAL ARTS

In Levels 7 and 8, students make and respond to visual artworks. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles, such as Printmaking, Painting and Ceramics. Students develop an informed opinion about artists' and their artworks. They examine their own culture and the culture of the first nations people to develop a deeper understanding of their practices as an artist.

Feedback and Reporting: Students receive formative and summative feedback on class projects.

Assessment tasks A- E
Rubrics based on the following strands: Exploring, Developing Practices, Creating and Presenting.

VISUAL COMMUNICATION & DESIGN

In Year 8 students complete a number of set tasks designed to encourage free thinking. The tasks ultimately lead to an understanding of the drawing systems, elements, and design principles necessary for good visual communication. The work requirements are designed to encourage the students use of the design process creatively whilst developing the necessary skills to research, analyse, plan, and ultimately produce a final presentation.

CAPABILITY UNITS

The Padua Capability Units are a term-long subject that allows students to experience a range of knowledge and skills as outlined in the Victorian Curriculum. In preparation for 2026, Year 7 and 8 students are to enrol in each of the 4 Capability units on offer: Social and Emotional Learning (SEL), Information and Digital Literacy (IDL), Civics and Citizenship (C&C), and Financial Literacy (FL). From 2026 onwards, students will have an increased selection of offerings to choose from:

- Respectful Relationships – Knowing me and Knowing you (SEL)
- Liverpool Football Club (SEL)
- Your Future You (SEL)
- Digital Technology and Manufacturing (IDL)
- Digital Detectives (IDL)
- The Art of Mathematics (IDL)
- Be a Politician (C&C)
- The Law and You (C&C)
- Think Like an Entrepreneur (FL)
- Choconomics (FL)

You will be asked to select 4 of these units to enrol in for 2026. You are required to pick one from each of the four capability areas. Every effort will be made to ensure that you receive as many of your preferences as possible. A description regarding each of the offerings can be found below.

RESPECTFUL RELATIONSHIPS – KNOWING ME AND KNOWING YOU

A program uniquely designed for Year 7 and 8 students, as they step into the pivotal years of adolescence, this program offers a nurturing space to cultivate self-awareness and foster meaningful connections. Through interactive sessions and reflective activities, students will lay a strong foundation for social emotional learning and respectful relationships.

YEAR 7 & 8 ADDITIONAL LEARNING AREAS – TERM BASED

This unit is not just a program; it's a community where every student is both a learner and a teacher. By actively building connections with peers, students will discover the power of empathy, the strength in kindness, and the value of diverse perspectives. Together, they will learn to navigate the complexities of emotions and relationships, equipping them with the tools to thrive in school and beyond.

LIVERPOOL FOOTBALL CLUB (SEL)

Fuelled by a shared passion for excellence, integrity and community, Padua College in partnership with Liverpool FC International Academy offers an internationally recognised program that develops not only the technical, tactical, and physical skills required for football, but also the social and psychological aspects necessary for the development of players both on and off the pitch.

The coaching model of instruction not only enhances academic achievement but also fosters the development of essential life skills such as critical thinking, communication, collaboration, and self-regulation. Moreover, incorporating sports into educational settings is not just about winning games; it's about building character, nurturing potential, and empowering students to thrive academically, socially, and emotionally.

YOUR FUTURE YOU (SEL)

In this unit, you will identify your own skills and interests, investigate how others see you and the strengths they can see in you. You will then explore what sorts or careers require these sorts of skills, what opportunities there might be for you in the future and careers you might be interested in.

The focus will be on you as an individual and how you can add extra tools to your toolkit, to tackle challenges that arise, or to maximise your employability and opportunities in the future.

DIGITAL TECHNOLOGY AND MANUFACTURING (IDL)

This is a STEM (Science, Technology, Engineering and Maths) subject which will introduce you to CAD (Computer Aided Design) and CAM (Computer Aided Manufacturing). In this unit, you will be given the opportunity to learn new CAD software and design a product using CAD and manufacture their product using a 3D printer to create a small artefact.

The second project for the term will involve developing key STEM skills such as teamwork, problem solving and initiative. In small teams, you will be set a challenge and will need to collaborate to design and manufacture a solution to a challenge set. This challenge will introduce you to the Design Process steps and stages. Your chosen solution will be realised by 3D printing or another emerging technology. The solution will be tested and evaluated to see if your team's solution is successful.

DIGITAL DETECTIVES (IDL)

In this unit, you will become a Digital Detective, where you create a fun school-based game whilst diving deep into important skills about digital and information literacy. You will work in small groups to design and create challenges and puzzles focused on using the digital creation tools you have learnt throughout the unit. The unit empowers you with the knowledge and skills necessary to navigate the digital world safely and responsibly. Designed to be both instructive and entertaining, the escape room incorporates crucial elements of digital literacy, such as internet safety, copyright awareness, and ethical digital conduct, all while fostering teamwork, creative problem-solving, and analytical thinking.

YEAR 7 & 8 ADDITIONAL LEARNING AREAS – TERM BASED

THE ART OF MATHEMATICS (IDL)

In this unit, you will explore how mathematics and art intersect in our world in amazing ways. Many mathematicians draw upon art and many artists draw upon mathematics. When mathematics and art come together, some stunning designs can be inspired and both mathematics and art are shown as creative subjects.

Imagine a class where Mathematics and Art join forces to create something totally awesome! This elective explores the incredible Art you can make when you look at things from a Mathematical point of view. When Mathematics and Art come together, some stunning designs are inspired and amazing Art and design can be created, Mandalas are a wonderful example of how Mathematics and Art come together to create stunning designs. Mandalas are intricate and symmetrical patterns that often have a circular or radial symmetry. They are found in many cultures and have been used for spiritual, meditative, and artistic purposes. In this unit you will develop your Mathematical skills to create your own personal mandala Artwork.

BE A POLITICIAN (C&C)

In this unit, you will learn all about being a politician and how you can shape the future of Australia. This unit will focus on your active participation as a citizen, seeing you engage with a range of politicians on issues that matter to you. You will become well versed on the features of Australia's democracy and the values that underpin Australian society. This unit will also give you an opportunity to examine relevant elements of global politics.

THE LAW AND YOU (C&C)

In this unit, you will be learning about law and justice. You will examine famous court cases and learn about key skills that lawyers and judges develop to ensure that justice is delivered. This unit will culminate with students solving a crime and seeing if they can bring justice through the court system.

THINK LIKE AN ENTREPRENEUR (FL)

In this unit, you will explore the characteristics of entrepreneurs, successful businesses, and business ideas. You will explain the role of enterprising behaviours and capabilities by considering the characteristics of a successful entrepreneur and use segments from the television show 'Shark Tank' as small case studies.

CHOCONOMICS (FL)

In this unit, you will investigate the implications of a globalised economy, with a specific focus on the international trade in cocoa beans and the production of chocolate. You will research how cocoa beans are grown and sold internationally, as well as the production of chocolate bars. The concept of price mechanism is practically applied in relation to the market for chocolate, and the interdependence of consumers and producers is examined. You will also consider the roles and lives of workers within the chocolate industry, as well as ethical and social responsibility issues associated with international trade. You will consider the rights and responsibilities of both producers and consumers considering these issues, and the contribution of workers to the economy and society is also examined.

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YEAR 9 CURRICULUM OVERVIEW

Mrs Angelina Ranson
Vice Principal
Learning & Teaching

Mrs Emma O'Dowd
Director Aspire9

Mrs Georga Bryant
Leader Aspire9
Rosebud

Mr Jayden Tomkins
Leader Aspire9
Tyabb

Ms Lauren Ori
Leader Aspire9
Mornington

Mr Andrew Ferguson
Learning & Pedagogy
Mornington Junior

Mr Chris Ryan
Learning & Pedagogy
Mornington Junior

Mrs Lisa Modd
Learning & Pedagogy
Rosebud

Mr Sonny Voss
Learning & Pedagogy
Tyabb

Year 9 Curriculum Overview - 2026

CORE LEARNING AREAS (Core subjects are completed for the whole year; Humanities subjects are semester-based)

Religion	English	Mathematics	Science	Health & Physical Education	Humanities: Geography	Humanities: History	Italian : One Semester

ELECTIVES (Semester based; students select three per semester)

Italian	Child Development	Forensic Science	Catholic Action Program	
Commerce	Mathematics Inspired	Enterprise Jewellery	Music	Food Around The World
Introduction to Product Design - Wood	STEAM	Textiles	Digital Technologies and Programming	Systems and Engineering
Drama	Visual Art & Design (VAD)	Media Arts		

ASPIRE9 DAYS		
	Work Ready	Global Awareness
	Social Innovation	Sustainability

FOCUS WEEKS		
	Camp	City Experience

YEAR 9 CURRICULUM OVERVIEW

FOCUS WEEKS

Focus Weeks are an integral part of our academic and pastoral program at Year 9. During these two week-long units, all regular timetabled classes will cease, and students will be fully immersed in the learning experience. The units have been specifically designed around the needs of Year 9 students and are aimed at developing a range of 21st-Century skills. The Focus Weeks will also cover some of the key skills and knowledge from a range of learning areas within the Victorian Curriculum.

Focus Weeks will run in House cluster groups and students will have the opportunity to bond with their peers on other campuses. We see this as an important part of the transition into the Senior school and an opportunity to build lasting relationships between students that will share a common senior House.

CAMP

All Year 9 students will participate in a 4-day outdoor journey-based camp. There will be a range of camp experiences on offer with varying degrees of challenge. Students will be guided in preparing a suitable menu for camp and will work in small groups to purchase and prepare all their meals. There will be a significant focus on caring for self, others, and the environment and how we contribute to our community. Camps include Canoeing on the Murray River, Bushwalking, Horse riding and Mountain biking at Howqua, and Surfing, Stand Up Paddle along Great Ocean Road and Day Art through Adventure camp. More information on Aspire9 camps can be found on the College website.

KEY ATTRIBUTES: Initiative, Leadership, Persistence/Grit, Self-awareness, Communication

CITY EXPERIENCE

Students will develop independence and confidence as they explore the cultural and historical sites of Melbourne. Students will focus on inquiry-based learning, giving them an opportunity to think independently, gather information on their own whilst also developing their interpersonal and social skills. The City Experience will also link into the Core curriculum at Year 9.

KEY ATTRIBUTES: Collaboration, Social and Cultural Awareness, Critical Thinking, Communication

ASPIRE9 DAYS

Students will spend one day a fortnight (Day 8) involved in a practical-based experiential learning program, providing the opportunity to learn outside of the regular classroom. Our Aspire9 Days are structured in four areas -

- *Work Ready*
- *Global Awareness*
- *Social Innovation*
- *Sustainability*

During these days we will encourage our students to engage with their local community and challenge them to consider their place in the wider world. Like our Focus Weeks, students will be given the opportunity to work with students from other campuses and develop a range of 21st Century skills. *Our Place by the Sea (Boat dive and marine science), Our Place on the Land (Indigenous and local history) and Our Place in the Future (Sustainability)*

INTENSIVE ELECTIVES

At the beginning of 2026, students will have the opportunity to select two elective units to complete as part of the Aspire9 days in 2026. These units complement the Semester-long electives and will provide learning opportunities in the areas of Design and Technology, Visual and Performing Arts, Health and Physical Education, Science, STEAM and Commerce.

YEAR 9 CORE SUBJECTS

RELIGIOUS EDUCATION (MYLIFE)

The Religious Education curriculum, aligned with MACS guidelines, engages students in exploring faith through key themes:

- **Hope** – Students reflect on the power of hope in facing life's challenges, integrating faith and personal action.
- **Prophets** – They examine the influence of prophets, from the Old Testament to modern times, in promoting justice and societal guidance.
- **Early Australian Church** – Students study the development of Catholicism in 19th-century Australia, including key figures like Archbishop Mannix and the impact of Vatican II.
- **Dignity of the Person** – Through relationships and gospel values, students explore the importance of respect, empathy, and the inherent worth of every person.

This curriculum fosters a deeper connection to faith, while nurturing compassion, integrity, and a sense of purpose.

ENGLISH

In Year 9, students engage with a variety of texts for enjoyment and to build their confidence in the study of English. They interpret, create, analyse, compare, and discuss literary texts, including various types of media, ranging from creative fiction to multi-modal and non-fiction texts. They will explore themes of human experience and cultural significance, interpersonal relationships, and social and global dilemmas within real-world and fictional settings. These texts will facilitate the development of the whole student and encourage them to develop a deeper understanding of literacy, literature, and the language we use to communicate.

Students develop a critical understanding of the contemporary media and the differences between media texts. They develop their ability to express their own voice, through the creation of imaginative, informative, and persuasive types in a range of formats. Students are encouraged to develop and apply their literacy skills in all areas of learning, as collaboration, collegiality and communication are fundamental skills for success at school and beyond.

Students develop their skills in writing, reflection, and analysis of text. They build upon the language skills from previous years through further study and exploration into the way that authors use text, language devices, and creative tools to create meaning. They consider the purposes of different texts, and the audiences of written, spoken, and visual mediums.

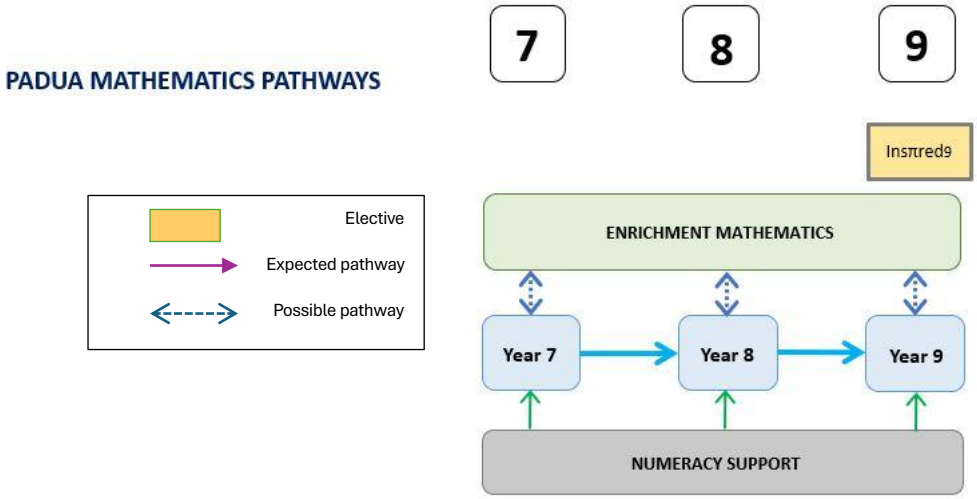
Students create a range of imaginative, informative, and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

MATHEMATICS

At Padua College, we have designed and implemented an instructional model that focuses on evidence-based teaching strategies to provide students with optimal learning opportunities. Along with the differentiated learning that takes place within the mathematics classes, students are challenged through problem solving tasks, tests, review checklists and collaborative tasks, all of which build upon mathematical skills with a focus on literacy. Students will complete Progressive Achievement Testing, such as PAT-M and NAPLAN which provides a detailed insight into student capabilities, allowing teachers to differentiate tasks for students. Students study Mathematics across 6 strands: Number, Algebra, Measurement, Space, Statistics and Probability.

YEAR 9 CORE SUBJECTS

Academic performance in Year 9 steers students towards appropriate pathways for success at the Year 10 level. Hence, in Year 10 the cohort divides into four pathways towards VCE.



SCIENCE

In Year 9 the curriculum focus is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems.

Students explore a variety of science disciplines including Biology, Chemistry, and Physics. In the Biology units, students investigate the human body as a system responding to its external environment and diseases.

During the Chemistry unit, students consider the atom as a system of protons, electrons, and neutrons. Students then explore chemical reactions, with focus on different types of chemical reactions.

While studying Physics, students develop a more sophisticated view of electricity by applying concepts related to the study of static electricity and current electricity in series and parallel circuits.

As an extension activity, students may study Geology and explore natural phenomena of folds, faults, earthquakes, and volcanoes in relation to plate tectonics and investigate how the intensity of each is predicted and measured.

HUMANITIES - GEOGRAPHY

In Year 9 Geography, students will focus their studies on the following topics:

- **Biomes and Food Security**
- **Geographies of Interconnections**

Biomes and Food Security focus on investigating the role of the biotic environment and its role in food and fibre production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. As part of this study students will participate in fieldwork that will form part of their assessment.

YEAR 9 CORE SUBJECTS

Geographies of interconnections focus on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

HUMANITIES - HISTORY

The Making of the Modern Australia (1750-1918)
In Semester One, students evaluate the significant events, developments and ideas that shaped the modern world, including histories of Australia and World War I, over the period between 1750 and the early 21st Century.

- Australia (1750–1914)
- Australians at War (1914–1918)

HEALTH & PHYSICAL EDUCATION

In Year 9 theory topics such as Fitness, Respectful Relations and Mental Health & Wellbeing.

For the practical component, students participate in a variety of activities including:

Invasion sports – Court Invasion – Basketball, Handball, Netball, Floor Hockey and Field Invasion – Six lesson Liverpool Soccer Academy Unit, AFL, Lacrosse and Touch Rugby.

Net Court sports – Volleyball, Badminton, Tennis & Table Tennis and Spikeball

Striking & Fielding sports – Cricket & Baseball. Other activities may include – Mountain Biking, Fitness classes & Weights/Cardio sessions.

ITALIAN

In Year 9, Italian is offered as a core subject for one Semester, providing all students with the opportunity to deepen their understanding of the language and culture of Italy. The course focuses on developing students' skills in listening, speaking, reading, and writing, while also exploring contemporary Italian society, traditions, and customs. Through engaging topics and interactive activities, students build confidence in using Italian in everyday contexts and enhance their global awareness. This foundational Semester supports the development of communication skills and intercultural understanding, and it prepares students for further language studies in senior years if they choose to continue.

YEAR 9 ELECTIVES

RELIGION

Catholic Action Program (CAP)
This is an elective that allows students to live out Catholic Social Teaching by serving their local community. Through hands-on activities—such as visiting nursing homes, assisting at primary schools, supporting The Briars Farm, engaging with people at a special school, cleaning up local areas, and volunteering at the St. Vincent de Paul Op-Shop—students develop empathy, maturity, and a deeper understanding of human dignity.

Rooted in the Gospel message, the program empowers students to support the poor, sick, and vulnerable through meaningful action. CAP runs over four periods each fortnight and encourages students to embody their faith through compassionate service and social responsibility.

COMMERCE

Money does not grow on trees, so how can you make the most of what you have and avoid the scams that are out there? Many students in Year 9 begin to take on part-time jobs, so they have the cash – but what should they do with it? In Year 9 Commerce we will look at two key areas:

- Managing my money, including personal budgeting,
- Spending smart and avoiding consumer scams

Students will develop skills to make informed consumer decisions and use money wisely. Learning activities will include presentations, the production of information pamphlets, budget preparation using computer software programs and displays.

DESIGN AND TECHNOLOGIES

Food Around the World
Explore global cuisines and cultural food practices through hands-on cooking, design tasks, and sensory evaluations. Focus areas include Europe, the Mediterranean, Asia, and Indigenous Australian foods. Develop practical cooking skills and cultural awareness.

Introduction to Product Design – Wood
Design and create functional projects using sustainable timber. Students follow the design process, solve problems through folio work, and build more complex items using hand tools and machinery, with a focus on safety and sustainability.

Textiles
Learn machine and hand stitching, garment construction, and fabric embellishment. Students explore fabric properties, design and modify patterns, and evaluate their work using environmental, functional, and aesthetic criteria.

Enterprise Jewellery
Design and create jewellery for a target market using materials like silver, resin, and wood. Students develop business, marketing, and design skills while learning techniques such as silversmithing, casting, CAD, and laser cutting.

YEAR 9 ELECTIVES

Systems and Engineering
Investigate the relationship between mechanical and electronic systems through designing and building automated projects. Includes simple robotics, control systems, and programming in response to design challenges.

Digital Technologies and Programming
Begin your senior digital technology pathway with a practical subject introducing project-based learning and design briefs, text coding and the Software Development Lifecycle.

Simply put:

- Investigate, Design, Create and Evaluate your own computer game both individually and in a team.
- Use project management skills to manage a project.
- Work with game engines, image creation software, music and sound.
- Explore the concepts of flowcharts, pseudocode and internal documentation, essential in Senior Years programming subjects.

HEALTH AND PHYSICAL EDUCATION

Child Development
Child Development is the study of physical, social, emotional, and intellectual development from conception to adolescence. The first five years of a child's life are critical for development and students will gain an insight into personal, social and community aspects of health during these years.

Students investigate topics such as:

- Reproduction and prenatal development
- Birth and newborn adaptations
- Nutrition for wellbeing
- Immunisation and health services
- Infant mortality and morbidity globally
- Physical development in early childhood, particularly gross and fine motor skills
- Language development and communication
- The process of socialisation, play and cultural variations
- Social and emotional health
- Health promotion and support networks

Students develop the knowledge, understanding and skills to access information to enhance personal health and well-being throughout the lifespan.

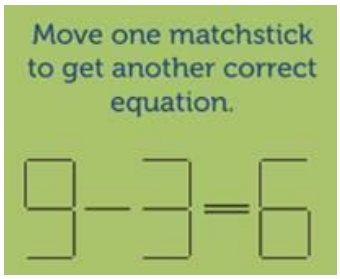
LANGUAGES - ITALIAN

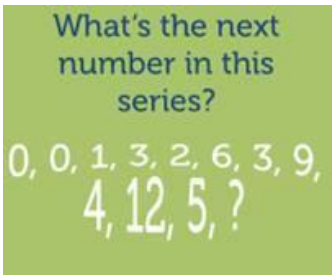
In Year 9, Italian is compulsory for one Semester, but students have the option of selecting Italian as an elective for a second Semester if choosing Year 10 Italian in 2027. They reinforce and extend their linguistic skills learned in Years 7 and 8 by listening, speaking, reading, and writing in Italian and continuing their work on language structures using reading & listening techniques. They are encouraged to communicate in Italian in class as much as possible. Students use a variety of techniques to learn new a language, such as problem-solving, reasoning, explaining, and applying knowledge. They ask and answer questions in Italian. They devise and perform role plays and carry out research on the internet. They present their work in the form of brochures, media presentations, e-mails, diary entries and presentations to the class.

YEAR 9 ELECTIVES

MATHEMATICS

Mathematics Inspired[9]





Are you inspired by problems similar to this? Do you enjoy being challenged to work in groups to solve real-life problems using your mathematical and logical skills? Do you enjoy the thrill of solving a complicated mathematics problem? If the answer is yes to any of these, then **Inspired**[9] could be the elective for you. Read on!

This elective is to extend and challenge ADVANCED students and aims to better prepare them for the higher mathematics pathways in later years. There is a focus on problem-solving, application tasks and investigations, aiming for students to develop a variety of strategies that could be used to solve a variety of real-life problems. Students may practice these problem-solving skills by competing in events such as the Australian Mathematics Challenge or the Maths Talent Quest.

PERFORMING ARTS

Drama

Prerequisite - Year 7 Drama.
Please note - This subject is only offered for one Semester in Year 9. This may take place in either Semester 1 or 2.

During this unit the focus is on fun and building confidence for students whilst developing their expressive and performance skills through improvisation, workshops, group-devised and scripted performances. The students research and develop characters by experimenting with various Theatre styles and exploring issue-based theatre presenting performances on relevant themes and stimulus.

Throughout the Semester, the students not only complete practical & performance tasks they also document their play-making processes through analysis and evaluation of their work.

This subject may lead on to Year 10 Drama, VCE Drama and VCE Theatre Studies.

Music

Students choosing Music in Year 9 may choose to study Music for two Semesters. In this unit students will focus on developing their own performance skills and musicianship. The course offers a practical approach for students of a variety of different musical backgrounds and all levels of experience. Examples of Learning Activities:

- Group and/or solo development and performances on a range of instruments and styles.
- Use music to create compositions and arrangements.
- Create music
- Study music theory/aural and analysis and then apply this in practical work. This subject leads to the option Music 9 in Semester 2, Year 10 Music, VCE VET Music Unit 1 & 2 in Year 10. If planning to do VCE Music Performance, it is recommended, to take Music 9 in Semester 2 as well as Semester 1 & 2 of Year 10 Music.

YEAR 9 ELECTIVES

SCIENCE

Forensic Science

This unit of Science will run in addition to the compulsory Year 9 Science course. Forensic Science is a predominantly "hands on" science that blends multiple science disciplines including Biology, Chemistry and Physics and focuses on scientific process and techniques used to identify criminals and explain crimes. Examples such as DNA processing, fingerprinting and blood analysis are modelled in the laboratory. Students discuss and investigate fascinating case studies. They participate in a global classroom project using technology to solve a forensic science crime.

STEAM

Research indicates that 85% of the jobs in 2030 have not yet been invented! What we do know is that the future is looking for innovative people, problem-solvers, critical and creative thinkers, and can use digital platforms with proficiency. The global world will no longer be asking people "What do you know?", but rather "What can you DO with what you know?"

There are three rules in the STEAM Classroom:

1. Take Risks
2. Make Mistakes
3. Get Messy

STEAM is an acronym that represents how all topics in subject areas relate to each other and to the real world. The sentence that defines this is Science and Technology, interpreted through Engineering and the Arts, all based in Mathematical elements.

STEAM allows us to dare to make mistakes (you will be encouraged to make mistakes!), experiment with multiple ideas, listen to differing opinions, and create a knowledge base that is applicable to real life.

STEAM is an integrated curriculum where information is created, shared, explored, and moulded into new ways, through collaborative risk-taking and creativity.

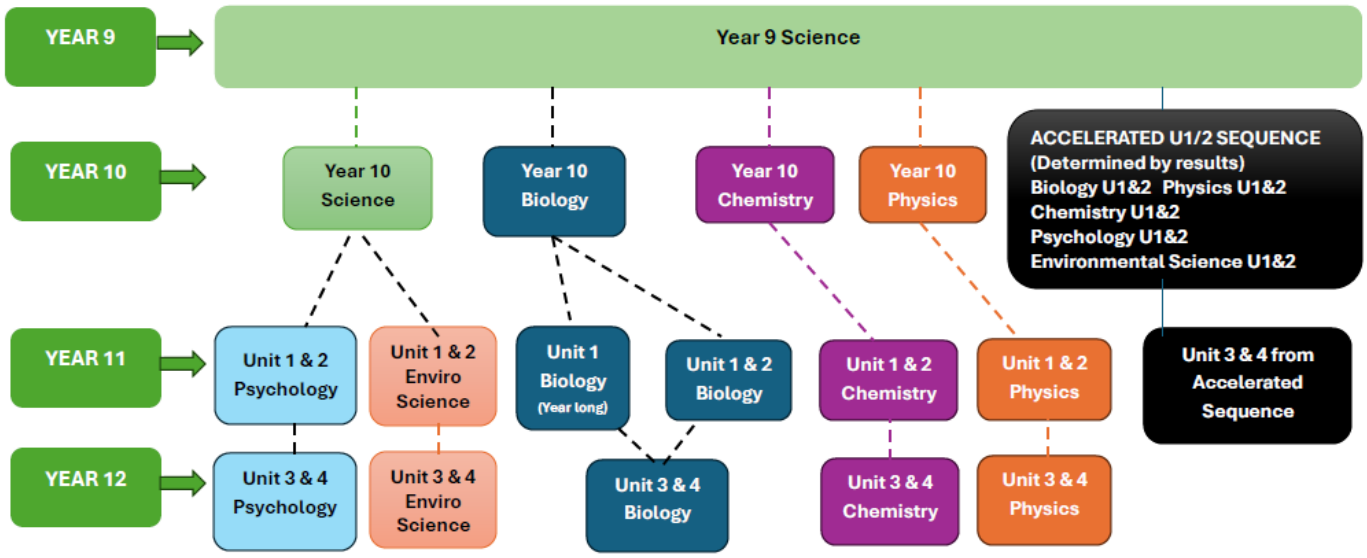
STEAM brings reality into the classroom and connects the different subjects together in the way that they would relate to the business world and each other.

STEAM provides and encourages opportunities for students to think, innovate and create, and equips them with the 21st Century skills that our students need.

Topics include:

- Innovative – LEGO Masters Mega City 10 Hour Build Challenge, Mars Habitat Design, Prototype & Build
- Problem-Solving - Tiny Houses
- Critical and Creative Thinking - Little Bits Entrepreneur Design Challenge
- Digital Literacy & Computational Thinking – Robots and Coding, Sphero Coding, and Lego Mindstorms

YEAR 9 ELECTIVES



VISUAL ARTS

VAD (Visual Art & Design)

Students complete two distinct folio projects: one focused on **Art** and the other on **Design**.

- In the **Art unit**, students explore and refine their **personal aesthetic**, drawing on the work of traditional and contemporary artists across cultures and time periods. They develop perceptive responses, adapt ideas, and present their own artworks to an audience.
- In the **Design unit**, students learn how designers communicate with purpose and intention. They examine design movements, apply key principles, and create visual communications tailored to specific audiences.

Media Arts

In this unit, students explore elements of mass media, in particular print media, radio, and film industries, to gain an understanding of their significance, structure, and production. Students produce media presentations, using appropriate skills, techniques, and processes, for purposes and in a variety of styles. Students gain an understanding of the way in which media products are made.

Examples of learning activities:

- The production of a print and/or digital publication
- Photography exercises
- Production of a sound narrative
- Class activities including discussion, small group work and written responses

YEARS 10 - 12

Melbourne Archdiocese Catholic Schools

PADUA COLLEGE

YEARS 10-12 OVERVIEW

VCAA WEBSITE – Students and parents are advised to access the Victorian Curriculum Assessment Authority (VCAA) website – www.vcaa.vic.edu.au

This website is an excellent source of information on aspects of the Victorian Certificate of Education (VCE), the Victorian Certificate of Education - Vocational Major (VCE VM), Victorian Pathways Certificate (VPC) and Vocation Education & Training (VET).

1.1 The administrative policies contained in this handbook apply to all students undertaking Year 10, the Applied Learning Program (ALP), the Victorian Certificate of Education (VCE), VCE Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC) at Padua College.

1.2 ***Responsibility rests with students and parents*** to familiarise themselves with the policies contained in this handbook. Enrolment in Year 10 / ALP / VCE / VCE VM / VCE and VPC/VET at Padua is conditional upon acknowledging receipt of this handbook and acceptance of the regulations outlined within.

1.3 The policies in this handbook have been produced in accordance with, and are based on, the "VCE & VCE VM Administrative Handbook 2025", issued by the Victorian Curriculum and Assessment Authority (VCAA) and accessible on the VCAA website.

VCAA VCE Administrative Handbook 2025

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Vice Principal –
Learning & Teaching

Mrs Caroline Jeremiah
Deputy Principal -
Years 10 - 12

Mrs Ciara Roberts
Assistant Head of Campus
Learning & Pedagogy Leader
Years 10 – 12

Mrs Jodie Connell
Assistant Head of Campus
Learning & Pedagogy Leader
Years 10 – 12

YEAR 10 CORE SUBJECTS

RELIGIOUS EDUCATION

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

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

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

Topics covered include:

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

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

ENGLISH

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

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

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

Students will develop a critical understanding of contemporary media, and the differences between media texts. Students create a range of imaginative, informative, and persuasive types of texts in a range of formats. Students will build on their ability to write analytically, persuasively, and creatively.

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

COMMERCE

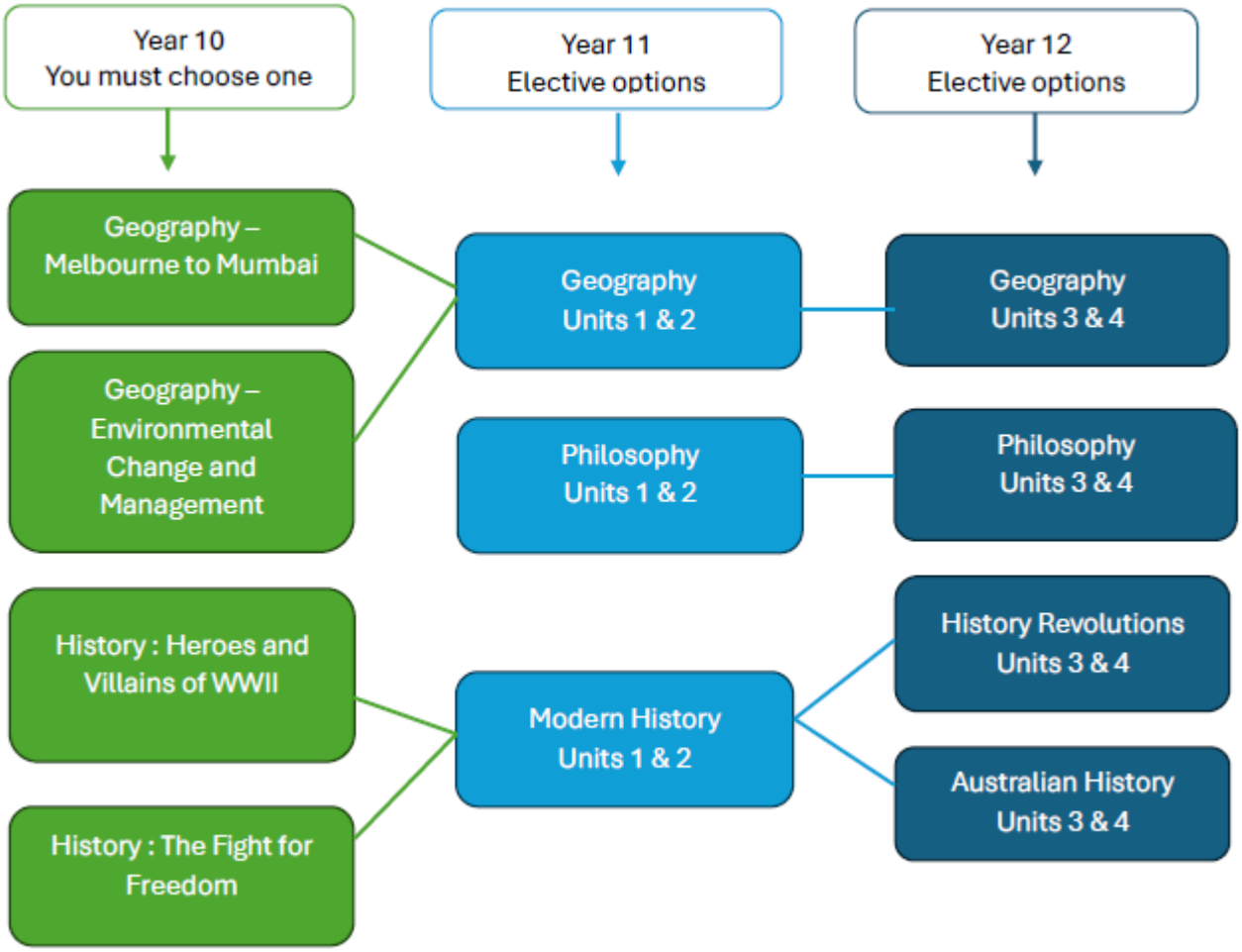
The Commerce course allows students to sample a range of different topics across the areas of Resource Allocation and Making Choices (Economics), The Business Environment (Business Management), Government and Democracy, and Laws and Citizens (Legal Studies).

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

YEAR 10 CORE SUBJECTS

HUMANITIES

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



YEAR 10 CORE SUBJECTS

HUMANITIES - HISTORY

Heroes and Villains of World War II
Students will study significant events, individuals, groups, and aspects of World War II. Several key figures and events will be considered when evaluating to what extent an individual or group can be considered a historically significant hero or villain. Students will be required to complete a historical inquiry investigating a significant event, individual, group or aspect of their choice related to WWII.

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

The Fight for Freedom
Why would someone need to fight for their freedom, aren't all people born with the same rights and freedoms - or is it far more complicated than that? Students will study the key events, ideas, individuals, and groups that have influenced the struggle for freedom in modern history (1700 - present-day). By exploring the struggle for rights and freedoms in the United States of America and Australia, students apply their historical knowledge and skills to an inquiry into the fight for freedom in a context of their choosing.

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

HUMANITIES - GEOGRAPHY

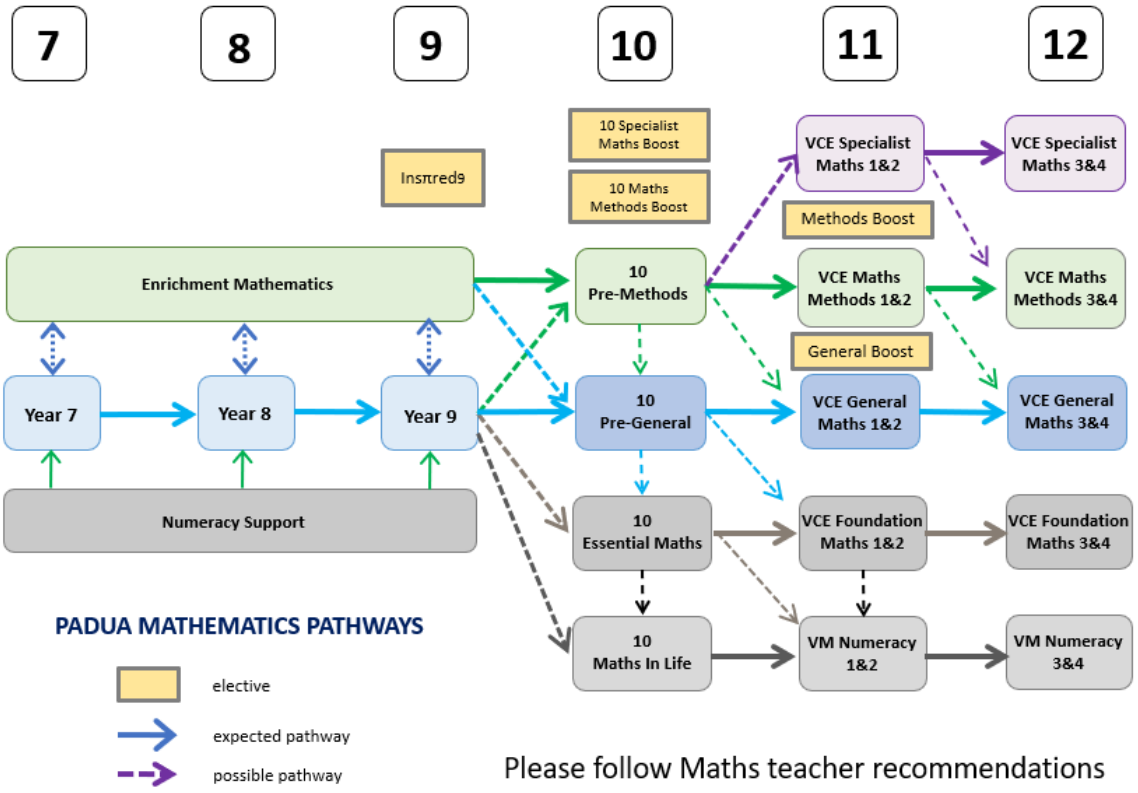
Melbourne to Mumbai
Why do some people, despite lacking material wealth, seem to be leading happy fulfilling lives? This unit focuses on learning about wellbeing. Wellbeing is the recognition that everyone around the world, regardless of geography, age, culture, religion or political environment, aspires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

Environmental change and management
Students explore the ways natural environments are altered by human activity and how these changes impact sustainability. The focus is on one specific environment, such as coasts, forests, or wetlands, and examines both the causes and consequences of environmental change. Students evaluate management strategies at local, national, and global levels and consider how different stakeholders—including governments, communities, and individuals—respond to these challenges. The unit encourages geographical inquiry, critical thinking, and informed action to support environmental sustainability.

YEAR 10 CORE SUBJECTS

MATHEMATICS

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



❖ Pre-Methods Mathematics

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

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

Assessments will be undertaken with and without the use of a CAS calculator/ or reference notes. Students will be provided with a recommendation by their Mathematics teacher **to** undertake this course.

Pre-General Mathematics

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

Pre-General Mathematics (continued from previous page)

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

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

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

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

Essential Mathematics

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

Essential Mathematics covers the following topics: Algebra, number and structure; Data analysis, probability and statistics; Financial and consumer mathematics; Space and measurement.

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

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

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

Maths in Life

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

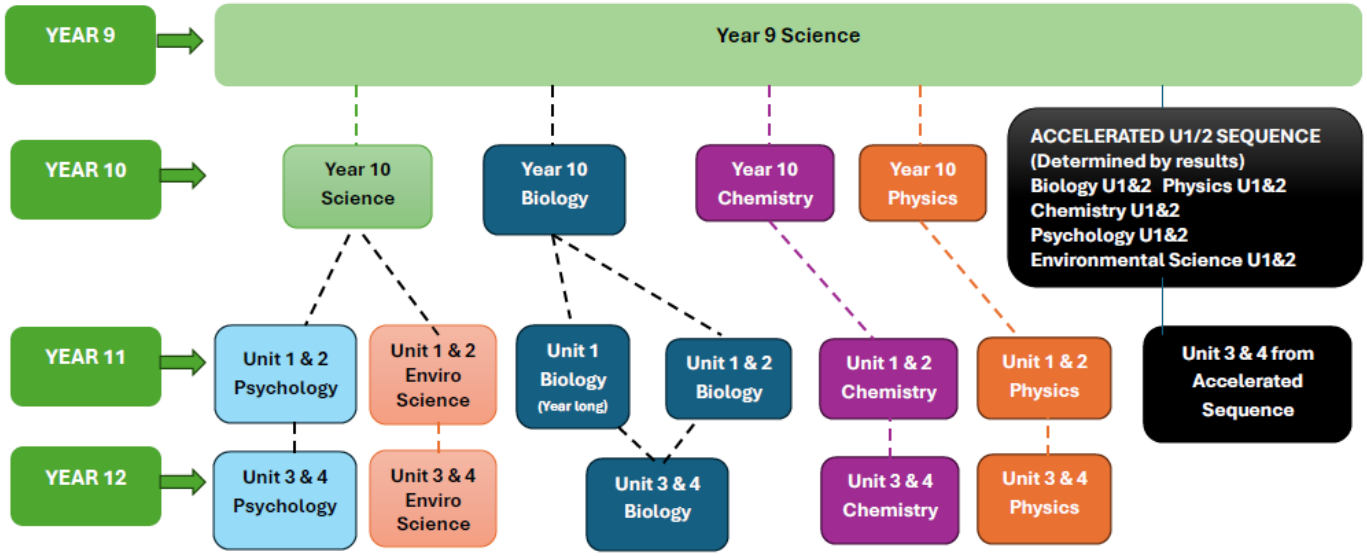
Maths In Life enables students to use basic number skills independently in situations involving:

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

Maths In Life is recommended for students wishing to undertake an Applied Learning Pathway (ALP). Students will be provided with a recommendation by their Mathematics teacher to undertake this course**.** *Please note: Students have the option of additional elective units within this Learning Area. Please see the Electives Section of this handbook for more information.*

YEAR 10 CORE SUBJECTS

SCIENCE



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

Science

For students who do not wish to continue with a VCE Science unit into Year 11 this subject will encompass content from the areas of Biology, Chemistry and Physics based on everyday science contexts. This will include:

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

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

Science (carried forward from previous page)

The Science Department offers VCE Units 1 & 2 Psychology and Environmental Science as part of the Acceleration Program to students at Year 10. This is a year-long subject and leads on to the completion of Units 3 & 4 Psychology in Year 11. *PLEASE NOTE: Accelerated VCE Psychology and Environmental Science will count towards the minimum requirement for a Year 10 unit. Students undertaking this pathway are not required to complete one of the other Pre VCE units but may wish to.*

Environmental Science

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

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

Specialist Biology Units 1 & 2
Students wishing to continue with Biology in VCE are expected to study this prerequisite unit as it exposes students to a range of concepts which relate to living organisms. The content covered in this course helps to extend an understanding of how living organisms function and survive. A range of real-life examples will be exposed to demonstrate the application of key concepts. Topics include:

- Enzymes and enzymatic function
- Cells and their function in relation to the survival of the living organism
- Cell structures and their related functions, such as, osmosis, diffusion photosynthesis respiration and enzyme operation
- DNA, genetics and inheritance

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

Specialist Chemistry Units 1 & 2
Chemistry students wishing to continue with Chemistry in VCE are expected to study this prerequisite unit. Chemistry can be used to explain almost everything that transpires in the Universe because everything is made of atoms, the basic building blocks of all matter.

YEAR 10 CORE SUBJECTS

Specialist Chemistry (Carried forward from previous page)

The topics include:

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

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

Specialist Physics Units 1 & 2

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

- Newton's laws of motions;
- Transfer and transformation of energy;
- Structures and the selection of appropriate construction materials; and
- Electricity

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

VCE Science Prerequisite Courses

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

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

YEAR 10 ELECTIVES

CATHOLIC ACTION PROGRAM (CAP)

The Year 10 Catholic Action Program (CAP) elective offers students a hands-on opportunity to live out Catholic Social Teaching by serving their local community. Through activities such as visiting nursing homes, supporting primary school students, working at The Briars Farm and St Vincent de Paul Op-Shop, and engaging in environmental and inclusive initiatives, students develop empathy, maturity, and a deeper understanding of human dignity. CAP runs for eight periods per fortnight and encourages students to translate their faith into meaningful action.

COMMERCE

VCE Units 1 & 2 Business Management (Accelerated)
Refer to VCE Business Management

DIGITAL TECHNOLOGIES - PROGRAMMING

Programming and Projects
The Programming and Projects course is designed to develop skills in programming environments, Information Systems thinking and project management. Using a programming language (next year, Python) and Graphical User Interface (GUI – next year, Anvil and PyQT), students are given a series of programming exercises and problem statements and create a portfolio of programming solutions demonstrating programming concepts such as iteration, selection and sequence.

Using their newfound knowledge of programming and project management, students will undertake a term-long project of their own choice, being assessed on their ability to follow and break down the requirements of a design brief, time management, their ability to modify project timelines, and skills in pitching to a client/employer.

Skills acquired during this year are invaluable in completing VCE Applied Computing 1 and 2, as well as Software Development Units 3 and 4.

Key content:

- *Problem Solving Methodology* - students apply the Computing Problem Solving Methodology to various situations and develop solutions.
- *Programming* - to produce solutions to programming problems in a range of situations.
- *Term project* – in 2025 included completing an entry to the STEM Games Competition
- *Exam* – demonstrate understanding of basic programming structures, the PSM and other elements raised.

YEAR 10 ELECTIVES

DESIGN AND TECHNOLOGIES

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

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

VCE Units 1 & 2- Design and Technology – Product Design (Accelerated)
Refer to Product Design and Technology (Wood) or Product Design and Technology (Fashion Design)

ENGLISH

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

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

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

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

- Plays
- Film
- Short Story
- Novel
- Classic

YEAR 10 ELECTIVES

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

ENVIRONMENTAL SCIENCE (ACCELERATED)

Refer to VCE Environmental Science

HEALTH & PHYSICAL EDUCATION

High Performance Sport
For sports-minded students seeking to enhance skills across various sports. Focuses on tactical awareness, strategies, biomechanics, physiology, and coaching. Combines theory with practical sessions and lab tasks, ending with an exam.

Sport and Exercise Science
Explores elite sport, physiology, nutrition, psychology, and more. Theory-based with practical application of concepts. helps students understand the role of sport and exercise in society.

Outdoor Education and Environmental Studies
Emphasizes appreciation of nature and responsible outdoor recreation. Includes snorkelling, indoor rock climbing, bushwalking camp, and surfing. Focus on experiential learning and aquatic competence. Practical activities are compulsory; extra levy applies.

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

VCE Units 1 and 2 Physical Education (Accelerated)
Refer to VCE Physical Education - Unit 1

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

YEAR 10 ELECTIVES

HUMANITIES

Modern History (Accelerated)
Refer to VCE History (Modern History, History Revolutions and Australian History)

LANGUAGES

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

In this year-long elective students will be encouraged to communicate in Italian and focus on linguistic structures, which they will need to be aware of when starting Units 1 and 2 at VCE. Topics include friendships and relationships; environment and technology; travel and holidays; and work, education and the future. Students use a variety of techniques to learn new language, such as problem-solving, reasoning, explaining and applying knowledge. They ask and answer questions in Italian. They devise and perform role plays and carry out research on the internet. They present their work in the form of brochures, media presentations, emails, diary entries and presentations to the class. Students begin to look at some of the text types that they will need to produce in VCE Italian.

MATHEMATICS

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

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

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

YEAR 10 ELECTIVES

PERFORMING ARTS

Year 10 Drama
This unit focused on creating, presenting and analysing a devised performance that included real or imagined characters based on personal, cultural, and community experiences and stories. Students examined storytelling through the creation of solo and ensemble performances and manipulated expressive skills in the creation and presentation of characters. A range of eclectic performances was explored which incorporated the theories and conventions of Stanislavski, Laban, and Commedia dell Arte. Students analysed their own work and also a number of performances by other practitioners.

VCE Unit 1 & Unit 2 Drama (Accelerated)
Refer to VCE Drama

VCE Theatre Studies Units 1 & 2

Year 10 students may apply to do VCE Theatre Units 1 & 2. The prerequisite to this subject if taken in Year 10 is Year 9 Drama, B+ average as well an interview with a member of the Padua Performing Arts team.

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

History of Theatre Styles and Conventions pre-1945 Unit 1
This unit focuses on interpretation through the application of acting, direction and design (set, costume, props, costume, make-up, lighting, and sound) in relation to theatrical styles pre-1945. Students interpret play scripts from the pre-modern era of theatre, focusing on works created up to 1945 in both their written form and in performance. Styles may include Greek, Elizabethan, Commedia Dell Arte and Epic Theatre. Students also attend a live and professional performance for the purpose of developing analytical and evaluative skills.

Contemporary theatre styles and movements Unit 2
This unit focuses on interpretation through the application of acting, direction and design (set, costume, props, costume, make-up, lighting, and sound) in relation to contemporary theatrical styles. Students interpret Contemporary theatre styles and movements, focusing on scripts created post 1945 in both their written form and in performance. Styles may include Theatre of the Absurd, Musical Theatre and Australian realism. Theatre. Students also attend a live and professional performance for the purpose of extending their analytical and evaluative skills.

Assessment: In Units 1 & 2 tasks and assessments are determined by the school
This subject leads to VCE Theatre Studies Unit 3 & 4 or VCE Drama Units 3 & 4.

YEAR 10 ELECTIVES

MUSIC

At Year 10, two different music subjects are offered. Students may elect to study both subjects. These subjects are designed to assist students prepare for music studies at VCE level. Students may choose to study Music for two Semesters in Year 10.

Music - Pre VET Music Performance – 1 Semester
This subject is pre VCE pathway and is highly recommended for students intending to study VCE VET Music Performance Units 1-4. Music - Pre VET Music Performance is a practical approach to developing the skills involved the contemporary creation of music through the support of current technologies. Students can learn about: music technologies, song writing, arranging, performing, OHS, career pathways and live sound.

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

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

This Year 10 Music course is aimed at developing performance skills and musicianship in an engaging way relevant to student interests. A range of music styles and student tastes are catered for ranging from rock and contemporary to classical. There is a substantial practical component with students developing both band and solo performance skills. Students choose the instrument that they would like to specialise in. Students will study foundational music theory and analysis to prepare them for VCE Music Performance Units 1-4.

VCE VET Music Performance (Certificate III – CUA30920)
Refer to Music VCE VET

Certificate III in Music (Performance) CUA30920
Certificate III in Music is a 2 year long course that provides the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Year one may include making a music demo, performing songs as part of an ensemble, and incorporating technology into performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

Music Units delivered may include:

Year 1 Unit 1 & 2

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

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

YEAR 10 ELECTIVES

Day/Time/Venue Padua College – Mornington Campus only
Entry Requirements - As this is an accelerated Year 11 subject entry requirements apply.

Pathways TAFE

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

SCIENCE

VCE Units 1 & 2 Psychology (Accelerated)
Refer to VCE Psychology

SPORT, AQUATICS & RECREATION – VCE VET

Certificate III in Sport, Aquatics and Recreation provides students with the skills and knowledge to work in the sport, aquatic or recreation industries. Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer.

Refer to Sport, Aquatics & Recreation – VCE VET

TECHNOLOGY

Café Cuisine
Students explore coffee and tea varieties, café-style food preparation, presentation, food safety (earning a Food Handlers certificate), sustainability, and small business operations. Practical skills include making espresso drinks, food presentation, and sensory analysis. Assessment includes food creation and evaluation tasks.

Textiles
Students advance their textiles skills using the Design Process to create a product. They explore materials, techniques, sustainability, aesthetics, and functionality, supported by a folio, prototype, and final garment.

Food Studies
This course develops practical food skills and nutritional understanding based on the Australian Dietary Guidelines. Students explore sustainable, ethical food choices, food processes (e.g., bread making, preservation), and engage in cooking, testing, and dietary analysis. Prepares students for VCE Food Studies.

VISUAL ARTS

Visual Arts
Students interested in pursuing VCE Visual Arts subjects—such as Art Creative Practice, Art Making and Exhibiting, Visual Communication Design, or Media—are strongly encouraged to complete Year 10 Visual Arts. This course also

supports pathways in Textiles and may lead to accelerated VCE study in Year 11. Visual Arts is a key Australian industry and an important foundation for creative careers and tertiary study.

Art 10
Students focus on building a portfolio through drawing, painting, printmaking, and photography, using both traditional and modern techniques. Students document their creative process in a Visual Arts journal, developing skills in critical thinking, aesthetic expression, and media experimentation.

YEAR 10 ELECTIVES

Sample activities include:

- Darkroom and digital photography
- Intaglio printmaking
- Acrylic painting techniques and production

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

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

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

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

Examples of learning activities:

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

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

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

YEAR 10 ELECTIVES

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

Examples of possible learning activities:

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

VCE Units 1 & 2 Art Creative Practice (Accelerated)
Refer to VCE Art Creative Practice

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

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

Examples of possible learning activities:

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

VCE Units 1 & 2 Art Creative Practice (Accelerated)
Refer to VCE Art Creative Practice

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

YEAR 11 & 12 CURRICULUM

VICTORIAN CERTIFICATE OF EDUCATION

The VCE (Victorian Certificate of Education) requires at least 16 units, including four English units and two Religious Education units (one VCE-accredited). Units 3 & 4 must be completed as a sequence, while Units 1 & 2 can be taken separately. At Padua College, Year 11 students take six studies, including English and VCE Religion and Society Unit 2 (Ethics), with an optional Boost unit. Year 12 students complete five Unit 3 & 4 studies, including English and Religious Education. When choosing subjects, students should consider their strengths, interests, and future study or career prerequisites.

THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The ATAR is calculated by VTAC using scaled scores from a student's best Unit 3 & 4 results, including English, their next best three studies, and 10% of two additional studies if applicable. Scaling accounts for subject difficulty to ensure fair comparison across combinations. Subject offerings in 2026 depend on student demand and timetable constraints, so students must select preferences and reserves carefully by the deadline of 4.00pm Friday 25 July 2025.

	COMPULSORY SUBJECTS (CORE)						Core Capabilities
Year 7	Religious Education	English	Mathematics	Science	Health & PE	**Humanities** History or Geography	Two per semester – four per year

	COMPULSORY SUBJECTS (CORE)							Core Capabilities
Year 8	Religious Education	English	Mathematics	Science	Health & PE	**Humanities** History or Geography	Language Italian	Two per semester – four per year

	COMPULSORY SUBJECTS (CORE)							ELECTIVES
Year 9	Religious Education	English	Mathematics	Science	Health & PE	**Humanities** History or Geography	Language Italian (one semester)	Semester Based

	COMPULSORY SUBJECTS (CORE)						ELECTIVES
Year 10	VCE Religion & Society Unit 1 (Ethics)	English	Mathematics	Science	**Humanities** History, Geography	Commerce	Semester Based

	COMPULSORY SUBJECTS (CORE)		SUBJECT SELECTIONS			
			Subject 1	Subject 2	Subject 3	Subject 4
Year 11	VCE Religion & Society Unit 2 (Ethics)	English	All students undertake Religion & Society Unit 2 (Ethics); English Unit 2; plus 4 additional subjects			

	COMPULSORY SUBJECTS (CORE)		SUBJECT SELECTIONS			
			Subject 1	Subject 2	Subject 3	Subject 4
Year 12	Religious Education	English	All students undertake school-based Religious Education; English Units 3 & 4 plus 3 Unit 3 & 4 sequence subjects			

VCE SUBJECTS – RELIGIOUS EDUCATION

In the final years of schooling at Padua College, Religious Education fosters critical thinking, dialogue, and respect for diverse worldviews while deepening appreciation of the Catholic faith. Grounded in Franciscan and Mercy values, the program supports students' intellectual, spiritual, and moral development, encouraging a commitment to social justice and self-awareness. A key feature is the Year 12 Retreat, which complements classroom learning.

In Year 11, all students complete VCE Religion and Society Unit 2 (Ethics), contributing one VCE unit toward the 16-unit minimum. In Year 12, students may choose to continue with Units 3 & 4, which contribute to their ATAR. For those students not completing a Unit 3 & 4 in Year 12 will follow the Year 12 school-based Catholic Social Teaching Program.

RELIGION AND SOCIETY UNIT 2 (ETHICS)

This unit explores how individuals and societies determine what is good, focusing on the principles and methods behind ethical decision-making. Students examine how moral judgments are formed, considering societal norms, personal feelings, and religious traditions.

Unit 2 Outcomes
Explain the influences on ethical decision-making in diverse societies.
Explain how moral judgments are formed within at least two religious traditions.
Explain and evaluate two or more ethical debates in pluralist societies.

Assessment: All assessments are school-based and measure students' achievement of the three outcomes.

VCE Religion and Society Units 3 & 4
These units investigate how religious traditions shape, respond to, and interact with culture and societal change. They promote open inquiry into life's big questions and develop understanding and respect for different religious worldviews

Unit 3 The Search for Meaning
Students explore the purpose of religion and the way religious beliefs respond to existential questions. They also examine how these beliefs are expressed and how life experiences influence and are influenced by religion.

Unit 3 Outcomes
Analyse the nature and purpose of religion and beliefs.

Examine the expression of beliefs in response to life's meaning.
Discuss the connection between belief, religious expression, and life experience.

Unit 4 Challenge and Response
Focuses on how religious traditions engage with internal and external challenges over time. Students study how these traditions respond to societal pressures, negotiate change, and maintain relevance.

Unit 4 Outcomes

Analyse and compare religious responses to significant challenges. Examine internal and external interactions of religious traditions in response to challenges.

Assessment Breakdown (Units 3 & 4):

Unit 3 School-Assessed Coursework (SAC):	25%
Unit 4 School-Assessed Coursework (SAC):	25%
End-of-year Examination:	50%

Note: All Year 11 students complete VCE Religion and Society Unit 2. No prerequisites are required for Unit 3. However, it is preferable that students achieve at least a B grade in Unit 2.

Music in the Spirit (Non VCE Study)

The **Music in the Spirit** course is a unit developed at Padua College, and **so is not recognised by VCAA**. Students receive a Padua College report recognising their efforts. This is a practical course for musicians and vocalists who would like to explore ways that music can be used in prayer and liturgy. A major focus of the program will be to prepare and perform appropriate music for major school functions such as the Opening and Graduation masses, as well as House masses and other less formal opportunities for prayer. Students will be required to keep a logbook/journal based on their activities throughout the course. There will be no graded assessment for this unit.

VCE SUBJECTS - ENGLISH

Important Senior Pathways Notification
All students undertaking the VCE ATAR pathway must select an English study, such as English or English Language. Students choosing Literature Units 1–4 must also select English as part of their VCE program.

ENGLISH

English fosters critical and creative thinking, effective communication, and aesthetic appreciation. Students develop skills in analysing and creating texts, enhancing their understanding of themselves and the world around them. The course supports informed participation in society and global communities.

Entry Requirement: A pass in Year 10 English. Units 3 and 4 must be successfully completed to qualify for an ATAR.

Unit 1 Reading and Crafting Texts

- *Reading and Exploring Texts*: Students build personal connections with texts, exploring characters, themes, and language use.
- *Crafting Texts*: Students develop imaginative, persuasive, and informative writing, influenced by purpose, audience, and context.

Unit 2 Text Response and Argument

- *Reading and Exploring Texts*: Focus on interpreting texts through analytical writing and understanding different text types.
- *Exploring Argument*: Students analyse persuasive techniques in media texts and create their own point-of-view pieces.

Unit 3 Analytical and Creative Response

- *Reading and Responding to Texts*: Deep analysis of texts including context, values, and audience positioning.
- *Creating Texts*: Students craft written responses inspired by mentor texts, exploring how language and structure shape meaning.

Unit 4: Advanced Analysis and Argument

- *Reading and Responding to Texts*: Further refinement of critical reading and sustained analytical writing.
- *Analysing Argument*: Students analyse media texts on contemporary issues, evaluating how language and visuals influence audience perspective.

Assessment

Units 1 & 2: School-based assessment and examinations.
Units 3 & 4:

Unit 3 School-Assessed Coursework:	25%
Unit 4 School-Assessed Coursework:	25%
End-of-Year Examination:	50%

VCE SUBJECTS - ENGLISH

ENGLISH LANGUAGE

This subject explores how English works by drawing on linguistics to examine language structure, use, variation, and change, while analysing how language shapes identity, reflects context, influences power, and is shaped by purpose, audience, and context.

Why choose this subject?
Choose English Language if you:

- Enjoy analysing how language works and evolves
- Are curious about how we learn to communicate
- Are interested in linguistics and other languages
- Want to explore the relationship between language, power, and identity

Assessment Overview:

Unit 1
Language and Communication – Explore how language functions in different contexts.

Unit 2
Language Change – Study how children acquire language and how English evolves.

Unit 3
Language Variation and Purpose – Investigate how language varies in Australian contexts for different purposes.

Unit 4
Language Variation and Identity – Examine how language expresses identity and group membership

Assessment:

Unit 3 SACs:	25%
Unit 4 SACs:	25%
Final Examination:	50%

LITERATURE

This subject foster students' appreciation of stories and storytelling, encouraging both creative and critical thinking. By engaging with various literary works, students develop their ability to analyse texts and express their ideas creatively, preparing them for diverse career pathways such as writing, publishing, law, and teaching.

Entry Requirements:

- Unit 1-2 students must select English alongside Literature.
- Unit 3-4 students must select English alongside Literature.

Recommended for students with strong academic performance in English VCE Subjects – ENGLISH

Literature (continued from previous page)

Literature Course Outline:

Unit 1
Reading Practices**:** Analyse language, structure, and stylistic choices in different texts.
Exploration of Literary Movements and Genres: Study literary movements/genres like modernism, tragedy, or romance, examining common themes and conventions.

Unit 2
Voices of Country: Explore the perspectives of Aboriginal and Torres Strait Islander authors, reflecting on culture, identity, and colonization.
The Text and its Context: Analyse texts in their historical, social, and cultural context, considering how language shapes meaning.

Unit 3
Adaptations and Transformations: Analyse how a text's meaning changes when adapted into a different form or context.
Developing Interpretations: Develop and compare different interpretations of a text, considering historical and cultural contexts.

Unit 4
Creative Responses to Text: Create your own literary work, drawing on the themes and style of the original text.
Close Analysis of Text: Conduct a detailed analysis of a text, focusing on its language, style, and themes.

Assessment:

Units 1 & 2: School-based coursework and final examinations.
Units 3 & 4:

Unit 3 SACs:	25%
Unit 4 SACs:	25%
End-of-year exam:	50%

VCE COMMERCE

ACCOUNTING

This subject explores the role of accounting in business success and failure, emphasizing the importance of financial information for stakeholders. Students will analyse business performance using both financial and non-financial data to make investment recommendations. They will also learn to record financial data and prepare reports for service businesses. Ethical considerations, including financial, social, and environmental impacts, will be explored.

Entry Requirements: No prerequisites, though it's recommended to take Unit 2 before Unit 3.

Course Outline:

Unit 1 Role of Accounting in Business
Students investigate reasons for establishing a business, types of ownership, factors influencing success, and sources of finance. They explore the role of accounting in decision-making and business operations.

Unit 2 Accounting and Decision-Making for a Trading Business
Students learn accounting processes for sole proprietors, focusing on inventory, receivables, payables, and non-current assets. They prepare and analyse reports using manual processes and ICT to evaluate and predict business performance and suggest improvement strategies.

Unit 3 Financial Accounting for a Trading Business
Students use the double-entry system and accrual accounting for financial data recording. They interpret and analyse reports to assess business performance and recommend strategies for improvement.

Unit 4 Recording, Reporting, Budgeting, and Decision-Making
Students further explore accounting for sole proprietors, including balance day adjustments and budgeting. They evaluate business performance using accounting reports and suggest strategies for improvement.

Assessment:

Units 1 & 2: School-based coursework and examinations.
Units 3 & 4:

Unit 3 SACs:	25%
Unit 4 SACs:	25%
End-of-year examination:	50%

BUSINESS MANAGEMENT

VCE Business Management explores how businesses manage resources to achieve objectives. The course follows the business lifecycle—from concept development to establishment, daily operations, and long-term transformation. Students gain insights into the challenges faced by business decision-makers and develop foundational knowledge and skills applicable across all types of businesses.

Business Management (continued from previous page)

Pathways
Students may go on to study business, marketing, or event management; operate their own business; or pursue careers in various industries, including retail, manufacturing, and services.

Entry Requirements:
- No prerequisites for Units 1, 2, or 3.
- **Units 3 & 4** is the preferred option for students meeting **acceleration criteria**.

Course Outline

Unit 1 Planning a Business
Focuses on the role of entrepreneurship and planning in establishing businesses. Students examine factors affecting business ideas and explore internal and external environments that influence planning.

Unit 2 Establishing a Business
Covers legal requirements, staffing, financial systems, and marketing. Students apply key knowledge to real-world case studies to understand effective business setup.

Unit 3 Managing a Business
Explores management strategies for staffing and operations. Students compare theory to practice using recent Australian and global business case studies.

Unit 4 Transforming a Business
Focuses on change management, strategic planning, leadership, and performance evaluation. Students analyse how businesses adapt to meet objectives through contemporary case studies.

Assessment:
Units 1 & 2: Assessed by the school through coursework and examinations.
Units 3 & 4: Assessed and moderated by the Victorian Curriculum and Assessment Authority (VCAA):

Unit 3 SAC:	25%
Unit 4 SAC:	25%
End-of-year examination:	50%

ECONOMICS

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. By unpacking the economic considerations around how to best meet the needs and wants of citizens, the study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in contributing to public debate as active citizens.

Entry Prerequisites:
Whilst there are no prerequisites for Unit 1, 2 or 3, it is strongly recommended that Unit 2 be undertaken prior to beginning Unit 3.

VCE COMMERCE

Course Outline:

Unit 1

Economic decision-making

Students explore how economics helps explain the choices people make and the consequences of those choices. They examine the roles of consumers, businesses, and government, use demand and supply models to understand price changes and resource allocation, and analyse how competition affects markets and living standards.

Unit 2

Economic issues and living standards

Students examine how economic activity and growth impact living standards. They apply economic tools to analyse two contemporary issues, such as the labour market, international trade, income distribution, or environmental sustainability.

Unit 3

Australia's living standards

Students explore how markets allocate resources, what influences prices and trade volumes, and how efficiency is measured. They examine factors affecting aggregate demand and supply, and how international trade and financial flows impact Australia's economic goals and living standards.

Unit 4

Managing the Economy

Students explore how the RBA and Government use monetary and budgetary policy to influence demand. They examine supply-side policies aimed at boosting productivity, reducing costs, and improving resources to achieve economic goals and strengthen the economy.

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

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

- Unit 3 school-assessed coursework (SAC) 25%
- Unit 4 school-assessed coursework (SAC) 25%
- End-of-year examination 50%

LEGAL STUDIES

Legal Studies empowers students to become **active, informed citizens** by deepening their understanding of laws, legal systems, and their role in promoting justice and social cohesion. Students learn how to access, participate in, and positively influence the legal system.

Pathways

This subject can lead to further study in:

- Bachelor of Laws
- Bachelor of Arts (Criminal Justice Administration)
- Bachelor of Criminology and Psychology
- Bachelor of Social Work
- Diploma of Justice

Legal Studies (continued from previous page)

Entry Requirements:

- No prerequisites for Units 1, 2, or 3
- Strong recommendation: Complete Unit 2 before starting Unit 3

Course Outline:

Unit 1 The Presumption of Innocence
Focuses on **criminal law**, social order, and the criminal justice process including offences, sanctions, and the presumption of innocence.

Unit 2 Wrongs and Rights
Examines **civil law**, individual rights, dispute resolution, and legal remedies in real and hypothetical civil cases.

Unit 3 Rights and Justice
Investigates the **criminal and civil justice systems**, their effectiveness, and institutions like courts and tribunals in achieving justice.

Unit 4 The People, the Law and Reform
Explores **constitutional law**, the division of powers, the role of the High Court, and how individuals, media, and law reform bodies influence legal change.

Assessment:

Units 1 & 2: School-assessed coursework and examinations.
Units 3 & 4 (VCAA assessed):

Unit 3 SACs:	25%
Unit 4 SACs:	25%
Final Examination:	50%

VCE SUBJECTS – HEALTH & PHYSICAL EDUCATION

HEALTH AND HUMAN DEVELOPMENT

Entry Prerequisites:

- No formal prerequisites for Units 1–3.
- Strongly recommended: complete Unit 1 before Unit 3.

What Is It About?

This subject explores health and wellbeing across individual, community, national, and global contexts. Students examine how biological, sociocultural, and environmental factors affect health, and learn to critically assess healthcare systems, initiatives, and health information. The course promotes health literacy and empowers students to engage with health issues through a social justice lens.

Course Structure:

Unit 1 Understanding Health and Wellbeing

- Explore diverse perspectives and definitions of health.
- Investigate youth health and factors affecting wellbeing.
- Use health data and research to examine a youth health focus area.

Unit 2 Managing Health and Development

- Examine transitions from youth to adulthood.
- Explore adult health responsibilities (e.g., relationships, parenthood).
- Investigate the Australian healthcare system and digital health.

Unit 3 Australia's Health in a Globalised World

- Study health as a dynamic, multidimensional concept.
- Analyse population health, the role of health promotion, and healthcare models.
- Evaluate public health initiatives and variations in health status in Australia.

Unit 4 Health and Human Development in a Global Context

- Explore global health inequalities and development trends.
- Examine sustainability, globalisation, and international health responses.
- Evaluate global health programs, including the **UN's Sustainable Development Goals (SDGs)** and **WHO** priorities.

Pathways:

Leads to further study in health promotion, community health, public policy, allied health, education, and humanitarian fields.

Assessment:

Units 1 & 2 School-assessed coursework and examinations.
Units 3 & 4 (VCAA-moderated):

Unit 3 SAC:	25%
Unit 4 SAC:	25%
Final Examination:	50%

VCE SUBJECTS – HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

VCE Physical Education combines theory and practice to help students understand and improve movement, physical activity, and performance. It explores how body systems function, the benefits of physical activity, and strategies to improve personal and community health through movement.

Entry Requirements: No prerequisites.

Units Overview:

Unit 1 The Human Body in Motion: Examines musculoskeletal and cardiorespiratory systems, injury prevention, and ethical performance enhancement.

Unit 2 Physical Activity, Sport and Society: Investigates types of physical activity, sedentary behaviour, and factors influencing participation using practical experiences and data analysis.

Unit 3 Movement Skills and Energy: Focuses on biomechanical and skill acquisition principles, energy systems, fatigue, and performance improvement strategies.

Unit 4 Training for Performance: Students design, implement, and evaluate training programs based on physiological data and individual needs to enhance fitness and performance.

Assessment:
Units 1–2 are school-assessed; Units 3–4 include external assessments and practical application.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

Unit 3 school-assessed coursework (SAC)	20%
Unit 4 school-assessed coursework (SAC)	30%
End-of-year examination	50%

OUTDOOR AND ENVIRONMENTAL STUDIES

Overview
OES explores how humans interact with and impact outdoor environments over time. Students study natural landscapes—from pristine wilderness to areas altered by human activity—and develop an understanding of the ecological, cultural, and personal dimensions of outdoor experiences.

Focus Areas

- Human relationships with nature (historical, social, ecological)
- Sustainable use and management of outdoor environments
- Indigenous and non-Indigenous perspectives
- Practical skills for low-impact interaction with nature
- Fieldwork-based learning and reflection

Outdoor and Environmental Studies (carried over from previous page)

Pathways:
OES prepares students for further study and careers in areas such as:

- Environmental science and policy
- Outdoor education and guiding
- Conservation and land management
- Nature-based tourism and agriculture

Entry Recommendations:

- **Year 10 OES** is recommended for Units 1 & 2
- **Units 1 & 2** are strongly recommended before Units 3 & 4
- **Note**: Additional costs are associated with excursions and camps

Course Structure:

Unit 1 Connections with Outdoor Environments
Personal relationships with nature; motivations for outdoor experiences; Indigenous and non-Indigenous perspectives; sustainability awareness through practical experiences.

Unit 2 Discovering Outdoor Environments
Understanding natural systems and human impacts; sustainability through land management and case studies; developing low-impact practices.

Unit 3 Relationships with Outdoor Environments
Historical, social, and ecological contexts of human-nature relationships in Australia; independent investigation of visited environments begins.

Unit 4 Sustainable Outdoor Relationships
Environmental health assessment; sustainability issues and solutions; community action; completion and assessment of independent investigation.

Assessment

Units 1 & 2: Assessed internally by the school
Units 3 & 4 (VCAA moderated):
Unit 3 School-assessed Coursework: 20%
Unit 4 School-assessed Coursework: 30%
End-of-Year Examination: 50%

GEOGRAPHY

Entry Prerequisites: No prerequisites for Units 1–3.

What is Geography?
Geography explores and analyses the characteristics of places and the processes shaping them. It applies key concepts and skills to investigate people, places, environments, and spatial patterns across the Earth's surface.

Course Structure:

Unit 1 Hazards and Disasters

- Study two contrasting hazard types (e.g., natural vs. human-induced).
- Investigate causes, distribution, magnitude, and human responses.
- Use mapping and **geospatial technologies** (e.g., GIS) to analyse hazard data.

Unit 2 Tourism

- Examine the development and types of tourism, and its environmental, social, cultural, and economic impacts.
- Study tourism at local, national, and global scales.
- Use **fieldwork** and geospatial tools to collect and evaluate data.

Unit 3 Changing the Land

- Investigate two major types of land change: **land cover** (e.g., forests, ice sheets) and **land use** (e.g., agriculture, urbanisation).
- Focus on key processes like **deforestation** and **melting glaciers**.
- Analyse natural and human impacts on land.

Unit 4 Human Population: Trends and Issues

- Study population change, movement, distribution, and key trends globally.
- Examine responses by governments and organisations.
- Investigate two major population trends and their impacts on people and places.

Skills & Learning Outcomes:

- Develop geographic inquiry, mapping, and fieldwork skills.
- Analyse spatial data using geospatial technology.
- Understand interconnections between human and environmental systems.

Assessment:

Units 1 & 2: School-assessed coursework and examinations.
Units 3 & 4 (VCAA-moderated):

Unit 3 SAC:	25% (Fieldwork; Data Analysis; Structured Questions, Inquiry report)
Unit 4 SAC:	25% (Structured questions; interview; Data Analysis)
Final Examination:	50%

VCE SUBJECTS - HUMANITIES

History helps students understand themselves, others, and the world by examining people, events, ideas, and movements. It develops social, political, economic, and cultural awareness, encourages critical thinking and research, and fosters the ability to evaluate evidence and historical context.

Entry Requirements:

- No prerequisites for Units 1, 2, or 3.
- *Strong recommendation:* Complete Unit 2 before Unit 3.

Course Overview:

MODERN HISTORY

- **Unit 1: Change and Conflict**
  Explores major changes in the late 19th and early 20th centuries, including the fall of empires, World Wars, and social and cultural shifts.
- **Unit 2: The Changing World Order**
  Focuses on the Cold War era and the transformations in power structures and ideologies from mid-20th to early 21st century.

HISTORY REVOLUTIONS

- **Unit 3: The American or Chinese Revolution**
  Studies causes and consequences of the revolution (1754–1789), including ideological, political, and social impacts.
- **Unit 4: The French or Russian Revolution**
  Examines the revolution's progression and its effects on society (1774–1795), focusing on causes, key figures, and outcomes.

AUSTRALIAN HISTORY

- **Unit 3: Creating a Nation (1834–2008)**
  Investigates migration, colonisation, and debates on national identity, especially in relation to Indigenous and immigrant experiences.
- **Unit 4: Power and Resistance (1788–1998)**
  Explores Indigenous resistance to colonisation and settler movements for rights and reform.

Assessment:

Units 1 & 2: School-based coursework and examinations.
Units 3 & 4:

Unit 3 SACs:	25%
Unit 4 SACs:	25%
Final Examination:	50%

VCE SUBJECTS - HUMANITIES

PHILOSOPHY

VCE Philosophy introduces students to key philosophical ideas, debates, and reasoning methods from Western traditions. It explores ethics, knowledge, existence, belief, and how to live well, using primary philosophical texts and contemporary issues.

Entry Requirements: No prerequisites for Units 1–3, but Unit 2 is strongly recommended before Unit 3.

Overview:

Unit 1 Existence & Knowledge: Investigates metaphysics and epistemology through critical discussion and inquiry.

Unit 2 Value: Explores moral, political, social, and aesthetic values and how value judgments are formed and debated.

Unit 3 The Good Life: Examines what it means to live well, considering happiness, ethics, and our relationships with others and the world.

Unit 4 Belief: Focuses on belief formation, justification, and responsibility in the age of expert opinion and digital information.

Assessment:

School-assessed coursework for Units 1–2; VCAA-moderated assessments for Units 3–4.

Unit 3 school-assessed coursework (SAC)	25%
Unit 4 school-assessed coursework (SAC)	25%
End-of-year examination	50 %

SOCIOLOGY

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, developed, and changed. Sociology students examining key theories regarding family, deviance, ethnicity, community, and social movements.

Currently, Padua College only offers Unit 1: Youth and Family as a Year 11 Year Long Unit.

Course Outline(s):

Unit 1

Youth and Family

Students use sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

Unit 3

Culture and Ethnicity

Students explore expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous cultures, and ethnicity in relation to migrant groups. Students develop an understanding of a variety of factors that need to be considered when investigating experiences of ethnicity. For example, the way that a group sees itself might not correspond with the way that outsiders see it. Sometimes observers place people into broad ethnic categories that do not correspond with the views of individual group members.

Unit 4

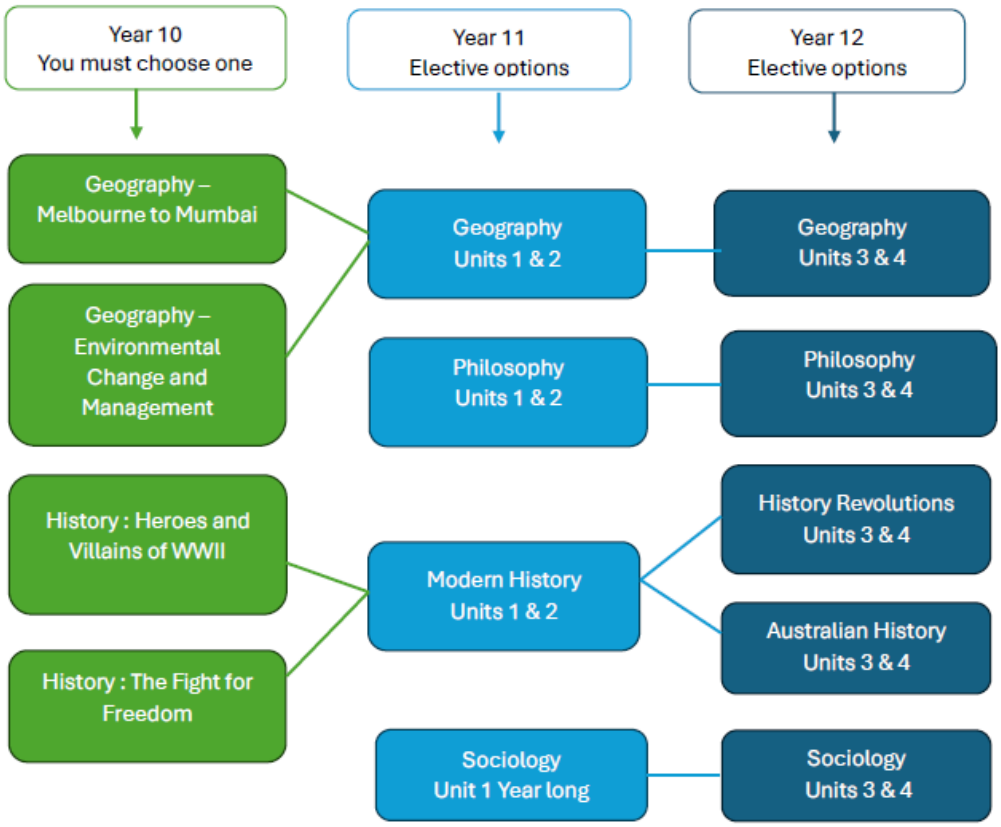
Community, Social movements and Social change

Students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students.

Each student's level of achievement will be determined by:

- Unit 3 School Assessed Coursework (SAC) 25%
- Unit 4 School Assessed Coursework (SAC) 25%
- End of year examination 50 %



VCE SUBJECTS - LANGUAGES

ITALIAN

The VCAA VCE Italian study design enables students to develop their language skills in listening, speaking, reading, writing, and viewing in Italian, while deepening their understanding and appreciation of Italian-speaking communities and cultures. Through a range of themes and topics—such as identity, traditions, contemporary society, and global issues—students engage with authentic texts and real-world contexts that build both linguistic proficiency and intercultural competence. The study fosters effective communication, critical thinking, and an awareness of the role of language in diverse cultural settings, preparing students to interact confidently in personal, social, and professional environments where Italian is spoken.

Entry Prerequisites

- Designed for students with approximately 200 hours of prior Italian study.
- Units 1, & 2 must precede Units 3 & 4
- Course content is aligned with the final two years of secondary education.

Themes of Study

Three prescribed themes underpin the course:

- The Individual
- The Italian-speaking Communities
- The World Around Us

Each theme includes various topics and subtopics explored across all four units.

Course Outline

Unit 1

Focus: Personal identity, lifestyles, Italian heritage, communication, and social media.
Explored across individual, community, and global contexts.

Unit 2

Focus: Relationships, tourism, Italian art and architecture, and Italian-Australian contributions.
Builds vocabulary and grammar for more sophisticated communication.

Unit 3

Focus: Health and wellbeing, sustainability, and Italian music.
Emphasis on effective, purposeful communication suited to audience and context.

Unit 4

Focus: "Made in Italy" (Italian culture and industry), media, and advertising.
Prepares students for oral and written examinations through cultural analysis.

Assessment:

Units 1 & 2: School-assessed coursework and examinations. Students complete three key outcomes per unit
Units 3 & 4 (VCAA Assessed):

Unit 3 SAC:	25%
Unit 4 SAC:	25%
Final Examination (Oral + Written):	50%

VCE SUBJECTS - MATHEMATICS

MATHEMATICS

There are a range of pathways students can select to study throughout their VCE or VCE VM program. It is important that students consider tertiary prerequisites when selecting a Mathematics study.

Foundation Mathematics Units 1–4 provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

General Mathematics Units 1–4 provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have completed Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Mathematical Methods Units 1–4 provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Possible VCE Mathematics Pathways:

Y10 Maths In Life (Maths Faculty recommendation)	Vocational Major 1&2	Vocational Major 3&4
Y10 Essential Maths (Maths Faculty recommendation)	Foundation Maths 1&2 (Maths Faculty recommendation)	Foundation Maths 3&4
Y10 Pre-General (Maths Faculty recommendation)	General Mathematics 1&2 (Maths Faculty recommendation)	General Mathematics 3&4
Y10 Pre-Methods (Maths Faculty recommendation)	General Mathematics 1&2 (Maths Faculty recommendation)	General Mathematics 3&4
Y10 Pre-Methods (Maths Faculty recommendation)	Mathematical Methods 1&2 (Maths Faculty recommendation)	Mathematical Methods 3&4
Y10 Pre-Methods (Maths Faculty recommendation)	General Mathematics 1&2 Mathematical Methods 1&2	General Mathematics 3&4 Mathematical Methods 3&4
Y10 Pre-Methods (Maths Faculty recommendation)	Mathematical Methods 1&2 Specialist Maths 1&2	Mathematical Methods 3&4 Specialist Maths 3&4

1. *Specialist Mathematics must be taken in conjunction with Mathematical Methods.*
2. *Students must complete Specialist Mathematics Unit 1 and 2 in Year 11 if they intend to undertake Specialist Mathematics 3 and 4 in Year 12.*
3. *Students undertaking Specialist Mathematics 3 and 4 must also undertake Mathematical Methods 3 and 4.*

Specialist Mathematics Units 1–4 provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

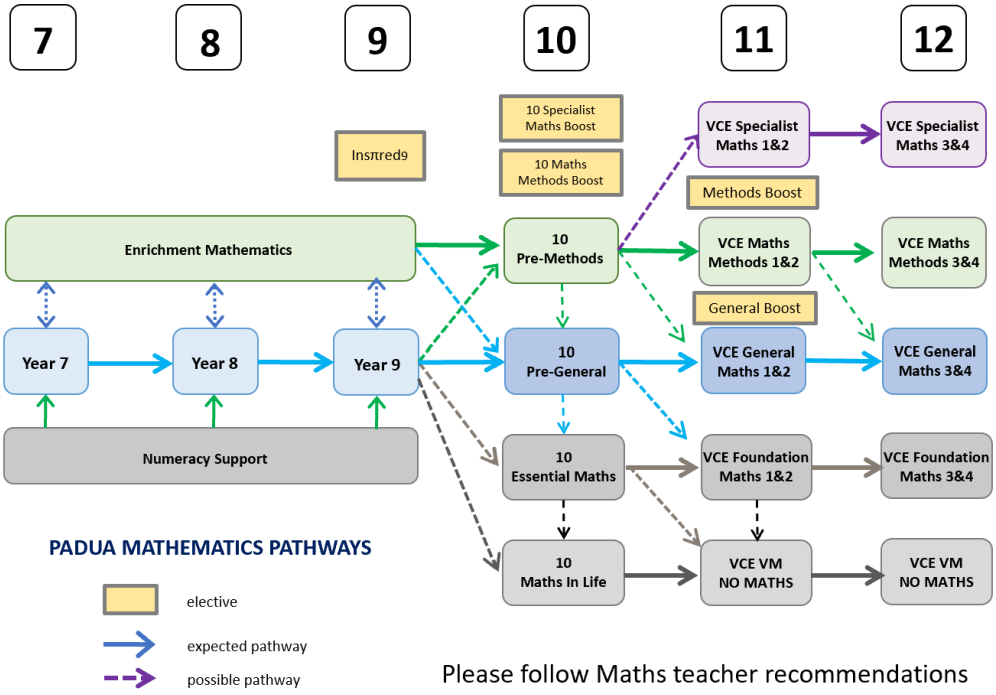
VCE SUBJECTS - MATHEMATICS

Important considerations when selecting VCE Mathematics

- Students with strong academic performances in the Year 10 Pre-Methods should consider studying Units 3 and 4 General Mathematics as an accelerated unit. This needs to be carefully considered as if your intention is to also study Specialist Mathematics at Year 12, it could mean that three of your Year 11 subject choices will be taken by mathematics units.

- Entry into General Mathematics Units 3&4 requires a strong pass grade in General Mathematics Units 1&2 (or that you undertook Mathematical Methods Units 1&2 or Specialist Mathematics 1&2).

For any of the Maths studies, it is essential that students have completed Units 1 and 3 before attempting Units 2 and 4 respectively.



FOUNDATION MATHEMATICS

VCE Foundation Mathematics equips students with practical mathematical skills for everyday, workplace, and community contexts. It includes four key areas: Algebra and Number, Data and Statistics, Financial Mathematics, and Measurement. Entry requires successful completion of Year 10 Essential or Pre-General Maths, and Units 1 and 2 are prerequisites for Units 3 and 4. While limited in university prerequisites, the subject supports some vocational and tertiary pathways. Assessment includes coursework and an exam, with a focus on applying maths in real-world situations. A strong understanding of algebra is essential.
Assessment Breakdown:

Unit 3 School-assessed Coursework:	40%
Unit 4 School-assessed Coursework:	20%
Examination:	40%

VCE SUBJECTS - MATHEMATICS

GENERAL MATHEMATICS

VCE General Mathematics develops practical mathematical skills across areas such as Data Analysis, Finance, Matrices, and Networks, with and without CAS technology. It is relevant for tertiary pathways in education, nursing, and commerce. Entry requires successful completion of Year 10 Pre-General or Pre-Methods. Units 1 & 2 cover five areas including algebra, graphs, matrices, and trigonometry. Units 3 & 4 focus on data, finance, matrices, and networks. Assessment includes school-based coursework and examinations. This subject prepares students for real-world problem solving and supports various university and vocational pathways.

Assessment in Units 3 and 4 :

Unit 3 School-assessed Coursework:	24 %
Unit 4 School-assessed Coursework:	16 %
Examination 1:	30 %
Examination 2:	30 %

Calculators and a bound reference are permitted in Examinations 1 & 2, and in SAC

MATHEMATICAL METHODS

VCE Mathematical Methods explores algebra, functions, graphing, calculus (differentiation and integration), and probability, using both manual and CAS technology. It is essential for many university pathways including science, engineering, medicine, and finance. Entry requires a teacher recommendation and completion of Units 1 and 2.

- **Units 1 & 2** cover graph transformations, algebra, calculus concepts, and probability.
- **Units 3 & 4** build on these areas with deeper focus on functions, advanced calculus, and statistics.

Assessment:

Units 3 School-assessed Coursework	20%
Unit 4 School-assessed Coursework	20%
Written Examination 1	20%
(No calculators or notes permitted in Examination 1 and some parts of SACs)	
Written Examination 2	40%
(Calculator and a bound reference permitted in Examination 2 and some parts of SACs)	

SPECIALIST MATHEMATICS

VCE Specialist Mathematics is designed for high-achieving students with strong mathematical ability. It extends knowledge in advanced algebra, calculus, complex numbers, vectors, and proof techniques, with and without technology.

Entry Requirements:

Requires teacher recommendation. Students must have completed Units 1 & 2 of both Mathematical Methods and Specialist Mathematics. Units 3 & 4 must be taken alongside (or after) Mathematical Methods Units 3 & 4.

Specialist Mathematics (continued from previous page)

Career Pathways:
Leads to tertiary studies in Mathematics, Engineering, Physical Sciences, and Actuarial Science.

Units 1 & 2 include complex numbers, combinatorics, vector geometry, circular functions, and Boolean algebra.

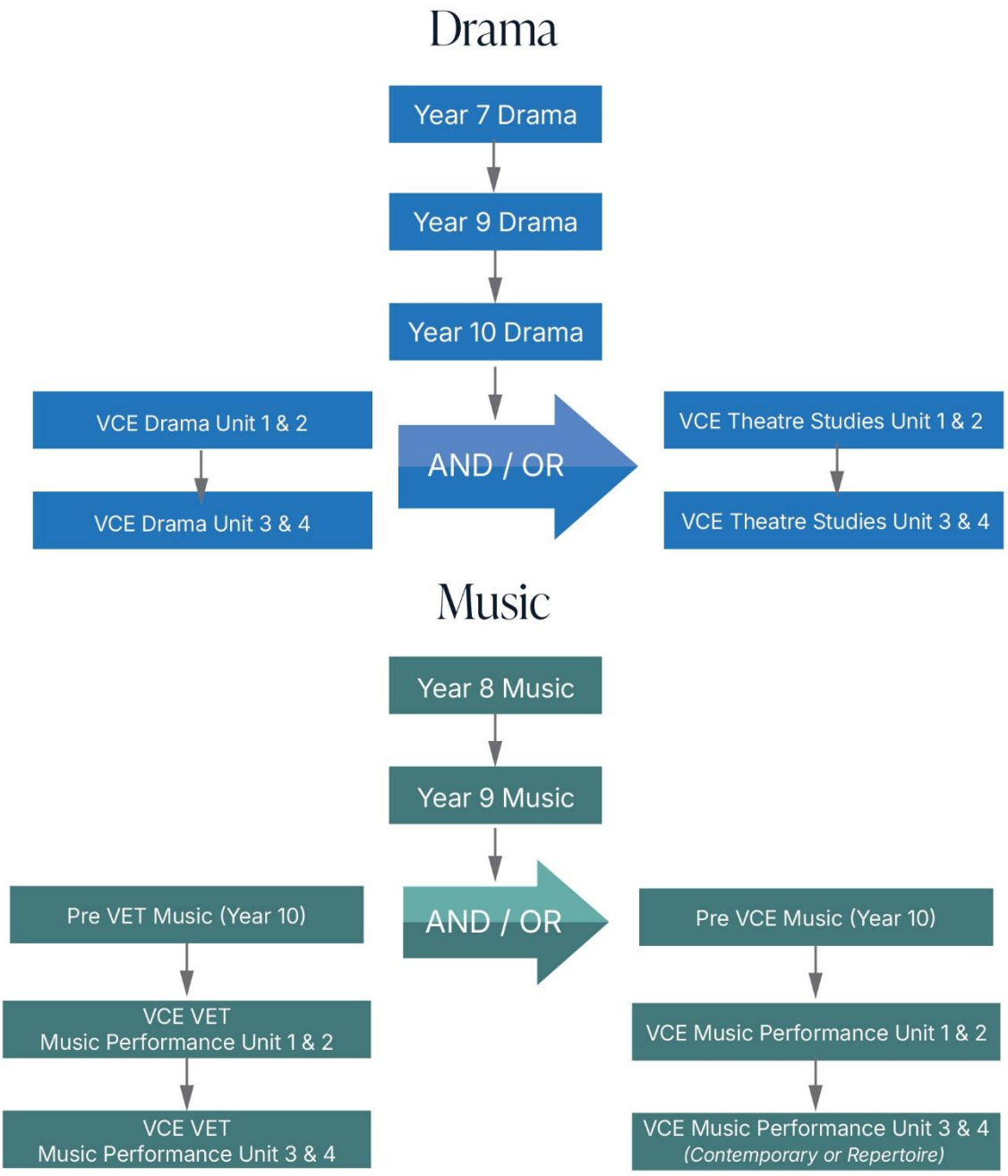
Units 3 & 4 focus on proof, matrices, advanced calculus, vector kinematics, and statistical inference.

*Assessment in Units 1 & 2: B*ased on school-assessed coursework and examinations.

Assessment in Units 3 and 4:

Units 3 School-assessed Coursework	20%
Unit 4 School-assessed Coursework	20%
Written Examination 1	20%
(No calculators or notes permitted in Examination 1 and some parts of SACs)	
Written Examination 2	40%
Calculator and a bound reference permitted in Examination 2 and some parts of SACs)	

VCE SUBJECTS – PERFORMING ARTS



VCE SUBJECTS – PERFORMING ARTS

MUSIC PERFORMANCE

VCE Music Performance offers two concurrent streams:

- Contemporary
- Repertoire

Students may choose to be assessed as solo performers or as part of a group. The course is open to students with varied musical backgrounds and is ideal for those passionate about improving their musical skills and understanding.

Class time is split between:

- Performance practice (solo and ensemble rehearsal, supported practice)
- Musicianship (music theory, aural training, and analysis)

Students learn to listen critically, analyse music using musical elements and compositional devices, and apply their knowledge in both performance and analysis.

Instrumental Requirement:
Students must be actively learning an instrument or voice, and regular lessons with a qualified Instrumental Music teacher are strongly encouraged. Consistent personal practice is essential.

Pathways:
This course is a strong foundation for further study in music, music education, and related fields.

Prerequisites:
It is recommended that students have completed Year 9 and 10 Music. Students with private music training may be eligible after an interview with the Performing Arts Learning Leader.

Course Outline:

Unit 1: Develop group performance skills; introduction to VCE-level theory, aural, and analysis

Unit 2: Focus on solo performance; continue developing musicianship skills

Unit 3: Choose **Contemporary** or **Repertoire** stream; specialize in group or solo performance

Unit 4: Continue chosen stream and performance focus; further develop theory, aural, and analysis skills

Assessment:

Units 1 & 2: Assessed internally by the school
Units 3 & 4 (VCAA moderated):

Unit 3 School-assessed Coursework:	20%
Unit 4 School-assessed Coursework:	10%
Performance Examination:	50%
Theory (Aural/Written) Examination:	20%

VCE SUBJECTS – PERFORMING ARTS

DRAMA

Drama focuses on creating and performing characters and stories that communicate ideas and messages. Students use creative processes, play-making techniques, and stimulus materials to develop devised solo and ensemble performances. They explore a range of performance styles, including ritual, storytelling, and contemporary drama practices, drawing on the work of significant practitioners and dramatic elements.

Course Prerequisites:
No formal prerequisites, but completion of Year 9 and 10 Drama is recommended for Units 1–3.

Unit Outline:

Unit 1 Introducing Performance Styles & Contemporary Practices

- Explore diverse performance styles and traditions beyond realism.
- Use personal and cultural experiences as stimulus.
- Learn play-making techniques and performance conventions.
- Document creative processes and analyse practitioner work.

Unit 2 Contemporary Practices & Australian Identity

- Focus on Australian identity and drama's role in expressing it.
- Draw on stories from various Australian communities, including Aboriginal and Torres Strait Islander peoples.
- Use historical and cultural stimuli to devise works.
- Develop ethical awareness in production practices.

Unit 3 Devised Ensemble Performance

- Collaboratively develop and present an ensemble performance.
- Study diverse practitioners and performance styles.
- Attend and critically evaluate a professional performance from the VCAA playlist.

Unit 4 Devised Solo Performance

- Develop a solo performance based on VCAA-provided stimulus.
- Explore non-realistic styles and structures through practical workshops.
- Prepare for performance and written examinations with analytical tasks.

Assessment:

Unit 3 School Assessed Coursework:	30%
Unit 4 School Assessed Coursework:	10%
Solo Performance Examination:	35%
Written Examination:	25%

Note: Students may choose to take both Theatre Studies and Drama units.

VCE SUBJECTS – PERFORMING ARTS

THEATRE STUDIES

VCE Theatre Studies is a practical subject focused on the interpretation and production of existing play scripts, offering students hands-on experience in all aspects of theatre, including acting, directing, design, and theatre technologies. It suits those interested in performing arts careers, particularly in production roles where many employment opportunities exist. Students develop both creative and technical skills useful for further study or work.

Entry Requirement:
Recommended: Year 9 & 10 Drama. No prerequisites for Units 1–3, but Unit 3 must precede Unit 4.

Course Outline:

Unit 1 Theatre Styles to 1945
Focus on **pre-modern theatre** (e.g. Greek, Elizabethan, Naturalism). Students interpret play scripts through acting, directing, and design elements and attend a live performance to develop evaluative skills.

Unit 2 Contemporary Theatre (Post-1945)
Students study modern and contemporary theatre styles (e.g. Absurdism, Musicals, Australian realism), again using interpretation, design, and performance. A live theatre performance supports analytical skill development.

Unit 3 Producing Theatre
Students work collaboratively on a full theatre production, specialising in two production roles, from planning to presentation. Includes analysis of a prescribed VCE performance.

Unit 4 Presenting an Interpretation
Focus on developing a **character interpretation** for a scene and monologue as part of the performance exam. Students incorporate research, character development, and production elements.

Assessment:

Units 1 & 2: School-assessed coursework and live performance analysis.
Units 3 & 4: Assessed through School-assessed Coursework, Performance Exam, and a written analysis of professional theatre.

Unit 3 School Assessed Coursework	30%
Unit 4 School-assessed Coursework	15%
Monologue performance examination	25%
Written Examination	30%

Please Note: Students may opt to choose both Theatre Studies Units and Drama Units.

BIOLOGY

Biology is the study of life—how living organisms function, grow, reproduce, and interact within ecosystems. It also helps students understand their own bodies and the impact of technological advances in the life sciences. Career pathways include medicine, research, microbiology, genetic counselling, biotechnology, ecology, and environmental health.

Entry Prerequisites:
Recommended: Year 10 Specialist Biology with a B average.
Unit 1 is recommended prior to commencing of Units 3 & 4. Units 3 & 4 may be undertaken in Year 11 as part of an accelerated program for high-achieving students.

Course Outline:

Unit 1 How do organisms regulate their functions?
Students explore cell structure and function, including cell growth, specialisation, and homeostasis in plants and animals.

Unit 2 How does inheritance impact on diversity?
Focus on reproduction, meiosis, inheritance patterns, and adaptations. Students examine genetic and environmental influences on traits and species survival.

Unit 3 How do cells maintain life?
Students investigate nucleic acids, proteins, gene expression, biochemical pathways (e.g., photosynthesis, respiration), and biotechnological applications in health and agriculture.

Unit 4 How does Life Change and Respond to Challenges?
Students explore how biological systems adapt to internal and external changes over time, focusing on evolutionary processes, genetic changes, and the responses of organisms to environmental pressures.

Assessment:
In all units the range of tasks will include practically based investigations; analysis and interpretation of data; scientific report writing, research and presentation of assignments and reports including an examination of issues associated with a particular topic; tests and examinations.

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

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

Unit 3 school-assessed coursework (SAC):	20%
Unit 4 school-assessed coursework (SAC):	30%
End-of-year examination:	50%

CHEMISTRY

Chemistry is a fundamental science that explains the properties and interactions of matter—from molecules in space to reactions in living cells. It helps students understand the natural and synthetic world and equips them to evaluate and contribute to scientific discussions in society.

Pathways:

Chemistry is valuable for entry into a wide range of post-secondary fields including health, environment, engineering, law, and science.

Entry Recommendations:

Mathematical Methods is strongly recommended due to the mathematical skills required.

Year 10 Specialist Chemistry (average grade of B) is recommended for Units 1 & 2.

Completion of Units 1 & 2 is required before entering Units 3 & 4.

Course Outline:

Unit 1 How can the diversity of materials be explained?

Students explore materials' chemical structures and properties—covalent compounds, metals, polymers, and more. Topics include sustainability, renewable materials, and the shift to a circular economy.

Practical tasks: metal reactivity, chromatography, precipitation reactions, empirical formulas, polymer synthesis.

Unit 2 How do chemical reactions shape the natural world?

Focuses on acid-base and redox reactions, gas analysis, and solubility. Students study everyday chemical processes and societal applications.

Practical tasks: specific heat capacity, volumetric analysis, redox titrations, calibration curves.

Unit 3 How can chemical processes be designed to optimise efficiency?

Explores energy production, fuels, reaction efficiency, and electrochemical systems like galvanic and fuel cells. Sustainability and minimising harmful by-products are key themes.

Practical tasks: thermochemistry, electrochemical cells, equilibrium systems, reaction rates.

Unit 4 How are carbon-based compounds designed for purpose?

Students investigate the chemistry of organic compounds, including those found in fuels, medicines, and food. They explore analytical techniques and the application of green chemistry in synthesis.

Practical tasks: organic synthesis, analysis, and food chemistry investigations.

Assessment:

Units 1 & 2: Assessed by the College via coursework and examinations.

Units 3 & 4: (VCAA-assessed):

Unit 3 SAC:	20%
Unit 4 SAC:	30%
End-of-year examination:	50%

ENVIRONMENTAL SCIENCE

Explores the interrelationships between humans and their environments, focusing on how we understand, manage, and sustain natural systems. Across four units, students investigate the functioning of ecosystems, the impacts of human activities, the use and management of energy and water resources, and the challenges of sustainability. Emphasis is placed on evidence-based inquiry, scientific understanding of environmental issues, and the development of skills to critically evaluate and propose solutions to contemporary environmental challenges at local, national, and global scales.

Course Outline:

Unit 1 How are Earth's systems connected?

Examine interactions within and between the atmosphere, biosphere, hydrosphere and lithosphere. Investigate how these systems influence conditions like soil fertility and air quality. Explore environmental change and solutions-focused management.

Unit 2 How can pollution be managed?

Study pollution, food and water security as environmental challenges. Analyse pollutant impacts and sustainability factors in food and water supply.

Unit 3 How can biodiversity and development be sustained?

Apply sustainability principles to environmental management. Investigate biodiversity, threats to it, and strategies for protecting endangered species using case studies.

Unit 4 How can the impacts of human energy use be reduced?

Explore climate variability, energy sources, and their environmental impact. Evaluate energy options and consider how science informs climate and energy policy.

Skills and Learning Outcomes:

- Understand environmental science principles
- Apply fieldwork and lab skills
- Analyse environmental data
- Build critical thinking and problem-solving skills
- Explore human–nature interdependence

Assessment:

Units 1 & 2: School-based coursework and examinations
Units 3 & 4: School-assessed coursework moderated by VCAA, plus final examinations

Unit 3 School-assessed coursework (SAC)	20%
Unit 4 School-assessed coursework (SAC)	30%
End-of-year examination	50%

VCE SUBJECTS – SCIENCE

PHYSICS

Explores the laws and models that explain how the physical world works, focusing on non-living systems and energy. It emphasises mathematical problem-solving and experimental investigation, preparing students for careers in engineering, science, and technology.

- **Entry**: Recommended completion of Year 10 Specialist Physics (B average) and Advanced Mathematics; Pre-Methods Mathematics and Mathematical Methods is advised for success.

Course Overview:

Unit 1 Energy and Society: Studies light, heat, radioactivity, electricity, and their applications to communication, climate, medicine, and energy use.

Unit 2 Physics in the World: Focuses on experimental design and investigation to develop models and deepen understanding of physical phenomena.

Physics (carried over from previous page)

Unit 3 Fields and Motion: Examines gravitational, magnetic, and electric fields, Newton's laws, and how electricity is generated and transmitted.

Unit 4 Creative Ideas in Physics: Covers quantum and wave models of light and matter, relativity, and how modern physics influences technology like GPS.

Assessment:

Units 1–2 are school-assessed; Units 3–4 involve external assessments and practical applications.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will moderate the assessment of all students. Each student's level of achievement will be determined by:

Unit 3 school-assessed coursework (SAC)	30%
Unit 4 school-assessed coursework (SAC)	20%
End-of-year examination	50%

PSYCHOLOGY

Explores the scientific study of mental processes and behaviour in humans, focusing on how biological, psychological, cognitive, and socio-cultural factors interact to influence thoughts, emotions, and actions. It develops students' understanding of scientific methods, critical thinking, and ethical research practices.

The subject supports career pathways in health, education, and science, and is suitable for students prepared to engage with scientific terminology and research.

Entry Requirements:

No prerequisites for Units 1–3, though a C average in Year 9 Science and completion of Units 1 and 2 before Unit 3 are strongly recommended.

Course Outline:

VCE SUBJECTS – SCIENCE

Unit 1 How are behaviour and mental processes shaped?
Explores brain structure, the nervous system, and human development through biological, psychological, and social lenses. Includes a student-directed research investigation.

Unit 2 How do external factors influence behaviour?
Examines perception, social influences, and behavioural responses. Students conduct a practical investigation.

Unit 3 How does experience affect behaviour?
Investigates the nervous system, stress, learning, memory, and behavioural change. Includes a practical investigation.

Unit 4 How is wellbeing developed and maintained?
Focuses on consciousness, sleep, and mental health using a biopsychosocial approach. Includes a student-directed investigation.

Assessment:

Unit 3 school-assessed coursework (SAC):	20%
Unit 4 school-assessed coursework (SAC):	30%
End-of-year examination:	50%

VCE SUBJECTS – TECHNOLOGY (SYSTEMS, COMPUTING, DDT, WOOD)

APPLIED COMPUTING

Units 1–4 provide a foundation in computational thinking, data analysis, programming, software development, and cybersecurity. Students learn to create digital solutions using databases, spreadsheets, programming languages, and data visualisation tools. The course emphasizes real-world problem-solving and ethical considerations in digital environments.

This course has a focus on problem-solving and extended project work. If you are new to the subject, be aware that there will be some self-guided study required out of class time to get you up to scratch.

Unit 1 Applied Computing
Students explore the problem-solving methodology to complete teacher-provided design briefs. In one outcome, they learn to use databases, spreadsheets, and visualisation software, working with large data models to answer questions.

The other outcome for unit one involves using programming languages (in 2026, Python) to develop software solutions. Students will demonstrate understanding of software concepts such as selection, iteration and object-oriented programming before completing a series of assessed challenges.

Unit 2 Applied Computing
Students work collaboratively to identify a need or opportunity and plan, develop and present an **innovative solution**, using the United Nations Sustainable Development goals. They also study cybersecurity, exploring threats to data and proposing strategies for secure data management.

Unit 3 Data Analytics OR Software Development

- **Data Analytics:** Students use the problem-solving methodology to analyse and present data using databases, spreadsheets, and data visualisation software. They begin a major project (SAT) by formulating a research question and designing a data solution.
- **Software Development:** Students design and code working software modules based on given requirements. They begin a SAT by analysing a need, developing a software requirements specification, and designing a software solution.

Unit 4 Data Analytics OR Software Development

- Data Analytics: Students complete their SAT by developing infographics or interactive visualisations and evaluating their effectiveness. They also examine how organisations manage data security and propose improvements.

- Software Development: Students complete their SAT by building and evaluating a software solution. They also investigate software and data security during development and use, proposing a risk management plan.

Assessment (Units 3 & 4 for both streams):

School-assessed Coursework (SAC):	20%
School-assessed Task (SAT):	30%
End-of-year examination:	50%

VCE SUBJECTS – TECHNOLOGY (SYSTEMS, COMPUTING, DDT, WOOD)

PRODUCT DESIGN AND TECHNOLOGY (WOOD)

Prepares students to become innovative and ethical designer-makers, equipped to solve real-world problems through collaborative, creative, and critical thinking. The subject emphasizes interdisciplinary and transdisciplinary thinking, using design to address diverse user needs and explore sustainability, ethics, and new technologies.

Students develop technacy (technological fluency) through hands-on experience with tools, materials, and processes, particularly in the design and production of timber furniture.

Students learn industry-relevant skills by engaging in problem-based design, iterating prototypes, and applying feedback to refine solutions. Emphasis is placed on teamwork, computer-aided manufacturing, entrepreneurial thinking, and learning through constructive failure.

Entry Requirements: It is strongly recommended that students complete Units 1 & 2 before Units 3 & 4. CAD skills are developed in Units 1 & 2 which will be beneficial for Units 3 & 4

Course Outline (Timber Focus):

Unit 1 Design Practices: Explores how designers research, collaborate, and generate creative ideas. Students develop manual and digital drawings and prototype initial concepts.

Unit 2 Positive Impacts for End Users: Investigates inclusive design that promotes accessibility and equity. Students create a product based on real user needs.

Unit 3 Ethical Product Design and Development: Focuses on sustainability, ethics, and global/local needs. Students generate and refine product concepts in response to ethical considerations.

Unit 4 Ethical Production and Evaluation**:** Students manufacture their product, engage with user feedback, and explore future design trends and technologies to evaluate and refine their solution.

School-assessed coursework (SAC)	20%
School-assessed task (SAT)	50%
End-of-year examination	30%

VCE SUBJECTS – TECHNOLOGY (SYSTEMS, COMPUTING, DDT, WOOD)

SYSTEMS ENGINEERING

VCE Systems Engineering focuses on the design, creation, operation, and evaluation of integrated mechanical and electro-technological systems, and applies to areas like automation, robotics, energy management, mechatronics, and sustainable engineering. The study promotes a holistic, sustainable approach to system development, with real-world relevance across diverse engineering fields.

Entry Requirements:
No prerequisites for Units 1–3 but completing Units 1 & 2 is recommended before Units 3 & 4. Unit 3 must be completed before Unit 4.

Course Outline:

Unit 1 Mechanical Systems
Introduces mechanical engineering principles, simple machines, and the systems engineering process. Students design and plan a mechanical system, considering relevant influences.

Unit 2 Electro-technological Systems
Focuses on systems involving electrical and electronic circuits, with practical work in designing and building operational electro-technological systems that may integrate mechanical elements.

Unit 3 Integrated and Controlled Systems
Students study mechanical and electro-technological systems that interact. They begin designing and constructing a controlled system, using energy sources and applying advanced engineering principles.

Unit 4 Systems Control
Students complete and evaluate the system started in Unit 3, incorporating project and risk management. They explore open-source development, test system performance, and investigate emerging technologies and innovations.

Assessment:

- Units 1 & 2: Assessed by schools.
- Units 3 & 4: Assessed through School-assessed Coursework, a School-assessed Task, and a final examination.

Percentage contributions to the study score in Systems Engineering are as follows:

School-assessed coursework (SAC):	20%
School-assessed Task (SAT):	50%
End-of-year examination:	30%

VCE SUBJECTS – TECHNOLOGY (TEXTILES, FOOD)

FOOD STUDIES

Food Studies explores food through historical, cultural, social, environmental, and scientific lenses, with a strong focus on practical skills. It helps students build knowledge for healthy living and informed food choices in today's complex food landscape. It offers pathways to careers in nutrition, food science, hospitality, home economics, community services, and related fields.

Entry Prerequisites: No prerequisites for Units 1–3

Course Outline:

Unit 1 Food Origins

- Explore food history and cultural traditions.
- Investigate how technology and globalisation have shaped food patterns.
- Engage in practical tasks to apply and share learning.

Unit 2 Food Makers

- Study food production from commercial industries to home kitchens.
- Understand Australia's food industry and food safety standards.
- Design, adapt, and evaluate food products through hands-on tasks.

Unit 3 Food in Daily Life

- Examine the science of nutrition and how food impacts health.
- Explore social, cultural, and personal influences on food choices.
- Apply food science concepts and cooking techniques in practical sessions.

Unit 4 Food Issues, Challenges and Futures

- Investigate key food system issues: sustainability, ethics, food security, and waste.
- Evaluate food information and develop skills to make informed, responsible food choices.
- Produce food that aligns with health and sustainability guidelines.

Skills & Learning Outcomes:

- Develop practical food preparation skills.
- Understand the science behind nutrition and food production.
- Analyse food systems and social influences on eating habits.
- Respond to global and local food challenges with creative, informed solutions.

Assessment:

Units 1 & 2: School-assessed coursework and examinations. Students complete three key outcomes per unit.
Units 3 & 4 (VCAA assessed:

Unit 3 SAC:	25%
Unit 4 SAC:	25%
End-of-Year Examination:	50%

VCE SUBJECTS – TECHNOLOGY (TEXTILES, FOOD)

PRODUCT DESIGN AND TECHNOLOGY (FASHION DESIGN)

VCE Product Design and Technology (Fashion Design) focuses on design thinking and the product design process as frameworks for solving real-world problems. Students explore the impact of social, ethical, environmental, cultural, and economic factors on design, with an emphasis on sustainability throughout a product's life cycle. The course builds critical, creative, and practical skills for analysing and developing design solutions.

It prepares students for diverse design careers, including industrial, fashion, engineering, furniture, and textiles, while fostering problem-solving, collaboration, and project management skills essential for modern workplaces.

Course Prerequisites: It is strongly recommended that students complete Units 1 & 2 before Units 3 & 4.

Course Outline:

Unit 1 Design Practices: Explores how designers research, collaborate, generate ideas, and prototype products using manual and digital drawing systems.

Unit 2 Positive Impact for End Users: Focuses on inclusive design to support accessibility, usability, and equity, leading to the creation of products that positively impact specific user needs.

Unit 3 Ethical Product Design and Development: Investigates sustainable and ethical design solutions for real-world needs, considering material use, manufacturing processes, and lifecycle impacts.

Unit 4 Product Development and Evaluation: Emphasises safe and skilled production, end-user feedback, and evaluation. Students explore emerging technologies and speculative design to inform product innovation.

Assessment:

School-assessed coursework (SAC)	20%
School-assessed task (SAT)	50%
End-of-year examination	30%

VCE SUBJECTS – VISUAL ARTS

ART CREATIVE PRACTICE

Art Creative Practice allows students to communicate personal ideas and cultural perspectives through visual expression. It encourages creativity, independent thinking, and a deeper understanding of contemporary issues. A passion for artistic exploration and self-motivation is essential. Art studies support folio development for entry into Visual Arts university and TAFE courses and can lead to careers in design, teaching, curating, and the arts industry.

Entry Prerequisites:
No prerequisites for Units 1–3 but completing Units 1 and 2 in Art Creative Practice or Art Making & Exhibiting - Photography is strongly recommended before starting Unit 3.

Course Outline:
Unit 1 Interpreting Artworks & Exploring the Creative Practice
Students explore personal interests through research and experimentation with materials and techniques, informed by the work of other artists.
Unit 2 Developing the Creative Practice
Students investigate how artworks reflect social and cultural contexts. They experiment with diverse artforms and explore collaborative practices.
Unit 3 Ideas, Artworks & the Creative Practice
Students begin a sustained Body of Work, developing ideas and techniques informed by historical and contemporary artists.
Unit 4 Refining & Presenting Artworks
Students complete and present their body of work, evaluating their creative process and interpreting the meaning of their own and others' art.

Assessment for Units 3 & 4:

School-assessed Task (SAT):	60%
School-assessed Coursework (SAC):	10%
End-of-year examination:	30%

ART MAKING AND EXHIBITING - PHOTOGRAPHY

This subject introduces students to photographic artmaking and exhibition practices. Students develop skills in using materials, techniques, and visual language to create and present their own photographic artworks. They also learn how artworks are displayed, conserved, and interpreted in galleries and other spaces. Photography opens pathways to careers in commercial photography, fine art, photojournalism, fashion, advertising, cinematography, and more.

Entry Prerequisites:
No prerequisites for Units 1–3 but completing Units 1 and 2 is strongly recommended before starting Unit 3.

Course Outline:
Unit 1 Explore, Expand, Investigate
Students experiment with photographic materials and techniques, documenting their creative process in a Visual Arts journal.
Unit 2 Understand, Develop, Resolve
Students explore how artists represent ideas and how artworks are exhibited. They develop and document their own work in response to a set theme.

Art Making and Exhibiting – Photography (carried over from previous page)

Unit 3 Collect, Extend, Connect
Students build on previous work, creating and refining artworks based on their research and ideas. They analyse how visual language conveys meaning and present critiques of their work.

Unit 4 Consolidate, Present, Conserve
Students refine and complete their artworks, evaluate their creative choices, and prepare their final presentation. They reflect on how their work communicates meaning.

Assessment for Units 3 & 4:

School-assessed Task (SAT):	60%
School-assessed Coursework (SAC):	10%
End-of-year examination:	30%

MEDIA

Media Course Summary

The Media course equips students with analytical and creative skills to critically examine media concepts, forms, and products. Students explore how narratives, technologies, and production processes shape meaning and influence society. The course emphasizes both theoretical analysis and practical production, culminating in students designing and creating their own media products.

Pathways: The course supports further study in areas like screen and media, marketing, advertising, game design, communication, graphic design, photography, and animation.

Entry Requirements:

- No prerequisites for Units 1 & 2
- Units 3 & 4 must be taken as a sequence
- Strongly recommended to complete Units 1 & 2 before starting Unit 3

Course Structure:

Unit 1 Focus on representations and Australian narratives; introduction to media codes, conventions, and audience.

Unit 2 Deepens understanding of narrative across media forms; explores media convergence and technology's societal impact.

Unit 3 Examines media narratives and pre-production planning; students research and design a media product.

Unit 4 Focuses on production and post-production of media work; includes analysis of media's role in shaping values and viewpoints.

Assessment (Units 3 & 4):

Unit 3 SAC:	10%
Unit 4 SAC:	10%
School-assessed Task:	40%
Final Examination:	40%

VCE SUBJECTS – VISUAL ARTS

VISUAL COMMUNICATIONS DESIGN

VCE Visual Communication Design (VCD) focuses on visual language and how it is used to communicate ideas, solve problems, and influence behaviour. Students explore how designers create messages, objects, environments, and interactive experiences, applying a structured design process and using both manual and digital methods. Sustainability, aesthetics, and social, cultural, and technological factors are considered throughout. The study prepares students for design-related fields such as graphic design, architecture, and UX.

Entry Requirements: No prerequisites for Units 1 & 2 but undertaking at least one is strongly recommended before Units 3 & 4.

Course Outline:

Unit 1 Finding, Reframing, and Resolving Design Problems Students investigate human-centred design and use divergent/convergent thinking. They design for a business or brand and develop a sustainable object using circular design principles.

Unit 2 Design Contexts and Connections Focus on **environmental and interactive design** (e.g., architecture, UX). Students apply the full design process and explore how designs respond to user needs and contextual factors.

Unit 3 Visual Communication in Design Practice Students examine professional design practices and develop a design brief to address two distinct communication needs. Research and practical investigation guide idea development.

Unit 4 Delivering Design Solutions Students refine and present solutions based on their Unit 3 brief. They engage in an iterative design process, testing and improving ideas using prototypes and feedback.

Assessment:

Units 1 & 2: School-assessed coursework and examinations.

Units 3 & 4: VCAA-moderated assessment based on coursework, folio development, and final presentations.

Unit 3 School-assessed Coursework	20%
Unit 3 and 4 School-assessed Task	50%
End-of-year examination	30%

YEAR LONG SINGLE UNITS

Year 11 students undertake six studies as part of their program. For the sixth study, students may choose to complete either a single VCE unit across the year or select a *Padua Boost English* or *Padua Boost Mathematics* unit. These Boost units are internally developed by Padua and do not contribute VCE credit. Although not accredited by the VCAA, they are designed to strengthen the skills and knowledge essential for success in VCE studies. The Boost units specifically aim to support students in addressing learning gaps resulting from disruptions to onsite learning in recent years.

BUSINESS MANAGEMENT – UNIT 2

Establishing a Business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. Students examine the legal requirements that must be satisfied 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 various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

HEALTH AND HUMAN DEVELOPMENT – UNIT 1

This unit explores health and wellbeing as a dynamic concept with varying definitions influenced by context and individual perspectives. Students examine the World Health Organization's (WHO) definition and other

interpretations, viewing wellbeing as a balance of physical, mental, and social health. The study involves understanding personal health priorities, factors shaping health beliefs and practices, including Indigenous perspectives, and the indicators used to measure health status. Focusing on youth, students assess their own health, develop health literacy, and explore a specific youth health issue.

HISTORY OF EMPIRES – UNIT 1

Students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental, and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.

PADUA GENERAL MATHEMATICS BOOST UNIT

General Mathematics Boost will provide students a breadth of mathematical experiences that will enable them to recognise and apply mathematics to real-world situations. It is important to note that this is a *Padua-based ELECTIVE* and *does not* receive unit credit from the Victorian Curriculum Assessment Authority (VCAA).

This elective is designed for students who want to extend their mathematical skills to consolidate their knowledge of the key concepts and skills required in General Mathematics. Assessment includes worksheets and assignments related to the topics covered.

This elective will work hand in hand with General Mathematics Units 1&2 to help students:

- understand the concepts and techniques in all topics.
- apply reasoning skills and solve real world problems in practical problems.
- communicate your arguments and strategies when solving mathematical and statistical problems. using appropriate mathematical or statistical language.
- interpret mathematical and statistical information.
- choose and use CAS technology appropriately and efficiently.

YEAR LONG SINGLE UNITS

PHYSICAL EDUCATION - UNIT 1

Students will investigate the structure and function of the skeletal system, the muscular system, the cardiovascular system and the respiratory system. Topics covered include concepts linked to movement and how these systems work together and interact. In addition to the structure and function of the bodies systems, students will also investigate sports injuries that can occur and the harms and physiological benefits of legal and illegal ergogenic aids. Students will use practical classes to look at the relationships between heart rate, breathing rate and other exercise parameters using various wearable technology. Practical classes will also include excursions and onsite activities that relate back to the concepts learnt within theory classes.

PADUA MATHEMATICAL METHODS BOOST UNIT

Mathematical Methods Boost will help students develop several skills and works hand in hand with the core Mathematical Methods subject. It is important to note that this is a *Padua-based ELECTIVE* and *does not* receive unit credit from VCAA.

This elective is designed for students who want to extend their mathematical skills in order to consolidate their knowledge of the key concepts and skills required in Mathematical Methods. Assessment includes worksheets and assignments related to the topics covered. This elective will work hand in hand with Mathematical Methods Units 1&2 to help you:

- being able to sketch graphs of functions.
- applying graph sketching to solve problems.
- developing skills in manipulating equations.
- solving equations of various functions, including trigonometry functions.

PSYCHOLOGY – UNIT 1

This unit explores how human development shapes thoughts, feelings, and behaviours, focusing on brain structure and function. Students investigate the role of the brain and nervous system in psychological processes, including brain plasticity and the impact of brain damage. They examine classical and contemporary studies that have contributed to psychological models and theories explaining the development of mental processes. In Area of Study 1, students learn how advances in brain research have changed our understanding of the brain's role in cognition and behaviour, and how brain plasticity and damage can affect functioning. Students also conduct a research investigation related to brain function or development.

PADUA ENGLISH BOOST UNIT

This subject is designed to help build your essential English skills. It will work with the same ideas, concepts and modes of writing as both Literature and English. This is a Padua-based subject and does not receive unit credit from VCAA.
It is a subject where you will be asked to bring your own questions and ideas to the table so that you can become a more critical, creative and informed thinker.
We may explore the following areas:

- Critical thinking
- Close reading
- Annotation of core texts
- Writing skills
- Planning and Drafting
- Reflective writing
- Creative writing
- Analytical writing
- Building better sentences
- A wider reading of additional materials
- Writing skills across the subjects
- Refining Essays
- Metacognition
- Vocabulary Extension

YEAR LONG SINGLE UNITS

SOCIOLOGY – YOUTH AND FAMILY UNIT 1

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

Area of Study 1 explores the way youth is constructed as a social category, in the light of differing experiences of young people. There is a range of potential negative impacts of categorisation, including stereotyping, prejudice, and discrimination. Students explore how and why the experience of being young differs across time and space.

In Area of Study 2, students investigate the social institution of the family. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life. Factors such as changing demographics, feminism, individualism, technology, changes in the labour market and government policies have been identified as influencing the traditional view of the family. There is a range of theoretical approaches used by sociologists to explain the purpose and experiences of family life, including functionalist and feminist approaches.

VISUAL COMMUNICATIONS DESIGN - UNIT 2

Applications of visual communication within design fields This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 10 and 11 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

VOCATIONAL EDUCATION & TRAINING (VET)

Melbourne Archdiocese Catholic Schools

PADUA COLLEGE

VOCATIONAL EDUCATION & TRAINING (VET)

WHAT IS VET?

VET at Padua College

Vocational Education and Training (VET) offers nationally accredited, industry-based courses that can count towards Year 10, VCE, VCE Vocational Major (VM), the Vocational Pathways Certificate (VPC), or a school-based apprenticeship/traineeship. Over 300 students participate each year.

Delivery

VET courses are run either at Padua College or through external Registered Training Organisations (RTOs), including other schools or TAFE providers. Classes may be held weekly (typically Wednesday or Friday) or fit into the regular school timetable. They combine classroom learning with practical experiences and, in some cases, Structured Workplace Learning (SWL).

VET and Senior Certificates

- **ATAR contribution:** Some VET subjects offer a study score and end-of-year exam (Units 3 & 4). Others contribute 10% of the lowest subject score as a fifth or sixth subject.
- **VCE VM/VPC:** Completing 180 hours of a Certificate II or higher earns two credits towards these certificates.

Application Process

Interested students receive guidance during Careers and Pathways Interviews and select their VET course during online subject selection. They must also submit an application form and non-refundable deposit by the due date.

Important Notes

- Additional costs apply; limited subsidies available.
- No discounts for Health Care Card holders or "Free TAFE" programs.
- Students arrange their own travel.
- Classes may clash with regular lessons or run beyond school hours.
- Courses are subject to availability and enrolment numbers.

VCE VET Programs for 2026 at Padua College or External

- **To view a selection of the 2026 Course list and indicative prices please click**

  VET PROGRAMS 2026

- Cut off for enrolments is by the Census Date which is typically mid-February. Enrolments cannot be adjusted or changed after this date. Parents will be charged full VET fees for withdrawal after this date.
- Language Literacy & Numeracy (LNN) Testing may need to be completed before enrolling to check student suitability to the program.
- Courses will run based on student uptake, where there are insufficient students' enrolments a course may not run.
- If a course fills, a waitlist will be created.
- Alternative options may become available depending on opportunities with external providers.
- Prices listed above are indicative and for one year of study.
- For more information, please email vet@padua.vic.edu.au

VOCATIONAL EDUCATION & TRAINING (VET)

ANIMAL CARE STUDIES

Students will complete a nationally recognised vocational qualification. Classroom learning is combined with structured hands-on training and practice in industry. This course is designed to provide the basic skills and knowledge to become an animal carer. It will assist the student in making an informed decision as to whether to pursue a career within the animal industry.

Location and Time:
Padua College Mornington Campus
Please note that classes may run after school in addition to the regular school day.

Program Costs:
An additional annual cost applies for all VET programs which includes a uniform, excursions and activities.
Special Requirements
Students are required to wear appropriate clothes and footwear for working with animals. Students must also have a copy of their current tetanus vaccination.
Contribution to the VCE and VCE VM
On completion of the program students are eligible for four credits towards their VCE VM Certificate, two at units 1 and 2 level and a 3 and 4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR as a fifth or sixth subject.
Further information on increment process can be found on the VCAA website Credit Recognition
Units delivered over the two years may include:

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

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

Further Study:

Certificate III in Captive Animals
Certificate IV in Companion Animal Services
Certificate IV in Veterinary Nursing
Diploma of Animal Technology

VOCATIONAL EDUCATION & TRAINING (VET)

22614VIC CERTIFICATE II IN BUILDING AND CONSTRUCTION PRE-APPRENTICESHIP

This program equips students with practical skills and knowledge for employment in the building industry and supports informed career and study choices. Successful completion leads to a nationally recognised Certificate II in Building and Construction. *Places are limited*.

Location & Timing: Mornington campus AIET (RTO 121314)

Costs:
Additional annual fee covers uniform, excursions, and activities.

White Card Certification:
This course includes the unit *CPCWHS1001 Prepare to work safely in the construction industry* (6 hours), delivered by external RTO, which provides students with a **White Card**—a mandatory certification for anyone entering a construction site, including for Structured Workplace Learning or work experience. Recognition is nationwide, provided the student resides in the state of training.

Contribution to the VCE and VCE VM
On completion of the program students are eligible for four credits towards their VCE or VCE VM, two at units 1 and 2 level and a 3 and 4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR as a fifth or sixth subject. Please note VCE VM students must complete a minimum of 180 VET hours (equivalent to 2 units)

Units delivered may include:

- Work safely in the construction industry
- Workplace safety and industry induction
- Workplace procedures for environmental sustainability
- Building structures
- Calculations for the building industry
- Communications for the building industry
- Quality principles for the building industry
- Workplace documents and plans
- Carpentry hand tools

Further Study:

- Certificate III in Building and Construction (carpentry – framework, formwork, finishing)
- Diploma of Building and Construction
- Advanced Diploma of Building Design
- Certificate II in Shop Fitting

22682VIC CERTIFICATE II IN ELECTROTECHNOLOGY (PRE-VOCATIONAL)

Location: Mornington Campus AIET (RTO 121314)
Class Times: May include after-school sessions
Additional Costs: Annual fee applies (includes uniform, excursions, and activities)
Course Overview This pre-vocational course introduces students to the electrical industry, including aspects of electrical, electronics, refrigeration, and mechanical engineering. It provides foundational knowledge and hands-on skills for further study or apprenticeships in the electrotechnology field.
Special Requirements The course includes the unit 'Prepare to work safely in the construction industry' (CPCWHS1001) delivered by external RTO.

This unit qualifies students for a Construction Induction Card (White Card), required for entry to any construction site in Victoria, including for Structured Workplace Learning (SWL).

Electrotechnology (continued from previous page)

VCE / VCE VM Contribution

- Recognition of up to 4 VCE credits:
    - 2 x Units 1 & 2
    - 1 x Unit 3–4 sequence
- Completion of the scored Unit 3–4 sequence can contribute a 10% ATAR increment (as a 5th or 6th subject)

⚠ **VCE VM students must complete at least 180 hours of VET training**

Units of Competency:

- Prepare to work safely in the construction industry
- Provide first aid
- Apply occupational health and safety regulations, codes and practices in the workplace
- Fabricate, assemble and dismantle utilities industry components
- Solve problems in ELV single path circuits
- Fix and secure electrotechnology equipment
- Establish the basic operating conditions of air conditioning systems
- Install a sustainable extra low voltage energy power system
- Perform intermediate engineering computations
- Provide an overview of the electrotechnology industry
- Use test instruments in the electrotechnology industry
- Carry out basic electrotechnology project
- Carry out basic network cabling for extra low voltage (ELV) equipment and devices

Further Study:

- Certificate III in Air-Conditioning and Refrigeration
- Certificate III in Electrotechnology Electrician

MUSIC VCE VET

Location: Padua College, Mornington Campus
Class Times: May include after-school sessions
Additional Costs: Annual fee applies (covers uniform, excursions, and activities)
Duration: 2 years
Prerequisites

- Recommended: Year 9 Music and Year 10 Music Pre-VET
- Required: Proficiency on a musical instrument or voice

Course Overview : This two-year program is designed for students looking to develop practical skills for the music industry. It offers hands-on experience in performance, composition, and music production.

Year 1 (Units 1 & 2 – Electives may include):

- Creating a music demo
- Performing in ensembles
- Using technology in live performance
- Composing simple songs
- Preparing for public performances

VOCATIONAL EDUCATION & TRAINING (VET)

Music VCE VET (continued from previous page)

Year 2 (Units 3 & 4 – Scored VCE assessment):

- Developing improvisation skills
- Applying genre knowledge
- Performing as a soloist or ensemble member

Units of Competency:

Year 1 Unit 1 & 2

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

Year 2 Unit 3 & 4

- Develop technical skills in musical performances.
- Develop and perform musical improvisation skills.
- Prepare for musical performances.
- Develop and maintain stagecraft skills
- Choose one Unit from the following: Perform Music as part of a Group or Perform Music as a Soloist

Contribution to the VCE and VCE VM
On completion of the program students are eligible for four credits towards their VCE or VCE VM, two at units 1 and 2 level and a 3 and 4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR as a fifth or sixth subject. Please note VCE VM students must complete a minimum of 180 VET hours (equivalent to 2 units)

Pathways -

TAFE	**General**
• Certificate IV Music Performance • Diploma Music Performance Diploma Popular Music and Performance • Diploma Music Industry (Business) University • Bachelor of Arts (Music) • Bachelor of Music Industry • Bachelor of Music Performance	• Professional Musician • Song writer • Composer • Arranger • Copier • Teacher

VOCATIONAL EDUCATION & TRAINING (VET)

SPORT, AQUATICS & RECREATION – VCE VET

Certificate III in Sport, Aquatics and Recreation provides students with the skills and knowledge to work in the sport, aquatic or recreation industries. Employment opportunities reflect roles such as recreation officer, activity operation officer, sport and recreation attendant, community activities officer or leisure services officer.

Location and Time: Padua College Mornington Campus. Please note that classes may run after school in addition to the regular school day.

Program Costs: An additional annual cost applies for all VET programs which includes a uniform, excursions and activities

Entry Requirements: This program is delivered as an accelerated VCE program commencing in Year 10 and completing in Year 11. Students are required to attend an interview and achieve a grade average to be considered.

Contribution to VCE & VCE VM

On completion of the program students are eligible for four credits towards their VCE VM Certificate, two at units 1 and 2 level and a 3 and 4 sequence. Students who successfully complete the Unit 3-4 sequence will be eligible for a 10% increment towards their ATAR as a fifth or sixth subject.

Students wishing to receive an ATAR contribution must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth subject.

- Units of Competency
- Participate in workplace health and safety
- Provide quality service
- Respond to emergency situations
- Maintain activity equipment
- Maintain sport, fitness and recreation industry knowledge
- Provide first aid
- Select and use technology for sport, fitness, and recreation work
- Facilitate inclusion for people with disability
- Work with diverse people
- Provide advanced first aid
- Participate in conditioning for sport
- Maintain clean facilities
- Participate in WHS hazard identification, risk assessment and risk control processes
- Facilitate groups
- Conduct sport coaching sessions with foundation level participants
- Deliver recreation sessions

Further Study

Diploma of Sport and Recreation
Bachelor Sport and Outdoor Recreation / Education
Certificate III and IV Fitness
Bachelor of Physical Education

VOCATIONAL MAJOR (VCE VM)

Melbourne Archdiocese Catholic Schools

PADUA COLLEGE

VCE - VOCATIONAL MAJOR (VCE VM)

Duration: Minimum 2 years
Pathways: Apprenticeships, traineeships, further education and training, non-ATAR University entry, or direct employment.

The VCE Vocational Major is a practical, hands-on senior secondary certificate designed for students with a clear vocational pathway in mind. It offers flexibility, real-world learning, and a strong focus on employability skills.

Learning is delivered through projects and practical activities tailored to student interests, with a focus on workplace readiness and community engagement.

Course Structure

To achieve the VCE VM, students must complete at least **16 units**, including:

- **3 Literacy/English units** (including a Unit 3–4 sequence)
- **2 Numeracy/Mathematics units**
- **2 Work Related Skills units**
- **2 Personal Development Skills units**
- **3 other Unit 3–4 sequences** (VCE or VM subjects)
- **2 VET credits** (Certificate II or higher; minimum 180 hours)
- **Religious Education** integrated throughout
- **At least 80 hours of Structured Workplace Learning (SWL)** in a relevant industry or School-Based Apprenticeship/Traineeship (SBAT)

Who Should Consider VCE VM?

Ideal for students who:

- Have a **clear vocational goal** (e.g. Automotive, Building, Childcare, Electrical, Hospitality, Hairdressing)
- Are **enrolled in a VET course** for 2026
- Do **not require an ATAR**
- Want to **work and train while still at school**
- Can **self-manage time** across multiple learning settings each week

VCE - VOCATIONAL MAJOR (VCE VM)

VCE VM LITERACY

Unit 1: Developing Personal and Digital Literacy

- Personal Use of Texts: Explore a wide range of texts (print, visual, film, online) for personal interest and purpose, including diverse perspectives such as First Nations and multicultural voices.
- Digital Literacy: Learn to critically assess digital content like websites, podcasts, and social media, and understand how to engage safely and respectfully online.

Unit 2: Engaging with Issues and Opinions

- Understanding Issues: Analyse different opinions on local and global issues, including workplace-related topics, and consider how language and values shape perspectives.
- Responding to Opinions: Learn to form and present reasoned responses in written and oral formats using persuasive language and evidence.

Unit 3: Navigating Informational and Organisational Texts

- Reading Practical Texts: Understand real-world texts such as safety guidelines, public notices, contracts, and workplace documents relevant to daily life and work.
- Creating Practical Texts: Develop skills in writing clear and accurate texts relating to workplace or community settings, with a focus on rights and responsibilities.

Unit 4: Advocacy and Communication

- Advocacy through Texts: Analyse and create content to promote or advocate for yourself, a product, or a community group across various platforms (including digital media).
- Oral Presentation: Prepare and deliver a presentation on a vocational or personal interest, drawing on your learning across the program.

VCE VM NUMERACY

Across all units, students develop practical numeracy skills to understand and solve real-world problems in personal, community, vocational, and global contexts. A strong focus is placed on using appropriate technologies and applying mathematics to everyday life and workplace settings.

Unit 1 & Unit 2: Building Numeracy for Life and Work

- Develop core mathematical skills to make sense of everyday, community, and vocational tasks.
- Apply maths to real-life situations including budgeting, measurement, data, and time management.
- Begin to use technology (e.g. calculators, spreadsheets) to solve problems effectively.

Unit 3 & Unit 4: Extending Numeracy Practices

- Strengthen and apply more complex numeracy skills in personal, community, and workplace settings.
- Solve problems using more advanced maths knowledge, building on Units 1 and 2.
- Evaluate and justify the use of technologies in different contexts.

Note: Students may also choose to study **VCE General Mathematics** to complement their learning and further enhance their mathematical skills.

VCE - VOCATIONAL MAJOR (VCE VM)

VCE VM PERSONAL DEVELOPMENT SKILLS

Unit 1: Healthy Individuals

- Personal identity & emotional intelligence: Students explore personal identity, emotional intelligence (self-awareness, empathy, etc.), and how these impact health and wellbeing.
- Community health & wellbeing: Focus on factors affecting wellbeing, inclusive communities, and support services to improve individual/group health.
- Promoting a healthy life: Investigate advancements in technology and its impact on health promotion, focusing on evaluating the reliability of health information.

Unit 2: Connecting with Community

- What is community?: Understand community at local, national, and global levels, exploring characteristics and roles of citizenship.
- Community cohesion: Examine issues that impact community cohesion and strategies for fostering unity.
- Engaging & supporting community: Learn how communities can address issues through effective engagement, planning, and implementing initiatives.

Unit 3: Leadership and Teamwork

- Social awareness & interpersonal skills: Develop social awareness and interpersonal skills to engage effectively in diverse settings.
- Effective leadership: Study leadership qualities and styles, ethical leadership, and how leaders foster innovation.
- Effective teamwork: Explore leadership and teamwork, evaluating personal contributions in team contexts and strategies to implement solutions.

Unit 4: Community Project

- Planning a community project: Identify and research a community issue, develop a project focus, and build awareness of the issue.
- Implementing a community project: Plan and execute a project, considering health, safety, and ethical risks.
- Evaluating a community project: Evaluate the project's outcomes, communicate findings, and present to a relevant audience.

VCE VM WORK RELATED SKILLS

Unit 1: Careers and Learning for the Future

- Future careers: Students evaluate employment information, industry trends, and skills shortages to inform pathway planning and decision-making.
- Presentation of career and education goals: Students reflect on their aspirations, skills, and capabilities, conducting research to refine their goals and present findings.

Unit 2: Workplace Skills and Capabilities

- Skills for employment & education: Students distinguish between transferable and specialist skills, recognizing how personal capabilities contribute to success and future career pathways.
- Transferable skills: Focus on ongoing education and training, applying strategies to promote skills through job applications and interviews.

VCE - VOCATIONAL MAJOR (VCE VM)

Unit 3: Industrial Relations, Workplace Environment, and Practice

- Workplace wellbeing & personal accountability: Students learn about positive workplace culture, work-life balance, and diversity.
- Workplace responsibilities & rights: Explore workplace relations, legal issues, and dispute resolution, including workplace bullying and discrimination.
- Communication & collaboration: Students develop effective communication strategies and explore teamwork, professional networks, and digital collaboration.

Unit 4: Portfolio Preparation and Presentation

- Portfolio development: Students learn about portfolios' purposes, features, and uses in different contexts, including physical and digital formats.
- Portfolio presentation: Students present a completed portfolio in a panel-style interview, showcasing their skills, and evaluate their work using self-assessment and feedback.

SELECTION PROCESS FOR THE 2026 VCE VM PROGRAM

Students must select the VCE VM option and choose a VET program when completing their 2026 online course selection.

Students applying for the VCE VM program must attend a VCE VM selection interview to assess their suitability for VCE VM pathway at the end of Term 3, 2025. Students who are unsure about VCE VM as an option can apply to do VCE but still request a VCE VM interview online.

Reference

Victorian Curriculum and Assessment Authority (n.d.) *Victorian Curriculum: About he VCE Vocational Major* https://www.vcaa.vic.edu.au/curriculum/vce/Pages/AboutVCEVocationalMajor.aspx

Victorian Curriculum Assessment Authority (n.d.) *Victorian Curriculum: About the VPC* https://www.vcaa.vic.edu.au/curriculum/VPC/Pages/AboutVPC.aspx

For more information, please see the Applied Learning Coordinator – Ms Kirsty Atkinson or email katkinson@padua.vic.edu.au

VICTORIAN PATHWAYS CERTIFICATE (VPC)

Melbourne Archdiocese Catholic Schools

PADUA COLLEGE

VICTORIAN PATHWAYS CERTIFICATE (VPC)

The **VPC (Victorian Pathways Certificate)** is a Year 11 and 12 standards-based certificate designed for students not ready or able to complete the VCE or VCE Vocational Major. It provides an inclusive, enriched curriculum with strong support to help students develop essential skills for personal and civic success.

- **Qualification**: The VPC is a foundation secondary qualification aligned with Level 1 in the Australian Qualifications Framework. It is not a senior secondary qualification but can lead to the VCE.
- **Curriculum**: The program connects students to industry experiences and community participation. It focuses on foundation skills, knowledge, values, and capabilities needed for senior secondary qualifications, entry-level vocational courses, or employment.
- **Requirements**: To receive the VPC, students must complete at least 12 units, including Literacy, Numeracy, Personal Development Skills, Work-Related Skills, and a focus on Structured Workplace Learning. Religious Education is also embedded.
- **Target Students**: The VPC is suited for students whose education has been disrupted, including those with additional needs or at risk of disengaging.

The VPC offers flexibility in duration and delivery, tailored to each student's learning plan and needs.

LITERACY STRANDS

Unit 1

- **Module 1: Literacy for Personal Use**: Students learn to read and write simple texts from diverse perspectives, including multicultural and First Nations views. They analyse text structure, purpose, and audience and practice extracting information using indexes, headings, and subheadings.
- **Module 2: Understanding and Creating Digital Texts**: Students develop skills to engage with digital texts (webpages, podcasts, social media) by understanding their structure, purpose, and reliability. They also learn safe, respectful online engagement.

Unit 2

- **Module 1: Exploring and Understanding Issues and Voices**: Students engage with community issues, analysing diverse opinions and values. They learn to discuss and debate perspectives, focusing on language and context.
- **Module 2: Informed Discussion**: Students practice debating community and workplace issues, developing logical, respectful arguments supported by evidence.

Unit 3

- **Module 1: Literacy for Civic Participation**: Students develop skills to engage with civic activities, such as completing forms and understanding government documentation.
- **Module 2: Literacy for Pathways and Further Learning**: Students research career pathways, set personal goals, and plan skill development for further training or employment.

Unit 4

- **Module 1: Negotiated Project**: Students develop written and oral communication skills through a practical project based on their personal or vocational interests. The project, which can be done individually or in a group, focuses on skills such as collaboration, problem-solving, communication, self-management, planning, organizing, and initiative. The project must have a clear, actionable goal and be developed in consultation with the teacher, linking to learning from Unit 4 of Work Related Skills.

VICTORIAN PATHWAYS CERTIFICATE (VPC)

NUMERACY STRANDS

Unit 1

- **Module 1: Personal Numeracy:** Focuses on the mathematical skills needed for everyday personal tasks, such as managing time, travel, and community events. It involves using and interpreting numerical information for practical activities like planning routes, scheduling events, and handling family tasks (e.g., cooking, gardening).
- **Module 2: Financial Numeracy**: Teaches students how to manage personal finances, including income, expenses, shopping, and savings. Students learn to handle basic financial transactions, understand pay rates, manage bills, and use personal banking tools effectively.

Unit 2

- **Module 3: Health and Recreational Numeracy**: Focuses on using mathematical skills to understand health and well-being issues, including food intake, social issues like binge drinking or vaping, and traditional First Nations games. Students apply numeracy to activities like cooking, sports, and crafts.

Unit 3

- **Module 1: Personal Numeracy**: Covers everyday personal tasks like travel planning, event scheduling, and managing family activities. Students learn to use mathematical information for familiar situations involving time, money, and logistics.
- **Module 2: Financial Numeracy**: Teaches students how to manage personal finances, including understanding income, budgeting, shopping costs, banking, and saving plans. Students apply numeracy skills to handle everyday financial transactions.

Unit 4

- **Module 3: Health and Recreational Numeracy**: Similar to Unit 2, Module 3, this module deepens the focus on applying numeracy to health, recreational activities, and well-being, including sports, cooking, and hobbies.
- **Module 4: Civic Numeracy**: Introduces students to interpreting data and information relevant to societal participation, such as reading infographics, understanding risk, and interpreting government and media data like sports results and weather reports.

VPC PERSONAL DEVELOPMENT SKILLS

Unit 1 Personal Development Skills

- **Module 1: Understanding Self**: Focus on self-awareness, goal setting, resilience, and key skills (teamwork, communication, time management, problem-solving). Students reflect on personal strengths and set goals.
- **Module 2: Developing Self**: Explores how personal development impacts health, well-being, and goal achievement. Covers self-care, consent, and equity in various contexts.

Unit 2 Personal Development Skills

- **Module 1: Exploring and Connecting with Community**: Explores community types and the significance of engagement. Focuses on rights, responsibilities, and participation in a democratic society.
- **Module 2: Community Participation**: Looks at how communities support members and explores ways to connect with the local community.

Unit 3 Personal Development Skills

- **Module 1: Collaborate and Negotiate:** Focuses on teamwork, communication, and conflict resolution skills.
- **Module 2: Motivate and Lead**: Examines leadership styles, qualities, and how to motivate and delegate in projects.

Unit 4 Personal Development Skills

- **Module 1: Community Awareness and Project**: Students plan and execute a community project, applying communication, leadership, and teamwork skills.
- **Module 2: Community Participation**: Focuses on identifying community needs and implementing a project or awareness campaign.

Unit 1 Work Related Skills

- **Module 1: Interests, Skills, and Capabilities in the Workplace**: Students explore employability skills and align personal interests with career pathways.
- **Module 2: Employment Opportunities and Workplace Conditions**: Focuses on workplace rights, conditions, and the impact of qualifications on job opportunities.
- **Module 3: Applying for an Employment Opportunity**: Students practice writing resumes and cover letters for job applications.

Unit 2 Work Related Skills

- **Module 1: Identifying and Planning for a Work-Related Activity**: Students plan a small-scale work-related activity, applying employability skills and feedback.
- **Module 2: Completing and Reviewing a Small-Scale Work-Related Activity**: Focus on implementing plans and reflecting on the experience.
- **Module 3: Reporting on a Small-Scale Work-Related Activity**: Develops communication and technology skills in reporting work activities.

Unit 3 Work Related Skills

- **Module 1: Healthy Workplace Practice**: Explores physical and mental health in the workplace, emphasizing employee and employer contributions.
- **Module 2: Rights and Responsibilities**: Examines safe workplace practices and how to address issues like bullying and harassment.
- **Module 3: Physical Health and Safety**: Focus on strategies to reduce harm and improve workplace safety.

Unit 4 Work Related Skills

- **Module 1: Explore and Plan for Potential Pathways**: Students refine future educational and employment pathway plans.
- **Module 2: Employment Seeking Activities and Application Process**: Focuses on applying for jobs, including resume and cover letter preparation.
- **Module 3: Interview**: Prepares students for job interviews through mock interviews, reflection, and improvement strategies.

APPLIED LEARNING PROGRAM (ALP)

The Year 10 Applied Learning Program (ALP) at Padua College offers students an applied, practical approach to learning that supports individual pathways and future career goals. The program is designed to build foundational skills in literacy, numeracy, and personal development while encouraging real-world application and engagement.

Students in the ALP undertake core subjects including:

- **ALP Literacy**
- **ALP Careers and Pathways**
- **ALP Religious Education**
- **Mathematics**

In addition, students complete one unit from each of the Sciences and Humanities, selecting from a variety of academic disciplines such as Biology, Chemistry, Physics, Science, Commerce, History, or Geography. This enables them to explore areas of interest while developing a broad base of knowledge. Each semester, students also choose an elective, providing further opportunities for personalised learning and skill development.

As an integral component of the Year 10 Applied Learning Program at Padua College, students participate in one week of work experience each term. This initiative is designed to provide students with real-world exposure to the workplace, helping them develop practical skills, explore potential career pathways, and build confidence in professional settings.

Students are responsible for sourcing their own placements, encouraging independence and initiative in line with the program's goals. Once a placement is secured, the College will prepare and manage all required documentation, including insurance and compliance paperwork, to ensure the placement meets safety and educational standards.

This structured approach to work experience supports students in making informed decisions about their future pathways while reinforcing the values of responsibility, communication, and community engagement.

This program supports students in becoming confident, capable learners who are prepared for senior pathways, including VCE VM, VET, or employment.

For students to be considered for this program, they will need to select the Applied Learning Pathways program as part of the subject selection process and complete the attached application form. This will be available to collect from Coolock Student Administration, or Tyabb and Rosebud Administration. The forms are to be returned to these venues also. Following forms being submitted, interviews will be conducted between the student and parents to discuss this pathway and why they should be considered for this program.

For further information, please contact Melissa Gilchrist (mgilchrist@padua.vic.edu.au) Head of Applied Learning Pathways.

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