



VERTICAL ORGANISATION HANDBOOK 2019

A GUIDE TO SUBJECTS AND PROGRAMS
FOR STUDENTS IN YEARS 8 AND 9



ST JOSEPH'S
COLLEGE MILDURA

RELIGIOUS EDUCATION	ENGLISH	THE ARTS	HEALTH AND PHYSICAL EDUCATION
LANGUAGES (LOTE)	MATHEMATICS	SCIENCE	HUMANITIES
TECHNOLOGY	VET	VCAL	

WHAT DO YOU NEED TO DO?

It is most important that students and parents spend a significant amount of time in reading this booklet and choosing units carefully. To maximise student choice the system allows for student input; however this system only works if students return their forms promptly and correctly.

A process of consultation will be established to help advise students on appropriate subject selection. This will begin with the **VO/VCE/VCAL Information Evening on Tuesday July 24** and teachers from each Learning Area will be available on this night to answer any questions.

Students will have further opportunities to discuss subject selection issues with subject teachers, homeroom teachers and the Careers Counsellor before the **FRIDAY AUGUST 24** deadline.

Subject details can be found in the Curriculum section under "LEARNING" - "SUBJECT SELECTION" headings on the College webpage www.sjcmda.vic.edu.au

CONTENTS

4	<u>INTRODUCTION</u>
5	<u>FREQUENTLY ASKED QUESTIONS</u>
6	<u>ASSESSMENT AND ACCELERATION</u>
7	<u>EXTENSION STUDIES</u>
8	<u>SUBJECT SELECTION OPTIONS</u>
9	<u>HOW TO USE THIS BOOKLET</u>
10	<u>SELECT MY SUBJECTS / WEB PREFERENCES</u>
11	<u>RELIGIOUS EDUCATION</u>
12-13	<u>ENGLISH</u>
14-15	<u>THE ARTS</u>
16 - 17	<u>HEALTH & PHYSICAL EDUCATION</u>
18 - 19	<u>LANGUAGES (LOTE)</u>
20 - 23	<u>MATHEMATICS</u>
24 - 27	<u>SCIENCE</u>
28 - 29	<u>HUMANITIES</u>
30 - 32	<u>TECHNOLOGY</u>
33 - 37	<u>VET - VOCATIONAL EDUCATION & TRAINING</u>
38	<u>VCAL - VICTORIAN CERTIFICATE OF APPLIED LEARNING</u>

INTRODUCTION

WHAT IS VERTICAL ORGANISATION

The Vertical Organisation (VO) system described in this booklet probably seems complicated. It offers you, however, scope to do an extraordinary variety of courses so you need to make sure you understand it and use it to maximum advantage.

Vertical Organisation offers almost unlimited flexibility; it offers increased potential for all types of students. Most importantly, it offers each student the possibility of undertaking a broad range of subjects to develop diverse skills in a wide variety of areas. For example, a student could combine a number of Year 9 subjects with Year 10 Visual Communication & Design, a student could combine a number of Year 10 subjects with VCE Legal Studies Units 1 and 2.

It is important to choose units of study sensibly - "I will try Business Management / Economics because I am thinking of specialising in Commerce subjects in VCE", "I will do Italian throughout the year because I believe a language is essential to my education", "I will try a hard Maths unit to see if I can handle it", etc. Choosing according to friends' choices, minimising work, "not sounding interesting" etc. will reduce your opportunities in the system.

To ensure a balanced education, each student must complete a minimum number of units in each of the major learning areas. The student has some flexibility to choose the order in which these requirements are met and the actual subjects taken within each learning area. A description of each unit is included in this booklet.

LEARNING AREAS

The Learning Areas are:

- Religious Education
- The Arts
- English
- Health and Physical Education
- Languages
- (LOTE)
- Mathematics
- Science
- Humanities
- Technology

Teachers have prepared many units of work in each of the nine Domains. Each unit is presented over one semester (half year) and is, generally speaking, self-contained. There are, however, some units that are prerequisite units whilst others form a logical sequence within certain Domains.

MINIMUM NUMBER OF UNITS

To ensure a balanced education and a student program with sufficient breadth, a prescribed minimum number of units (MNU's) has been set in each Learning Area. These minimums are to be met over the two years (9 and 10).

LEARNING AREAS	MNU's
Religious Education	4
The Arts	1
English	4
Health & Physical Education	2
<i>(Must include Healthy Futures)</i>	
Languages - (LOTE)	0
Mathematics	3
Science	2
Humanities	3
Technology	1

The total of the MNU's tallies 20 allowing students the flexibility of choosing the remaining 8 units in any Learning Area that they wish.

FREQUENTLY ASKED QUESTIONS

How many units can be studied in one year (say, Year 9)?

The answer is 14 - seven in the first semester and seven in the second semester.

But, the Minimum Number of Units (MNU's) add up to 20. How can I complete 20 units when the maximum per year is 14?

The VO is a two year program. The MNUs must be completed over two years (Years 9 and 10). Once this is understood you can see that completing the 20 MNUs is not very difficult, as you will have completed two years of 14 units (total 28).

If the MNU's add up to 20 units and I will be studying 28 units in total, there are 8 units left over after I have completed the minimums. Can I choose any units I like for these 8?

Within reason, the answer is yes. This is the flexibility of the VO system - you can choose units that sound interesting to you and "taste" subjects that you otherwise would not attempt. Our advice would be to choose a wide variety of subjects, rather than focus in a specific Domain.

So, are there any compulsory units?

Strictly speaking, Religious Education, English, Maths (Year 9) and Healthy Futures (Year 10) are the only compulsory units. However, the Minimum Number Units for each Domain ensure that you must study subjects from each Domain (except Languages). There are also requirements about the order in which subjects must be taken. All of this information can be found in this booklet.

But I don't know what I want to do as a career yet. What subjects should I choose?

Hooray, you're normal. Most 14 and 15 year olds have very vague ideas about their future career (if any idea at all) and most change their minds many times. We deliberately structure VO to ensure you maintain a broad base of subjects. We don't encourage you to specialize too early. Try a wide range of subjects and keep developing your literacy and numeracy.

I think my needs are a little different from the "average" student. What options are there for me?

The flexibility of the VO system allows individuals to choose a pathway that meets their individual needs. While most students have similar needs, our individual talents and interest's means no two of us are absolutely identical. You may wish to attempt a more challenging Science subject because you feel very confident in this area (some Year 10 students may wish to consider VCE subjects); or you may want to look at a Maths subject that progresses at a slower pace because you find Maths difficult. You may even want to look at alternatives to traditional schooling altogether.

I have read the VO booklet, but still feel confused about the subject selection process. What should I do?

The booklet is a useful guide, but you have many other resources available to help you. Speak to your Homeroom Teacher and subject teachers about your concerns - they will have useful advice. Attend the VO/VCE/VCAL Information Evening and come prepared to ask questions. Make an appointment to see Ms Bell if you want to find out more about career options more broadly, or Mrs Lewis if you want to find out more about vocational education options and Mr Kluske if you need general advice about your subject choices.

ASSESSMENT AND ACCELERATION

SATISFACTORY COMPLETION AND ACHIEVEMENT

Students gain satisfactory completion of a unit of work (a subject over one semester) by working towards the outcomes stipulated at the commencement of the unit. Students are assessed by a number of different means and monitoring. Feedback and reporting occur at different times throughout the semester.

As a Mercy College, St Joseph’s College aims to provide the opportunity for all students to achieve personal excellence in their academic studies. To assist students to achieve their educational outcomes, the College caters for a range of individual learning needs, whilst promoting the Core Value of Excellence.

ACADEMIC INTERVENTION FOR ‘AT RISK’ STUDENTS – INTERVIEW PROCESS

The Homeroom Teacher or Pastoral Care Teacher will instigate an interview with Parents/Guardians, the Student and the House Leader, to develop strategies to enhance each student’s learning outcomes for:

- Students who receive an ‘Of Concern’ Progress Grade on Mid-Semester Interim Reports in one or more subjects.
- Students who do not attend the college on a regular basis, which should be no less than 85% attendance for classes, including Homeroom, Pastoral Care, Assembly periods and College Events.
- Students who have not completed all standards and tasks in Religious Education satisfactorily.

PROCEDURE FOR AN ‘N’ RESULT FOR SEMESTER SUBJECTS

If students receive an ‘N’ result for semester subjects in their End of Semester Report in one or more subjects, the House Leader will call a panel interview including Head of School, Parents/Guardians and the Student.

CHOOSING UNITS – SOME ADVICE

Most students will do a straight-forward Year 9 or Year 10 course. Even this will involve a certain amount of choice of units and of the order in which the units are done. There needs to be much thinking, discussing and deciding. This is especially the case for students who may profit from choosing units outside their own year level.

Such choices may be extremely helpful but they do require careful thought and sensible advice. Advice can be gained through communication with parents, older students, subject teachers, Homeroom teacher, Careers Counsellor, family and friends in the workforce etc.

All students need to think carefully about the future and consider subjects to cover four semesters. There is enormous potential in the system, but the full development of that potential is not something that just happens; it is something that has to be made to happen; with considered thinking, planning and direction.

ACCELERATION FOR YEAR 10 AND 11 STUDENTS

Year 10 students wishing to study a Year 11 subject (Unit 1/2 subject) or Year 11 students wishing to study a Year 12 subject (Unit 3/4 subject), must achieve a B grade average (minimum of 73%), or higher in all Assessment Tasks for at least 5 subjects in each semester prior to applying for acceleration.

However, an E grade or lower (less than 42%) in any Assessment Tasks may preclude them from accelerating in any subject area.

- Students wishing to accelerate will need to complete an ‘Accelerated Learning Application Form’, as part of the subject selection process, to be signed by parents/guardians.
- Any student requesting Academic Acceleration will need to participate in an ‘Accelerated Learning’ formal interview with the Homeroom Teacher and Head of School. In this interview, expectations will be discussed and it will be determined whether the student is suitable for Accelerated Learning before agreement of the Accelerated Learning Request. If agreement to the request for ‘Accelerated Learning’ is made, this information will be passed on to parent/guardians and the Timetabler.
- If at any time there are concerns that students are not coping with the demands of the ‘Accelerated Learning’ program participation in the program will be reviewed.

EXTENSION STUDIES FOR THOSE WITH SPECIAL NEEDS

MATHEMATICS

- Computational and algorithmic thinking (CAT) competition
- Mathematics Challenge for Young Australians
- Australian Mathematics Competition
- ICAS Mathematics Competition

ENGLISH

- ICAS Spelling Competition
- ICAS English Competition
- Dorothea Mackellar Poetry
- Young Journalist Award

SPEAKING COMPETITIONS

- Lions Youth of the Year
- VCE - Rostrum Voice of Youth
- Junior and Senior
- Inter school debating
- Frayne Festival - debating
- VCE Opportunities in Poetry and writing competitions every year.
- Opportunities to enter school writing competitions during English Week/Book Week

HUMANITIES

- United Nations Program
- Australian Business Week
- Geography Competition
- Historical Fiction Competition
- ASX Share Market Game

TECHNOLOGY

- Web Challenges
- Web Quests
- Extension work to build Intranet Pages relating to House/Homeroom Pages
- IT Seminar participation in Melbourne and Adelaide
- Completion of VET Courses- particularly in Home Economics and Woodwork
- Australian Computer Studies Competitions - major focus on Systems Curriculum
- Participation in the VCE/VET Fashion Show - Senior students from St Joseph's College and other district schools showcase their fashion designs in a Fashion Gala Event

HEALTH AND PHYSICAL EDUCATION

- In addition to the Inter-house carnivals of swimming, athletics and cross country running, we offer a variety of team and individual sports. Students have the opportunity to compete at local level in the Sunraysia Secondary School Sports Association (SSSSA). If they are successful at this level, they are invited to compete in the Northern Zone finals. Success at this level paths the way to State finals, where the top teams/individuals from across Victoria compete
- The Outdoor education program allows students to participate in a challenging outdoor expedition in a region outside of the Mallee

LANGUAGES - ITALIAN

- ACER Language Certificate Competition held in August
- Opportunities to enter writing competitions organized by COASIT, Melbourne
- Bi-annual Study Tour to Italy (September holidays)
- Cultural Exchange Programs

ARTS

- College Production
- VCE Visual Arts Exhibition
- Musicals - Drama, Art, Music, Dance all involved in acting, singing, dancing, music and designing etc. for every second yearly musical
- Annual Ball Decorations - Designing, producing decorations and assisting SRC with the setting up of Annual SJC Ball
- Competitions - Many school based art and graphic poster, stamp, product and logo competitions which vary from year to year
- Illford Photography Competition - (Held every three months) - Students can produce black and white photographs to enter
- Mildura Eisteddfod - The performing Arts students choose to partake in the Mildura Eisteddfod
- SJC Choir - Weekly practices and various performances at many civic, school and community events
- Band - Weekly practices and various performances at civic, school and community events
- Dance - For Masses

SCIENCE

- **Year 7 to 12** Science Talent Search / ICAS / ANCQ Chemistry Quiz / Big Science Competition
- **Year 9** Siemens Science Experience
- **Year 11** National Youth Science Forum
- **Year 11** National Qualifying Exams for Australian Science Olympiads in the areas of Biology, Chemistry and Physics
- **Year 10 - 12** Royal Australian Chemistry Institute National Chemistry Tritration

YEARS 9 AND 10 SUBJECT SELECTION OPTIONS - FOR STUDENTS IN VO

LANGUAGES - MNU = 0

ITL091	Italian A
ITL092	Italian B
ITL093	Italian C
ITL094	Italian D

RELIGIOUS EDUCATION - MNU = 4

REL091	Living a Christian Life
REL092	Belief and Celebration
REL101	Religious Diversity
REL102	The Church Now and in the Past

THE ARTS - MNU = 1

ART00	Art
DAN09	Year 9 Dance
DAN10	Year 10 Dance
DRA00	Drama
VCNPP	Visual Communication Design: photography, promotion
VCNIE	Visual Communication Design - industrial, environmental design
SARPH	Studio Arts Photography
MEDPF	Media Photography, Film and Narrative
MUS09	Year 9 Music
MUS10	Year 10 Music
CERMU	Certificate III in Music Industry

MATHEMATICS - MNU = 3

MAT091	Year 9 Mathematics 1
MAT092	Year 9 Mathematics 2
MATE01	Year 10 Essential Mathematics 1
MATE02	Year 10 Essential Mathematics 2
MATGM1	Year 10 General Maths 1
MATGM2	Year 10 General Maths 2
MATMM1	Year 10 Maths Methods 1
MATMM2	Year 10 Maths Methods 2
MATMR1	Maths Enrichment Elective Year 9
MATMX2	Maths Enrichment Elective Year 10

SCIENCE - MNU = 2

SCI091	General Science - Core A
SCI092	General Science - Core B
PCHVO1	Prep Physics/Chemistry 1
PCHVO2	Prep Physics/Chemistry 2
BIMVOO	Molecular Biology
BILVOO	Living Biology
PSYVOO	Psychology in Action
PCHVOO	Enhancement Physics and Chemistry
STEM0	iSTEM - VO Integrated Science Technology Engineering and Mathematics

ENGLISH - MNU = 4

ENG091	English A
ENG092	English B
ENG101	English C
ENG102	English D
LITV01	Literature 1
LITV02	Literature 2
LITV03	Literature 3
LITV04	Literature 4

TECHNOLOGIES - MNU = 1

FTY090	Food Technology 9 (Yr 9 only)
FTY100	Food Technology 10 (Yr 10 only)
ICTDD1	Digital Design (Semester 1 - VO)
ICTRC2	Robotics and Coding (Semester 2 - VO)
TEXIN1	Textiles Introduction (Semester 1 - VO)
TEXBD2	Textiles by Design (Semester 2 - VO)
DTMTP1	Materials Technology (Semester 1 - VO)
DTYWD2	Wood by Design (Semester 2 - VO)
DTMES0	Mechanical and Electrical Systems (Sem 1/2 - VO)

HEALTH AND PHYSICAL EDUCATION - MNU = 2

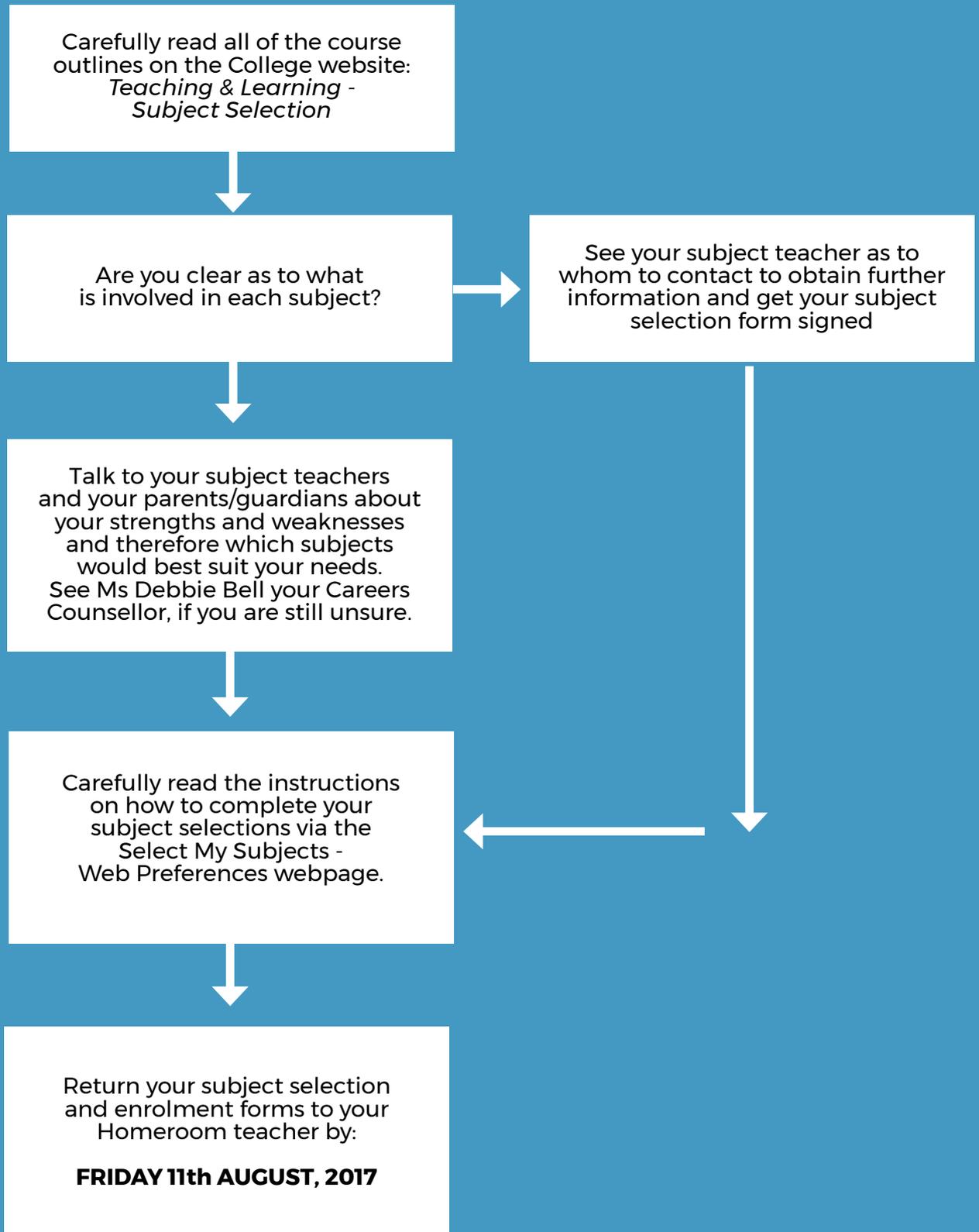
PEDPE0	Introduction to VCE Physical Education
PEDHHO	Introduction to VCE Health and HD
PEDOE0	Introduction to Outdoor Education
PEDOE0	Sports Education
PEDST0	Sports Training
PEDSCO	Sports Coaching
PEDHFO	Healthy Futures (Compulsory Yr 10)
ROEVT	Certificate II Outdoor Recreation (VET)

HUMANITIES - MNU = 3

Students must choose one from each of the groups

ACCV00	Accounting
ECOBMO	Economics/Business Management
LSTVOO	Legal Studies
GEOINO	Geography - Introduction
HISAU0	Australian History (1750-Present)
HISMA0	The modern world and Australia
HISAM0	American History

HOW TO USE THIS BOOKLET



SELECT MY SUBJECTS / WEB PREFERENCES

ACCESSING AND USING SELECT MY SUBJECTS / WEB PREFERENCES

Select My Subjects / Web Preferences is a web application that allows students to enter their subject preferences on-line.

This Access Guide details the procedures to access and use Select My Subjects / Web Preferences.

Before you begin, make sure that you have access to a computer that has the following:

- An Internet Connection
- A web browser
- Access to a printer

STEP ONE - ACCESSING WEB PREFERENCES

To use Select My Subjects / Web Preferences, open your web browser and go to the following internet site: <https://www.selectmysubjects.com.au>

There is also a link on SIMON for students and on PAM for parents/guardians.

Click on the button "Access Web Preferences Student Portal" to access the Login page.

STEP TWO - LOGGING INTO WEB PREFERENCES

To login enter the Student Access Code and Password. Note the entries are case sensitive.

Student Access Code:

Password:

Then click on the button "Enter the Web Preferences Student Portal". If there is an error in entering either the Student Code or Password, an error message in red text will be displayed at the bottom of the page.

Step Three – Selecting Preferences

To view a list of the subjects available for selection and any personal restrictions click on the "View Subject Details" button. To continue click on the button "Return to Home Page".

To select or change your preferences click on "Add new Preferences" button. An initial instructions page will appear. Once you have read these instructions click the "Continue" button.

On the Preference Selection page, follow the instructions on this page to select subjects from the drop down list boxes. When you have finished, click on "Submit Selected Preferences" button.

Step Four – Validating Preferences

The "Preference Validation" page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by clicking the "Submit Valid Preferences" button which will open a page titled "Preference Receipt".

Alternatively if you would like to make changes to the preferences entered click on the "Cancel" button this will take you back to the Preference Selection page.

Step Five – Finishing Up

You can print your "Preference Receipt" page by clicking on the "Open Print View" button and clicking the "Print Receipt" button. Sign the printed receipt and return it to school.

To continue, click on the "Return to Home Page" button. If you want to change your preferences, repeat the process by clicking the "Add New Preferences" button, otherwise exit by clicking the "Log out" button. Remember you have a maximum of 10 submissions of preferences; however submissions only count if you click on "Submit Valid Preferences" button.

RELIGIOUS EDUCATION

In Years 9 and 10 there are four compulsory semester units of Religious Education. The Year 9 and 10 units are designed to provide a very thorough coverage of the key strands of the Awakenings Religious Education guidelines dealing with Christian Ethics, Church, Religion and Society, Prayer, Sacraments and Scripture.

Students will also attend compulsory seminar and retreat days. These are essential for providing an alternate educational and spiritual environment for students to reflect on their beliefs and lives.

Year 9 Students must choose two compulsory units of Religious Education – REL091 and REL092. This is five periods per week.

Year 10 Students must choose two compulsory units of Religious Education – REL101 and REL102. This is five periods per week.

REL091 - RELIGION AND SOCIETY

In this unit, students will cover the following topics:

- Stewardship [Environmental Theology and the Nature
- Scripture – Gospels

REL101 - RELIGIOUS DIVERSITY

In this unit, students will cover the following topics:

- Celebrating Religious Diversity
- Jesus: Life and Death

REL092 - BELIEF AND CELEBRATION

In this unit, students will cover the following topics:

- Sacrament - Eucharist
- Relationship and Christian Life

REL102 - THE CHURCH NOW AND IN THE PAST

In this unit, students will cover the following topics:

- The Church Through Time
- Prophets and Saints

ENGLISH

GUIDELINES FOR THE SELECTION OF UNITS

* A minimum of 4 units must be studied in VO

- English units are to be taken in sequence; Literature may be studied in addition to but not in place of English.
- Students seeking extension in English are encouraged to take a Literature unit in addition to English.
- All English units lead to VCE English or VCAL Literacy in Year 11.

STANDARD PROGRESSION THROUGH UNITS

Variations or possible moves into or out of English or VO Literature can be made with the consultation with your English teacher or Domain Leader, Mr Emmet Brown

VCAL LITERACY OPTION

For some students, especially those choosing to undertake VET/TAFE or School Based traineeships it is possible that enrolment in VCAL Literacy will be preferable. This requires considerable consultation with the careers coordinator, VCAL coordinator and English Coordinator. Please see the VCAL Literacy information in the Year 11-12 subject selection handbook

VCE ENGLISH OPTIONS & IMPLICATIONS FOR VCE ENGLISH

While students do not have the option of commencing VCE English Units 1 & 2 in VO, they can opt to undertake VCE Literature Unit 1 or Unit 2. VCE English is compulsory for all VCE students.

ENGLISH A (ENG091)

Students are encouraged to think clearly and critically and through class discussion, impromptu and prepared speeches and debates, to communicate their thoughts logically and persuasively. The writing process enables students to clarify and crystallise their ideas, emotions and values together with necessary skill development. This is presented in a writing folio. Through the study of novels, poetry, film and newspapers students extend their understanding of how texts function and interpret a wide variety of themes and issues

PREREQUISITES

Year 8 English

ENGLISH C (ENG101)

English C further develops students' critical analysis of language and ideas. They study texts such as newspaper articles, poetry, novels, film and current issues. Aural and oral skills are developed through class discussion, impromptu and prepared speeches. Students develop their ability to communicate by writing for different purposes and audiences, using drafting to polish their work. Students develop their analytical skills through the study of set texts and current media.

PREREQUISITES

English B

ENGLISH B (ENG092)

English B further enhances skills and competencies developed in English A through the study of texts, novels, film, poetry and newspapers with a continuing emphasis on language development. The student's ability to communicate effectively using a variety of forms is extended in their writing folio and oral presentations. Their understanding of the way language is used to position readers is developed.

PREREQUISITES

English A or Year 8 English

ENGLISH D (ENG102)

English D further develops students' critical analysis of language and ideas. Students study texts such as newspaper articles, poetry, novels and film and current issues. Aural and oral skills are developed through class discussion, impromptu and prepared speeches and debates. Students further develop their ability to communicate by writing for different purposes and audiences, using drafting to polish their work, presenting it in a writing folio. Students develop their analytical skills through the study of set texts and current media

PREREQUISITES

English C

LITERATURE (LITVO1)

Semester 1 Literature is an extension of English and is an excellent option for advanced students or those wishing to develop critical reading skills essential for VCE English success. Literature offers students a chance to engage with challenging and enjoyable novels, plays, short-stories and poetry from a variety of classical and modern contexts. Students learn to differentiate between styles, genres and literary movements. Writing, close-reading and comprehension skills are specifically refined through careful discussion, close analysis and activities designed to enhance student performance.

PREREQUISITES

High achievement in English or an interest in Literature.

TEXT AND COSTS

- Merchant of Venice (Shakespeare)
ISBN 9780198328674, \$13.95
- Pride & Prejudice (Austen) ISBN 9780141439518, \$9.95

LITERATURE (LITVO2)

Semester 2 Literature focuses on the comparison between text type and form and is an extension of English suitable for students wishing to refine their writing and analysis skills in preparation for VCE English. Students are provided with a variety of texts from both classical and modern settings; they must draw comparison between three set short stories, and they further study how meaning is constructed in their set film production. This unit focuses on the specific development of students' analytical and critical thinking skills. Writing, close-reading and comprehension is augmented and refined through careful discussion, close analysis and activities designed to enhance student performance; this is particularly relevant to students wishing to further develop the skills required for VCE English

PREREQUISITES

High achievement in English or an interest in Literature.

TEXT AND COSTS

- The Great Gatsby (F Scott Fitzgerald), \$15.00

LITERATURE (LITVO3)

This subject runs in Semester 1. Students focus on the ways in which the interaction between text and reader creates meaning; their analyses of the features and conventions of texts help them develop increasingly refined responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. The close study of text informs students' ability to respond with accuracy, complexity and sophistication in their written and verbal responses

PREREQUISITES

High achievement in English or an interest in Literature.

TEXT AND COSTS

- 1984 (George Orwell) (Estimated \$14)
- The Murders in the Rue Morgue, The Purloined Letter. (Edgar Allan Poe) (Class set)

LITERATURE (LITVO4)

This subject runs in semester 2. Students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. They examine and reflect on how the reader's interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import. Literature.

PREREQUISITES

English C

TEXT AND COSTS

- A Midsummer Night's Dream. (William Shakespeare) (Estimated \$14)
- The Darkness John Keats Ode to a Nightingale. (Lord Byron) (copies provided by school)

ENGLISH A
YR 9 / SEM 1



ENGLISH B
YR 9 / SEM 2



ENGLISH C
YR 10 / SEM 1



ENGLISH D
YR 10 / SEM 2

VO LIT
YR 9 / SEM 1

VO LIT
YR 9 / SEM 2

VO LIT
YR 10 / SEM 1

VO LIT
YR 10 / SEM 2

THE ARTS

VO Arts includes both performing and visual arts.

Performing Arts: Dance, Drama, Music

Visual Arts: Media Arts, Art and Visual Communication Design.

The arts have a rich and long tradition. They allow students to explore and develop their own ideas of social issues, purpose, culture and identity as well as express those ideas, either through performance or presentation of visual works. Along with the development of skills in making and creating works, students develop questioning, thinking and problem solving skills that will be beneficial to them beyond the domain. They investigate and learn about histories and traditions that have come before them as well as the contemporary context of the current world. Students are required to complete a minimum of at least one semester of an arts subject in Year 9 and 10. Students are encouraged to complete as many units as they have an interest in.

YEAR 9 DANCE (DAN09)

Students are provided with a broad introduction to dance theory, including compositional elements, dance anatomy and dance history. The concept of expressive intention is explored by looking at current issues in society. Physical skills are explored and students are taught a learnt dance, with a view to developing an eye for detail and performance skills.

YEAR 10 DANCE (DAN10)

Students examine safe dance practices, a variety of dance genres and prepare a solo/duo performance as well a group dance. Analysis of famous choreographers and dances is a focus, in preparation for such tasks at the VCE level. Physical skills will be developed in technique classes with a view to expanding movement vocabulary.

DRAMA - (DRA09)

Students draw on a range of stimulus material and play-making techniques to develop and present devised work and interpret scripts. Students also explore a range of performance and expressive skills to explore and develop role and character using both naturalism and non-naturalism. Students analyse the development of their own work and performances by peers and professionals.

YEAR 9 MUSIC (MSC09)

Year 9 Music is aimed at students who are currently studying voice or instrument and for students who may wish to explore an interest in Music but do not have sophisticated skills or knowledge from private music tuition. Year 9 Music students expand their knowledge of music, studying practical music and performance, aural and written music language and music composition using DAW software. They begin to develop skills in listening to, analysing and interpreting music and performing as a soloist and in a number of self-directed and teacher-led ensembles.

YEAR 10 MUSIC (MSC10)

Year 10 Music is aimed at students who wish to go to the next level. This subject will cater for Year 10 students who wish to continue the many practical, theoretical and historical contexts of Music. Students who choose this subject are recommended to follow the pathway from Year 9 Music, Year 10 Music into VCE Music Performance or VET/VCE Certificate III in Music.

Students expand on their knowledge of music in the areas of performance, music language (aural & theory), historical contexts, and music composition using DAW software. They are to develop interpretation skills for listening and analysing music. They will perform regularly as a soloist and as part of a group in various self-directed and teacher-led ensembles. The necessary music language essentials at Unit 1 level will be covered.

ART (ART00)

This course introduces students to a range of different materials, techniques and artists from a range of historical and cultural backgrounds. Students visit and view artworks in person and examine how artworks have been made and the ideas they communicate. They explore a range of different materials and develop skills in thinking creatively as well as skills in making and developing works. Students will develop practical skills both in traditional and contemporary materials and the development, creation and presentation of artworks

VISUAL COMMUNICATION DESIGN - PHOTOGRAPHY, PROMOTION (VCNPP)

Students draw on critical thinking and problem solving processes in this course that guides them through the design process in the development of an original design in response to a need that exists. Students then explore and develop skills in recording their design through photography and the creative and technical aspects of producing photographic images towards a specific need. Finally, students develop an understanding of the application and use of digital methods including Photoshop and Illustrator in the creation of promotion and marketing materials for their original design.

VISUAL COMMUNICATION DESIGN - INDUSTRIAL AND ENVIRONMENTAL DESIGN (VCNIE)

In this course students explore the design fields of Communication Design, Industrial Design and Environmental design. They work through the design process in a task relating to each field, developing problem solving, critical and creative thinking skills and how design thinking can be learnt by everyone. Students develop practical skills in drawing (technical and observational), rendering and the use of a range of media and materials, digital methods such as Photoshop and/or Illustrator and presentation of their ideas.

MEDIA PHOTOGRAPHY, FILM AND NARRATIVE (MEDPF)

This course introduces students to media production and influences, with an emphasis on digital photography, film, television and narrative. Students explore storytelling through practical tasks and analysis. They also examine production and story elements and film narrative organisation and structure. Students will develop practical skills using photography and filming equipment, develop an understanding of the production process and specialist roles involved in the construction of media artworks.

STUDIO ARTS PHOTOGRAPHY (SARPH)

In this course students develop a knowledge and understanding of the theoretical and technical aspects of photography as a method to create images. Students will examine composition of images and develop an understanding of how artists communicate ideas through subject matter and technical control of their photos. Students will develop practical skills with digital photography and camera control and the manipulation of those images using Photoshop. Students will also experience film photography and the darkroom practices associated with it.

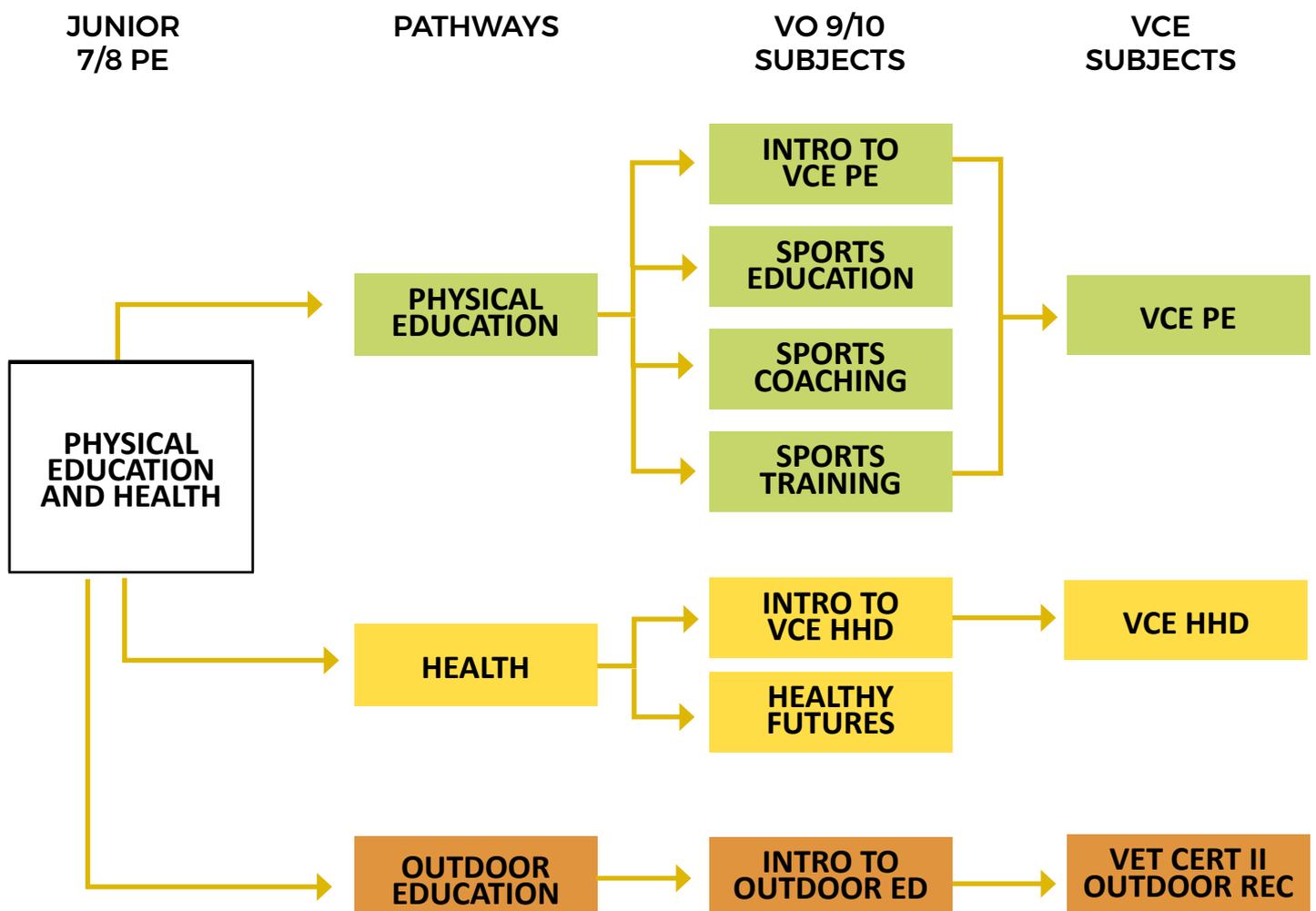
HEALTH AND PHYSICAL EDUCATION

There is a wide variety of VO subjects to choose from in the Physical Education domain, each providing students with a different look at various aspects of health, physical education, outdoor education and sports.

Students must choose a minimum of two H&PE units to complete their VO studies, additional to the compulsory Healthy Futures unit for Year 10's. If students are unsure which units they would like to choose, all SJC Physical Education teachers can provide students with advice on what is included in each unit.

Some points to consider:

- Students who would like to accelerate their pathway in PE or Health & Human Development should be aiming to complete Intro to VCE PE or Intro to VCE HHD when they are in Year 9. Although, these are not prerequisite units it is recommended that these are completed prior to VCE study.
- Introduction to Outdoor Education is a prerequisite to VET Certificate II in Outdoor Recreation. Students are encouraged to complete Intro to OE in Year 9 if they would like to enrol in VET Cert II Outdoor Recreation in Year 10, as an accelerated pathway.
- All students must bring their correct SJC PE kit to school and change into this for all practical classes.
- The chart below demonstrates possible PE, Health and Outdoor Education pathways for SJC students. This chart does not specify pathways that students 'must' follow, it simply outlines a general structure of H&PE and what units are possible for VO and VCE students.



INTRODUCTION TO VCE PHYSICAL EDUCATION (PEDPEO)

During this course, students will be introduced to the basic elements within Unit 1-4 VCE Physical Education. Students will have a taste of, Unit 1 – Anatomy of the human body; Unit 2 – Physical Activity and Society; Unit 3 – Biomechanics and Skill Acquisition; and Unit 4 – Energy Systems and Training Programs. Within these units, students will have the opportunities to learn about the functions of the musculoskeletal and cardiorespiratory systems, investigate physical activity programs within our community, understand how skills are learnt and principles behind enhancing movement performance, and create their own training program to improve a sport of their choosing.

INTRODUCTION TO VCE HEALTH AND HUMAN DEVELOPMENT (PEDHHO)

This unit examines the topics of; What is Health, The Health of a Nation, Lifestyle Diseases, Body Image, Personal Identity and Mental Health. These topics are taught with reference to Physical, Mental and Social Health. Students study the social and cultural factors that influence health; such as family, the media (advertising and social media), and community expectations. Students also develop their understandings about how various mediums, for example social media, can be used effectively in breaking down stigmas attached to certain health related issues. Introduction to VCE Health and Human Development is a theory based subject, there are occasionally practical classes involved.

SPORTS EDUCATION (PEDSEO)

This unit focuses on the administrative aspect of running a sporting competition. Students are responsible for implementing and running their own sporting competitions. They assume the roles of umpires, scorers, coaches, reporters and committee members. Theory components include; study of participation trends in physical activity, the roles and responsibilities within sporting clubs, teamwork and fair play. By engaging in this unit, students will also have the opportunity to effectively refine their own skills and assess their own and others abilities.

HEALTHY FUTURES (PEDHFO)

In this unit of study, students develop skills and knowledge that are life skills. The 'Job Ready' unit allows students to explore a variety of different industries, pathways to employment and develop the knowledge and skills, such as OH&S, First Aid certificate which are useful in all workplaces. The 'Life Ready' component of Healthy Futures investigates some of the life choices that are faced by students. By understanding risk-taking behaviours, such as drug and alcohol use, and researching the effects of different substances on health (physically and mentally) students can make more educated choices when faced with them in life. Life ready also includes information on maintaining positive relationships and sexual health.

PREREQUISITES

Year 10 students participate in the Healthy Futures.

SPORTS COACHING (PEDSCO)

This unit is aimed at providing students with the skills and knowledge necessary to become a successful coach, incorporating the stages of skill learning. Students examine the role of the coach and formulate their own coaching philosophies and styles. The unit is based around the outcome of evaluating individual and group tactics and the skills that are employed in various games, sports and physical activities. Students will work towards achieving a competent standard with the online coaching module offered by the Australian Sports Commission. By engaging in this unit, students will also have the opportunity to effectively refine their own skills and assess their own and others abilities.

INTRODUCTION TO OUTDOOR EDUCATION (PEDPEO)

This unit provides students with an introduction to a variety of Outdoor Education activities. The major focus of the course is on the outdoor environment, outdoor adventure activities and lightweight camping, with minimal impact to the environment. Students participate in a range of adventure activities with a focus on bushwalking, canoeing and orienteering; lightweight camp skills and minimal impact theories are also covered. This unit will introduce students to multiple Certificate II in Outdoor Recreation units; this will allow students to begin their Cert II early. It is recommended that students select this unit in Year 9 if they wish to participate in the Certificate II in Outdoor Recreation course as a Year 10 student. Please note that the two-day camp is a compulsory activity in Introduction to Outdoor Education. The camp includes hiking and canoeing at Hattah National Park.

SPORTS TRAINING (PEDSTO)

This unit has a sports medicine focus. Students learn about common sporting injuries, their identification, treatment and rehabilitation. The course covers topics such as: the importance of warming up, strapping and taping, sports massage, injury rehabilitation programs and recovery techniques.

VET OUTDOOR RECREATION: CERTIFICATE II IN OUTDOOR RECREATION (SIS20213)

The Certificate II in Outdoor Recreation provides students with the knowledge and skills to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Units in the program include assisting in conducting outdoor recreation sessions, responding to emergency situations and working effectively in sport and recreation environments. Practical skills may include, but are not limited to, rock climbing and rope skills, mountain biking, navigation and map reading; these skills will be tested under camp conditions.

** Please refer to the VET Handbook for further information.

PREREQUISITES

Introduction to Outdoor Education PEDOEO and an interest in outdoor adventure activities and the environment.

LANGUAGES (LOTE)

All LOTE units are sequential and must be taken in the order of A, B, C and D. The completion of these 4 units is a prerequisite for VCE study in LOTE. It is advised that students consult their teacher before finalising their selection.

Students who have chosen 4 LOTE Units are entitled to make application to the Deputy Principal of Learning & Teaching, Mr Greg Kluske, for credit towards the Minimum Number of Units (MNU's) in another Domain. ie. Students studying 4 LOTE units may apply to have the Humanities requirement reduced from 3 to 2 units.

ITALIAN A (ITL091)

Students will discover the language, history, arts and culture of Italy. They will develop and use the four macro skills (speaking, listening, writing and reading) as tools to develop their understanding of Italian language and culture and its interrelation with the world.

TOPICS

The following themes will be developed using the prescribed text, Ecco 2:

- Discover and compare different types of housing in Italy.
- Shopping in Italy
- Italian Unification and Independence.
- Italy's hero of the Risorgimento, Giuseppe Garibaldi
- The fashion industry in Italy and the fashion capital, Milano.
- The famous tourist destination of Lake Como in the region of Lombardia.

ITALIAN B (ITL092)

Students will need to have completed Italian A, as the language skills are progressive. They will develop and use the four macro skills (speaking, listening, writing and reading) as tools to develop their understanding of Italian language and culture and its interrelation with the world.

TOPICS

The following themes will be developed using the prescribed text, Ecco 2:

- Italian festivals and the Carnevale di Venezia.
- The Commedia dell'Arte and Arlecchino.
- Gondoliers in Venice.
- The ancient city of Rome.
- The meaning and importance of gestures in Italian language and culture.
- Il Giro d'Italia, a major world cycling event.
- Geographical features of Italy, the Italian peninsula, the mountains, the seas.

ITALIAN C (ITL101)

Students will need to have completed Year 9 Italian and will need to have a reasonable level of Italian in all four macro skills. Students continue to discover the language, history, arts and culture of Italy. They will further develop and use the four macro skills (speaking, listening, writing and reading) as tools to develop their understanding of the Italian language and culture and its interrelation with the world.

TOPICS

The following themes will be developed using the prescribed text, Ecco 2:

- Learn about the popularity of Motocross in Europe. Discover the city of Verona, the setting of Shakespeare's Romeo and Juliet.
- Discuss modern technology and young people in Italy.
- Find out about environmental issues in Italy.
- Discover Florence, the city of art and birthplace of the Renaissance.
- Learn about Leonardo Da Vinci, the Renaissance man.

ITALIAN D (ITL102)

Students will need to have completed Italian C and will need to have a reasonable level of Italian in all four macro skills. Students continue to discover the language, history, arts and culture of Italy. They will further develop and use the four macro skills (speaking, listening, writing and reading) as tools to develop their understanding of the Italian language and culture and its interrelation with the world.

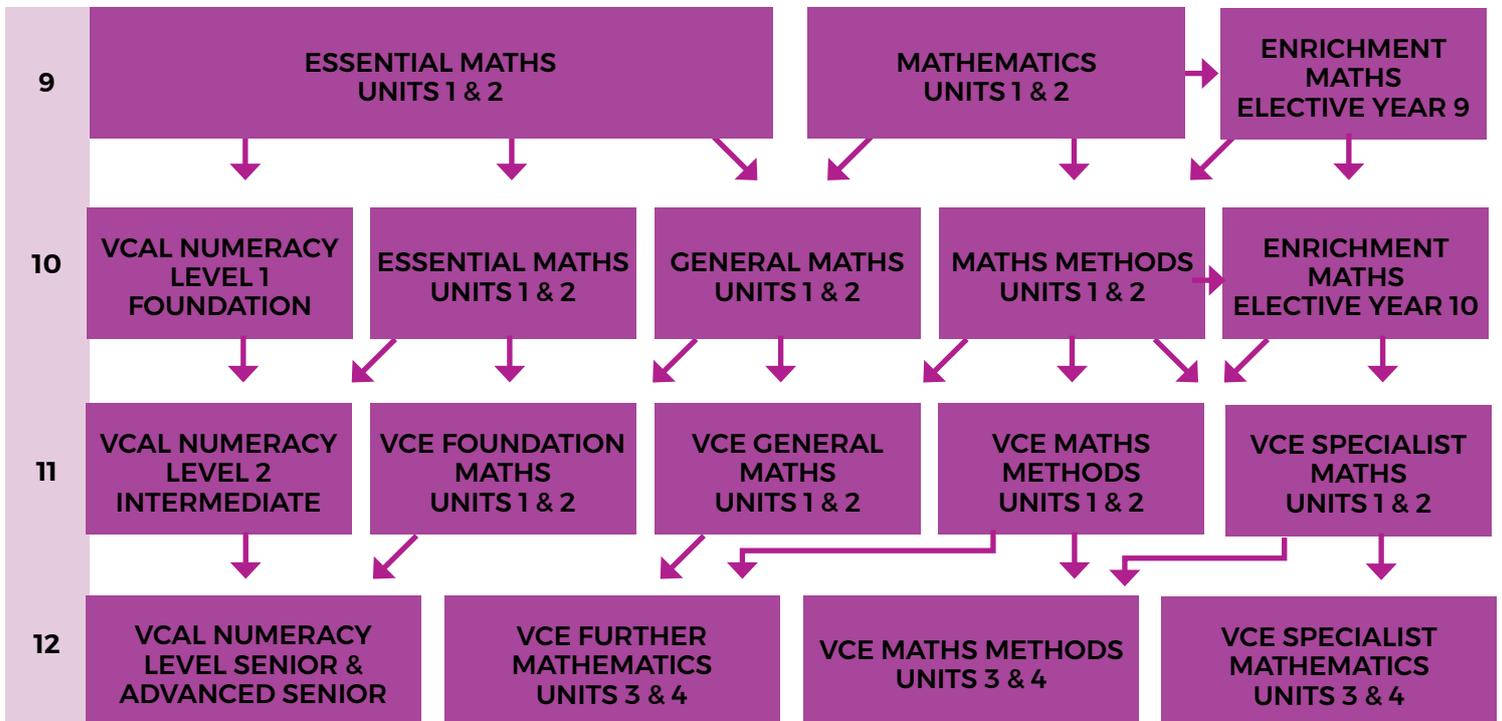
TOPICS

The following themes will be developed using the prescribed text, Ecco 2:

- Learn about the tourism industry in Italy.
- Discover some Italian holiday resorts.
- Find out about a modern-day Italian world-traveller. Discuss Italian emigration.
- Learn about Italian immigration.
- Find out about the Italian school system.
- Learn about the traditional curriculum of the Liceo Scientifico.
- Discover the famous Italians after whom Italian schools are named.

MATHEMATICS

The following pathways are examples of the choice students have in their study of mathematics in years 9 and 10 and leading to VCE or VCAL.



YEAR 9 MATHEMATICS UNIT 1 (MATO91)

This unit is aimed at catering for the needs of most students in Semester 1 of Year 9. Students who successfully complete this course would continue with Year 9 Mathematics Unit 2 (MATO92). If students are unsuccessful in this course they can enrol in Year 9 Essential Mathematics (MATE92).

TOPICS

- Pythagoras Theorem
- Index Laws
- Ratio and Similarity
- Patterns and Algebra

TEXTS AND COSTS

- Calculator: TI Nspire CX CAS

YEAR 9 ESSENTIAL MATHEMATICS UNIT 1 (MATE91)

This unit is aimed at students who experienced difficulty with Year 8 Mathematics or who have completed Year 8 Essential Mathematics and who would benefit from a practically oriented mathematics and who do not wish to continue with an algebra based course. It leads to Year 9 Essential Mathematics Unit 2 (MATE92).

TOPICS

- Number Skills
- Pythagoras Theorem
- Financial Mathematics
- Patterns and Algebra

TEXTS AND COSTS

- Calculator: TI-30XB Multiview

YEAR 9 MATHEMATICS UNIT 2 (MATE92)

This unit is aimed at catering for most students in Year 9 Semester 2. Students completing this course will have access to all Mathematics subjects at Year 10.

TOPICS

- Linear Relations
- 2D and 3D Measurement
- Trigonometry
- Data and Statistics

TEXTS AND COSTS

- Calculator: TI Nspire CX CAS

YEAR 9 ESSENTIAL MATHEMATICS UNIT 2 (MATE92)

This unit follows on from Year 9 Essential Mathematics Unit 1. Students continue to apply Mathematics to practical situations. This unit may also be taken by a student who was unable to successfully complete Year 9 Unit 1.

TOPICS

- Measurement
- Data and statistics
- Index Laws
- Trigonometry

TEXTS AND COSTS

- Calculator: TI-30XB Multiview

YEAR 9 ENRICHMENT MATHEMATICS ELECTIVE UNIT 4 (MATMRI)

This elective is offered to students in Semester 1 of Year 9, who have successfully completed Year 8 Mathematics. It must be completed in conjunction with Year 9 Mathematics. The course is aimed at students with an interest and shown ability in Mathematics and focusses on both by hand algebraic skills and technology in topics not covered in VO Mathematics. Students who intend to study Mathematical Methods at Year 10 may elect to supplement their mathematical knowledge by choosing this elective.

TOPICS

- Linear Relations and Inequalities
- Non-linear Relationships
- Financial Mathematics
- Problem solving

TEXTS AND COSTS

- Calculator: TI Nspire CX CAS

YEAR 10 GENERAL MATHS UNIT 1 (MATGM1)

This course is aimed at catering for students who have successfully completed Unit 1 and 2 in Year 9 but who may have found the topics involving algebra difficult. This course will involve some algebra as required under the Victorian Curriculum but the emphasis will be on the use of technology to solve these problems rather than by hand skills. Students who take this course will have the necessary skills to study General Mathematics or Foundation Mathematics at VCE Level and VCAL Numeracy in Year 11 and 12.

TOPICS

- Probability
- Algebra and indices
- Pythagoras Theorem
- Univariate Data

TEXTS AND COSTS

- Calculator: TI Nspire CX CAS

YEAR 10 GENERAL MATHS UNIT 2 (MATGM2)

This course is aimed to cater for students who successfully completed General Mathematics Unit 1 or those who attempted Mathematical Methods Unit 1 but found the material beyond their grasp. The emphasis will be on the use of technology to solve algebraic problems.

Students who take this course will have the necessary skills to study General Mathematics or Foundation Mathematics at VCE Level and VCAL Numeracy in Year 11 and 12

TOPICS

- Measurement
- Money and Financial Mathematics
- Linear Relations
- Bivariate Data

TEXTS AND COSTS

- Calculator: TI Nspire CX CAS

YEAR 10 MATHEMATICAL METHODS UNIT 1 (MATMM1)

This course is aimed to cater for students who successfully completed Units 1 and 2 in Year 9 with at least a C average. The course is aimed at developing both good by hand algebraic skills as well as the use of technology where appropriate. Students who intend to study Mathematical Methods at VCE level must take this subject.

TOPICS

- Linear Algebra and Coordinate Geometry
- Pythagoras and Trigonometry
- Rational and Irrational Numbers
- Index Laws and Exponential Functions

TEXTS AND COSTS

- Calculator: TI Nspire CX CAS

YEAR 10 MATHEMATICAL METHODS UNIT 2 (MATMM2)

This course is aimed to cater for students who successfully completed Mathematical Methods Unit 1. Students who intend to study Mathematical Methods at VCE level must take this subject. This may be studied in conjunction with the Mathematics Enrichment Elective.

TOPICS

- Probability
- Quadratic Functions
- Deductive Geometry
- Simultaneous Equations

TEXTS AND COSTS

- Calculator: TI Nspire CX CAS

YEAR 10 ESSENTIAL MATHS 1 (MATE01)

This unit is offered to students in Semester 1 of Year 10 who do not wish to proceed with Mathematics which has an algebraic basis. In 2018 they may have completed any two units of Mathematics.

TOPICS

- Number Skills
- Measurement
- Consumer Mathematics

TEXTS AND COSTS

- TI-30XB Multiview

YEAR 10 ESSENTIAL MATHS 2 (MATE02)

This unit follows on from Essential Mathematics 1 and leads students to VCE Foundation Mathematics or VCAL Numeracy. The emphasis continues to be on practical applications of the mathematics presented.

TOPICS

- Measurement and Constructions
- Statistics and Probability
- Pythagoras Theorem
- Algebra

TEXTS AND COSTS

- Calculator: TI-30XB Multiview

YEAR 10 VCAL NUMERACY LEVEL 1A (MATVF01)

This unit is offered to students in Semester 1 of Year 10 who do not wish to proceed with Mathematics which has an algebraic basis. It is aimed at preparing students for work and TAFE related mathematics. In 2018 they may have completed any two units of Mathematics. The emphasis is on practical and work related applications of the mathematics presented

TOPICS

- Numeracy for Practical Purposes addresses aspects of the physical world to do with designing, making and measuring.
- Numeracy for Interpreting Society relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.

TEXTS AND COSTS

- Calculator: TI-30XB Multiview

YEAR 10 VCAL NUMERACY LEVEL 1B (MATVF02)

This unit follows on from VCAL Numeracy Level 1A or Essential Mathematics 1 and leads students to VCE Foundation Mathematics or VCAL Numeracy Level Intermediate. The emphasis continues to be on practical applications of the mathematics presented, with a strong focus on work related mathematics.

TOPICS

- Numeracy for Personal Organisation focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
- Numeracy for Knowledge deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

TEXTS AND COSTS

- Calculator: TI-30XB Multiview

YEAR 10 ENRICHMENT MATHEMATICS ELECTIVE (MATMX2)

This elective is offered to students in Semester 2 of Year 10, who have successfully completed Semester 1 of Mathematical Methods (Unit 1 – MATMM1) and are concurrently completing Mathematical Methods (Unit 2 – MATMM2). The course is aimed at assisting both by hand algebraic skills and technology in topics not covered in VO Mathematics. Students who intend to study Mathematical Methods and/or Specialist Mathematics at VCE level may elect to supplement their mathematical knowledge by choosing this elective.

TOPICS

- Linear Programming
- Logarithmic Functions
- The Unit Circle
- Permutations and Combinations
- Bivariate Data
- Problem Solving

TEXTS AND COSTS

- Calculator: TI Nspire CX CAS

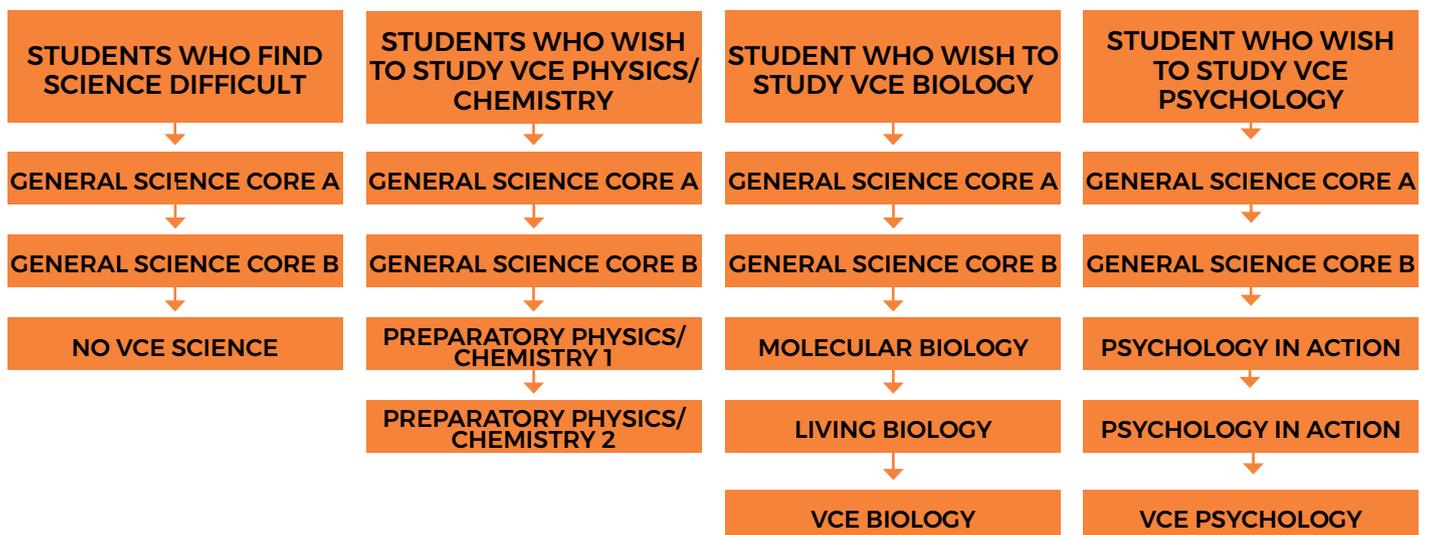
SCIENCE

Pathways in the VO study of science are mainly dependent on interest, aspirations and abilities of students.

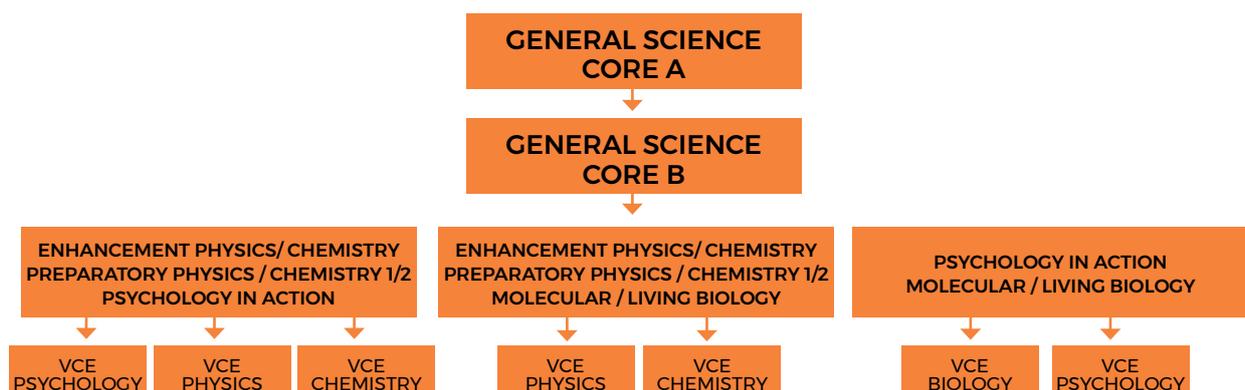
Points to note when making selections:

- All students must complete Science - Core A (SCI091) and Science - Core B (SCI092) compulsory units. These units include elements of all the 'basic' disciplines that make up Science.
- Exemption to selected students is given based on academic merit. Students who are exempted need to have achieved Distinction or High Distinction in ICAS, Big Science Competition and ANQ Chemistry.
- Students who intend to study VCE sciences should preferably have completed pre VCE Enhancement units so that they are well informed and better prepared.

SAMPLE PATHWAYS IN SCIENCE



STUDENTS WHO WISH TO STUDY TWO OR MORE VCE SCIENCES



GENERAL SCIENCE: CORE A (SCI091)

Students will be introduced to the key principles and their application to everyday life. Students will have the opportunity to study three areas of science.

TOPICS

- **Metals and Non Metals:** Study the structure of the atom and use chemical formulae to identify ionic compounds. Study the differences between metals and non-metals.
- **Sound:** Study sound as a form of energy. Learn how sound travels as waves and how human ears detect vibrations.
- **Ecosystems:** Investigate the components of an ecosystem and how energy and matter flows through an ecosystem. Study how energy must be replaced to ensure that ecosystems are sustainable. Describe interactions between organisms and examine factors that affect population sizes, use pyramids of biomass to represent matter and energy transfer. Consider the impacts of human activity on ecosystems and discuss ways of protecting and managing ecosystems.

GENERAL SCIENCE: CORE B (SCI092)

This core subject is mainly designed to further enhance students' knowledge in the key disciplines of science. The topics chosen for study cover key concepts of interest and significance affecting everyday lives. The course forms a basis on which to build further knowledge in the main disciplines of science.

TOPICS

- **Reaction Types:** Investigate a range of chemical reactions and learn to identify reactants and products in chemical reactions. Model chemical reactions in terms of rearrangement of atoms and describe observed reactions using word equations.
- **Heat and Electrical Energy:** This unit of work will touch upon the following concepts: temperature, energy transfer processes; radiation, convection and conduction; evaporation, melting, rate of cooling and the thermal insulation properties of materials. Students will investigate Static and Current Electricity to understand electrostatic forces and the origin and movement of electric charges. Design and build series and parallel circuits and use symbols in investigations of the components in electrical circuits.
- **Responding:** Study endocrine and nervous system to describe regulation and coordination in plants and animals.

ENHANCEMENT UNITS

The aim of these units is to provide a range of experiences which will be of value to students in the future. They complete their study of the 'big ideas' of Science and also gain a solid grounding for the study of VCE Physics, Chemistry, Biology and Psychology.

ENHANCEMENT PHYSICS AND CHEMISTRY (PCHV00)

This topic is designed to offer enrichment opportunities for students with a deep-seated interest in pursuing further in-depth studies in the physical sciences (chemistry and physics). There will be an emphasis placed on individual pathways and on practical investigations in this Unit.

TOPICS

- **STS Investigation Task:** Students carry-out an independent investigation of a topic of their own choice, and prepare a formal scientific report of their findings.
- **Digital Electronics & Robotics:** Students investigate the use of digital electronics to solve logical problems, with a view to better understanding how computers and similar technologies work. Students investigate the use of a logic-based computer language to program robotic devices to complete a set task.
- **Bonding:** Students investigate the relationship between the physical & chemical properties of elements to their positions in the Periodic Table. Students investigate the relationship between the physical properties of a material and the nature of the chemical bonding within the material.

Detailed Study unit: Six detailed studies are available for selection. Students have opportunity to select one detailed study.

- **Space Science:** Students are given the opportunity to investigate independently an aspect of Space Science.
- **Cosmology:** a descriptive look at the Universe and its origins.
- **Rocketry and Newton's Laws of motion**
- **Science fiction:** the depiction of speculative Science against the backdrop of a realistic society from the near future. The possibility exists for students to prepare their own piece of creative Science fiction writing.
- **Cosmetics:** Students investigate the chemistry of a range of everyday cosmetic products. An emphasis within this unit of work would be placed on the preparation of cosmetic products

PREPARATORY PHYSICS AND CHEMISTRY 1 (PCHVO1)

This Unit will provide an introduction to VCE Physics and Chemistry.

TOPICS

- **Chemical bonding and polymers:** An overview of atomic theory and bonding. The relationship between a material's properties and the chemical bonds within it is investigated. Materials investigated include hydrocarbons, plastics and polymers. Construct word and symbol (formula) equations, predict the products of simple chemical reactions and investigate how chemistry can be used to produce a range of useful substances such as metals, fuels and pharmaceuticals.
- **Electromagnetic radiation:** Study about electromagnetic radiation by considering that wave motion is a transfer of energy without matter, and that waves can be transverse or longitudinal. Describe the electromagnetic spectrum that consists of a range of waves of differing energies including: gamma radiation, X-rays, ultraviolet (UV) light, visible light, infrared radiation, microwaves and radio waves. Explore how common properties of electromagnetic radiation relate to its uses and how electromagnetic radiation is used in medicine such as in the detection and treatment of cancer.
- **Light:** Light as a form of electromagnetic energy and its many associated properties. How optical effects are used to study and correct various vision defects. How optics may enable us to extend our visual capacities through a variety of optical instruments.

PREPARATORY PHYSICS AND CHEMISTRY 2 (PCHVO2)

This Unit will provide an introduction to and is recommended for students wishing to undertake VCE Physics / Chemistry

TOPICS

- **Electronics and Electrochemistry:** Students will investigate electrical circuits and the key applications of circuits. The mathematical relationship between voltage, current and resistance is investigated. A variety of DC circuit components are studied to see how they can be connected together to produce both useful and novel applications.
- **Forces and Road safety:** Explore motion, energy and Newton's laws. Learn to use equipment to gather data and analyse everyday motions produced by the action of forces, apply Newton's laws to predict how a balanced or an unbalanced force affects the motion of an object, use Newton's third law to describe interactions between two objects. Compare energy changes in interactions such as car crashes, pendulums or lifting and dropping.
- **Explain Chemical Reactions:** Students will learn how to construct word and symbol (formula) equations, predict the products of different types of simple chemical reactions (such as decomposition, combination, precipitation and redox reactions) and investigate how chemistry can be used to produce a range of useful substances such as metals, fuels and pharmaceuticals. They will investigate how the factors of temperature, surface area, concentration, agitation and catalysts affect the rate of a chemical reaction.

LIVING BODY (BILVOO)

- **DNA and Genetics:** Students study patterns of inheritance in living organisms with a particular emphasis on humans. Genes, chromosomes, sex determination, inherited diseases, DNA and pedigrees are all investigated. -
- **Cell Structure and Function:** Investigate the relationship between specialised structures of cells. Examine how membranes contribute to survival of cells by controlling the movement of substances within cells, and between cells and their external environment.
- **Natural selection and Human Evolution:** Explore natural selection and evolution. Outline the processes involved including variation, isolation and selection, describe biodiversity as a function of evolution, and investigate changes caused by natural selection in a population as a result of specified selection pressure. Learn to relate genetic characteristics to survival and reproductive rates and evaluate and interpret evidence for evolution, including the fossil record, chemical and anatomical similarities and the geographical distribution of species.

MOLECULAR BIOLOGY (BIMVOO)

This Unit will provide an introduction to and is recommended for any student wishing to undertake VCE Biology.

TOPICS

- **Macromolecules:** Major groups of organic and inorganic substances including carbohydrates, lipids, proteins, nucleic acid, water, minerals and vitamins are explored along with their role in cell structure.
- **Microbiology and Immune Response:** Develop understanding of causes of infectious disease. Learn about responses of the body to microorganisms and ways in which some diseases can be controlled. Explore how ideas of disease transmission have changed as knowledge has developed.
- **Biotechnology and Techniques:** Various modern laboratory techniques are analysed, along with the role of various biotechnologies in improving health and research.

PSYCHOLOGY IN ACTION (PSYVOO)

This course introduces students to the nature of psychology and psychological research covering clinical forensic and sport applications. This course focuses on 'what psychologists do' within a number of specialist areas.

TOPICS

1. Psychology as a Science
2. Sports psychology, including motivation, goal setting, self confidence
3. Educational and Developmental Psychology
4. Forensic psychology

ASSESSMENT

- Conducting experiments
- Analysing research studies
- Unit tests and examinations
- Writing empirical research reports
- Multimedia presentations

VO INTEGRATED SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS - ISTEM (STEM0)

STEM is a 21st Century curriculum that involves teaching Science, Technology, Engineering and Mathematics holistically in project-based activities. STEM uses an interdisciplinary and applied approach to learning and aims to engage students and give clearer meaning and purpose to science and mathematical skills and knowledge. It does this through real-world problem solving approach where students apply their knowledge and skills through project-based engineering challenges. ISTEM a student centred subject for students in Years 9 and 10 will deliver Science, Technology, Engineering and Mathematics (STEM) in an integrated way. Students will have the opportunity to study these areas.

TOPICS

The following topics will be covered:

- **Mechatronics:** Students will utilise inquiry and /or problem based learning strategies to design & develop solutions to problems associated with combined mechanical and electrical systems.
- **Motion:** Student will utilise inquiry and/or project based learning strategies to develop solutions to problems associated with motion.
- **Aerodynamics:** Students introduced to the engineering concepts related to aerodynamics.

HUMANITIES

GUIDELINES FOR THE SELECTION OF HUMANITIES UNITS

Over the two years of Year 9 & 10, students must undertake as a minimum, at least the compulsory Australian History subject from the History Group and then the compulsory unit from the Geography Group and at least 1 Commerce/Business Unit. Of course students can choose more than 1 unit from each subject area if they so desire.

Most units offered in the Humanities Domain do not have any prerequisites, so can be undertaken in any sequence, except for Geography.

Australian History is a compulsory unit at either Year 9 or Year 10 level. Students may select either of the Australian Histories for their compulsory subject

AUSTRALIAN HISTORY (1750 - PRESENT DAY) (HISAUO)

THE MAKING OF THE MODERN WORLD

This unit provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialization and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonization of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

TOPICS

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

The key inquiry questions at this year level are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did the new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long term impact of imperialism in this period?
- What was the significance of World War I?

THE MODERN WORLD AND AUSTRALIA (HISMAO)

THE MODERN WORLD AND AUSTRALIA

This unit provides a study of the history of the modern world and Australia from 1918 to the present, with the emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

TOPICS

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

The key inquiry questions at this year level are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

AMERICAN HISTORY (HISAM0)

FROM NEW WORLD TO WORLD POWER

An overview of American history from European settlement to the present.

TOPICS

- American Indians
- European settlement and impact
- The War of Independence
- How the west was won and the south was lost
- From Boom to Bust in the 1920's
- Who killed JFK.

GEOGRAPHY AN INTRODUCTION (GEOIN0)

Introduction to a number of geographic skills and concepts through units.

TOPICS

- Climate
- Seasons
- Vegetation Studies
- Local Area Fieldtrip
- Graphing and Mapping Skills/Atlas Skills
- Discovering Asia and Poverty

ACCOUNTING (ACCVO0)

The aim of this course is to introduce and develop the early stages of financial literacy. The course covers financial planning looking at investment, superannuation, savings, budgeting, risk and speculation. The use of computer software, Mind Your Own Business (MYOB) assists in the study of recording and reporting along with the manual process. The course is designed to equip students with necessary life skills and to also prepare students wishing to further their studies in accounting.

TOPICS

- Petty Cash
- Cash Flow Statements
- Statements of Financial Position
- Cash Books
- Source Documents
- Computer Based Accounting
- Financial Planning eg. Superannuation

ECONOMICS/BUSINESS MANAGEMENT (ECOBMO)

VO Economics/Business Management aims to introduce students to a range of issues relating to the economy and small business management. Furthermore, this course aims to assist in preparing students for VCE Economics and Business Management.

TOPICS

- Advertising and Marketing
- Money, Credit and Budgets
- Impact of Globalisation on the Economy - Case Study of Small Australian Business
- Online Share Market game and Share Market
- Current Economic Issues
- Enterprising behaviour
- Digital disruption and the future of work
- Innovation
- Economic and business reasoning
- Work and work futures

LEGAL STUDIES (LSTVO0)

This unit introduces students to the study of law and assists them in preparing for VCE Legal Studies. The course seeks to outline the nature, function and role of Law in Society and in particular Australia. There is a major focus on crime and criminal case studies.

TOPICS

- Criminal Case Analysis
- Role of the Police
- Criminal Law
- Role of Courts
- Role of Parliament
- Civil Law
- Investigating Crime and Police Powers
- Introduction to Law
- Human Rights
- Criminal Investigation
- Parliament and the Courts as Law Maker

TECHNOLOGY

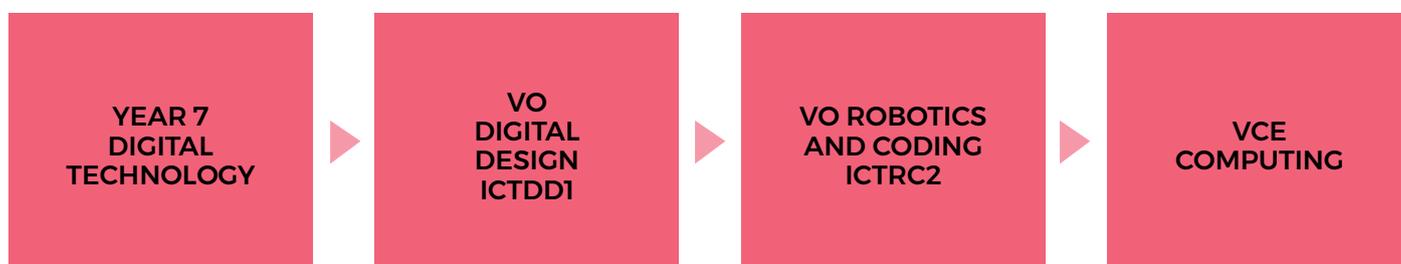
Design and Technologies aims to develop the knowledge, understanding and skills to ensure that students:

- become critical users of technologies, and designers and producers of designed solutions
- can investigate, generate and critique designed solutions for sustainable futures
- use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences
- create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
- learn how to transfer the knowledge and skills from design and technologies to new situations
- understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

The Digital Technologies curriculum aims to ensure that students can:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation;
- specification, algorithms and development to create digital solutions
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences.

DESIGN AND TECHNOLOGIES: DIGITAL TECHNOLOGIES



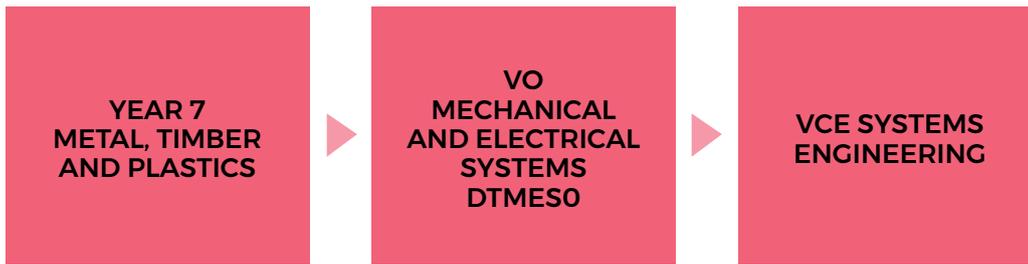
DIGITAL DESIGN (ICTDD1)

The Digital Design unit is for students who have an interest in the design process using computer software. Students will learn about image manipulation and design for web pages and games through the use of Photoshop and they will learn how to design and develop websites using visual software such as Dreamweaver. Students will learn to design, develop and create their own games using visual design software. Students will also develop universal skills such as drafting, designing and problem solving techniques including debugging programs (checking entered programming codes for errors). On completion of this subject, students should be able to design and create successful web pages of varying complexities. Students will have developed skills of designing, implementing and evaluating their own websites. They will also create numerous arcade style games using visual programming, evaluating the effectiveness and functionality of their games.

ROBOTICS AND CODING (ICTRC2)

This subject is an advanced information technology subject and contains two major units of study; the first being programming languages and the second being robotics. The subject is about basic electronic software and robotic systems and how they work. Students will be introduced to coding using HTML for web page coding and Python for simple software development. The robotics unit provides students with opportunities to investigate, design, produce and evaluate autonomous systems that include computer control. Students will code Edison robots using the python language and Lego computer software will be used to program Mindstorm Lego robotics. Problem solving strategies and techniques are introduced and practiced throughout the design, construction, programming, testing and evaluation phases.

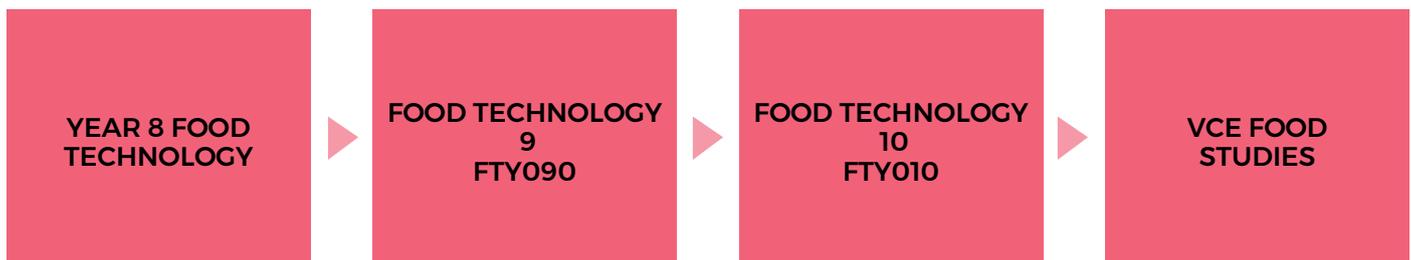
DESIGN AND TECHNOLOGIES: ENGINEERING SYSTEMS AND PRINCIPLES



VO MECHANICAL AND ELECTRICAL SYSTEMS (DTMESO)

This unit is an introduction to Mechanical and Electrical Systems. It aims to provide students with a wide range of experiences to develop skills in basic electronics and small engine systems. In Electronics students become familiar with electronic components through building simple circuits, learning how to solder components and design casings in Computer-aided Design software which are then printed using 3D print technology and fitted with electronic components. In Mechanics students are introduced to basic principles of small engine operation with a hands-on approach to learning about tools, component parts, service and theory. Safe work practices are taught throughout the course.

DESIGN AND TECHNOLOGIES: FOOD TECHNOLOGY



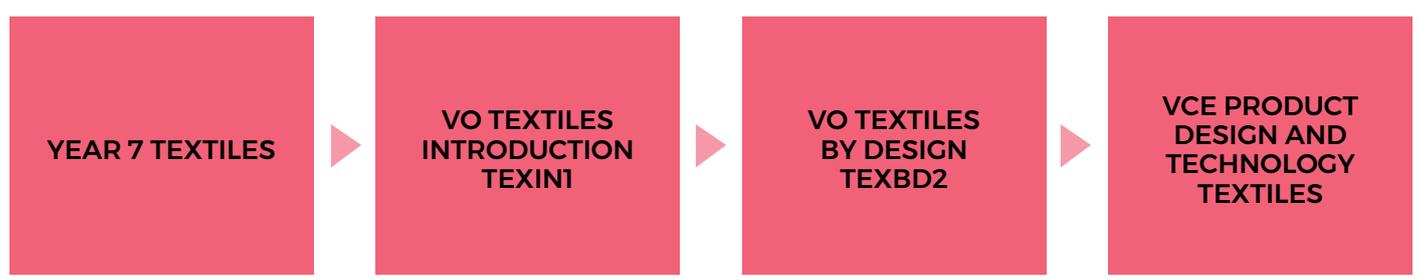
FOOD TECHNOLOGY 9 (FTY090)

This unit enables students to develop and understand the links between food selection and healthy eating principles. Included in this unit will be planning, ordering and preparation of meals, microwave cookery, entertaining and yeast cookery and recipe modification according to a series of design briefs. Students examine production methods, packaging, distribution, media and advertising as well as food labelling. Students also investigate the influence of multiculturalism on our choice of foods.

FOOD TECHNOLOGY 10 (FTY010)

In this unit, students will investigate ways in which technological developments have affected our food and the equipment used for food preparation. They will prepare a variety of foods according to different design briefs; including meals on a budget and international cookery. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose. Students also explore nutrition, hygiene and safe work practices.

DESIGN AND TECHNOLOGIES: TEXTILES



TEXTILES - INTRODUCTION (TEXIN1)

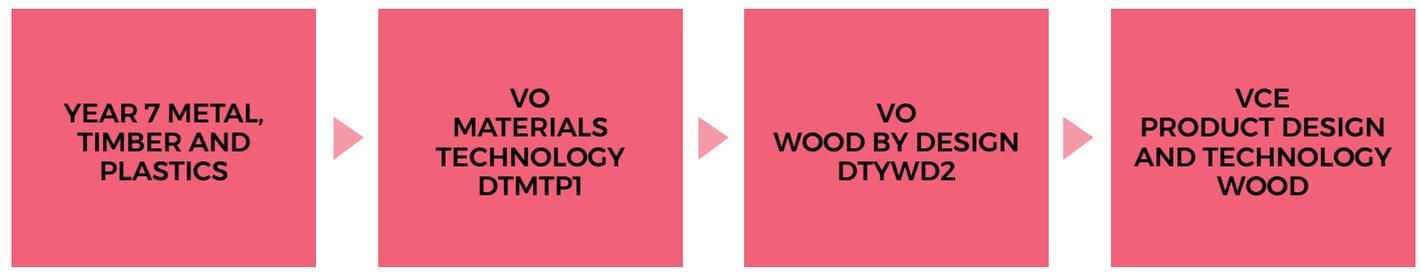
SEMESTER 1

In this Unit students use the product design process to be creative problem-solvers in the design and production of textile items. Throughout the unit they will develop proficiency in the use of the sewing machine, over locker and other tools and equipment used in the textiles workroom. Students will learn how to read and understand commercial patterns and gain experience in garment construction methods. Students investigate sustainability in design and produce an environmentally friendly tote bag. Students also design and make a pair of elastic-waisted shorts from a commercial pattern.

TEXTILES - BY DESIGN (TEXBD2)

The Textiles by Design unit extends students skills and knowledge in fashion design and garment construction. Students will gain an understanding of the significance of design elements and principles and how they apply to the world of fashion. They will investigate fashion sub-cultures and the influence of historical fashion on design. Students will explore various methods of fashion illustration, including Computer-aided Design and hand rendering. Using a folio format, students will work through the product design process to design and make a garment using a commercial pattern. This unit focuses on developing students creative and critical thinking

DESIGN AND TECHNOLOGIES: RESISTANT MATERIALS



VO MATERIALS TECHNOLOGY (DTMTP1)

This unit gives students experience in designing and working within the resistant materials categories of metal, timber and plastics. Students gain an insight into the characteristics of different materials and how each of these can be shaped using specialist tools and equipment. Students develop technical drawing skills and present their designs in isometric and orthogonal drawings.

VO WOOD BY DESIGN (DTYWD2)

This unit in Design and Technology extends students skills in design, drawing and equipment use in wood-work. Students will further extend their knowledge of the design process, researching more extensively and demonstrating a knowledge of isometric and orthographic projection drawing skills. Students will develop creative and critical thinking skills as they tackle design briefs and develop designed solutions using resistant materials.

VOCATIONAL EDUCATION AND TRAINING (VET)

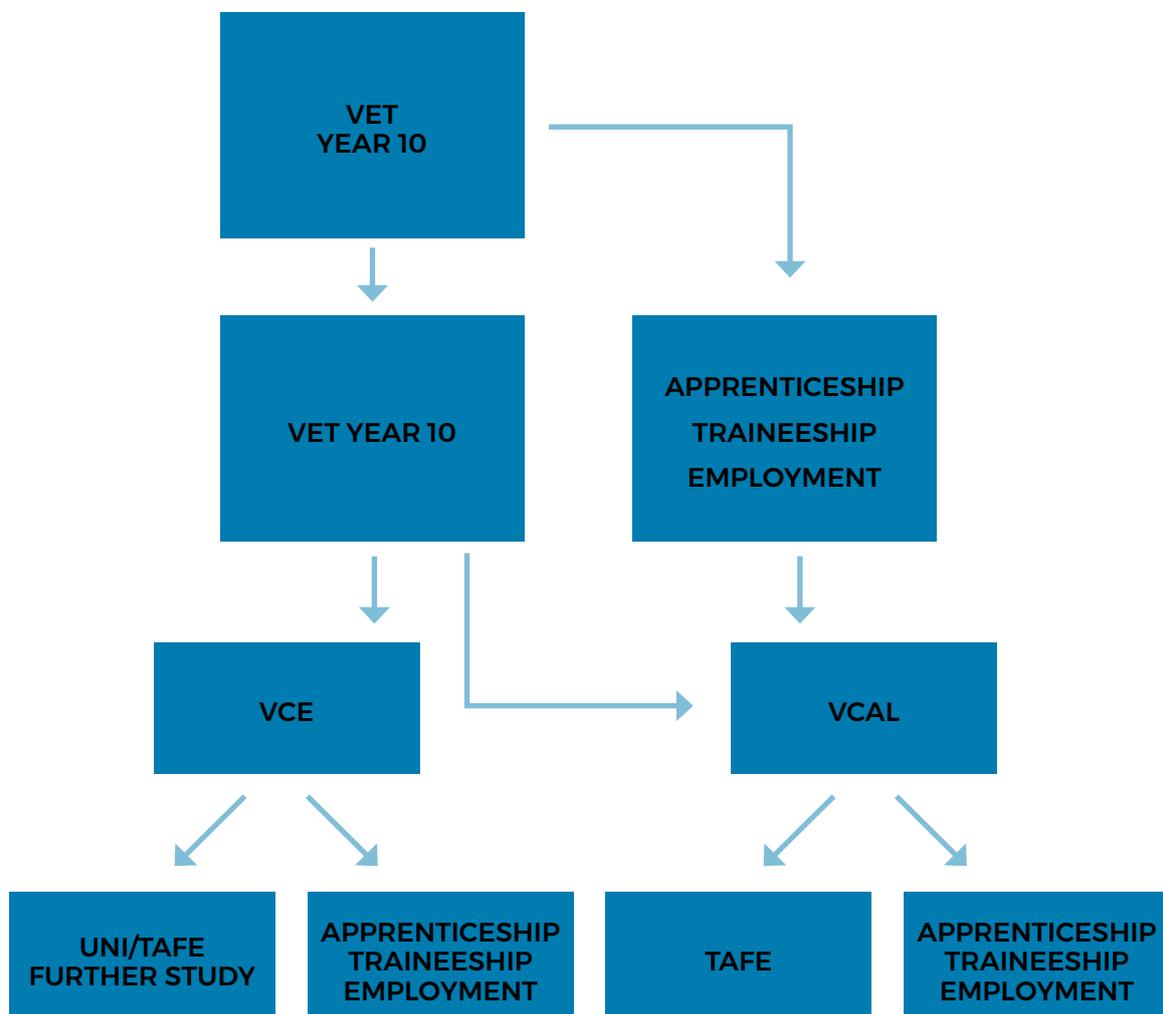
A wide range of vocational education and training (vet) programs are available to students undertaking Year 10 at St Joseph's College. Students undertaking any vet course also gain a nationally recognised "statement of attainment", which details the competencies they have demonstrated in their chosen vet subject(s).

BENEFITS OF VOCATIONAL EDUCATION AND TRAINING

St Joseph's College VET programs are focused towards employment and provide additional pathways to University, TAFE, training and employment.

Successful completion may provide the students with improved educational and employment opportunities because:

- VET qualifications are nationally recognized
- Employers know that studies have included TAFE or workplace learning
- VCE students are able to use their vet subject in the calculation of their Australian tertiary admission rank (ATAR) and keep tertiary options open



VET PROGRAMS

This Program at St Joseph's College allows students who wish to undertake a VET program to be grouped together for most of their subject choice

THE FOLLOWING ARE THE VET LIST FOR 2019

All students should be aware that to be accepted into most of these VET Courses you must be 15 years of age at the commencement of the course (in some instances, the age limit can be negotiated). It should also be noted that by doing these VET programs it gives the students competencies towards the relevant VET in VCE and VCAL subjects.

If you wish your VET Certificate to contribute to your ATAR or VCAL program, this MUST be discussed with the VET Co-ordinator to make sure that it meets all the criteria.

Please note: all students interested in participating in a VET program will need to discuss their choices with the VET Co-coordinator before their application can be accepted.

- VET - ALLIED HEALTH
- VET AUTOMOTIVE
- VET BEAUTY
- VET BUSINESS
- VET ENGINEERING
- VET FITNESS 3
- VET - PRODUCTION HORTICULTURE
- VET - HOSPITALITY (FRONT OF HOUSE)
- VET - INTEGRATED TECHNOLOGY
- VET - PLUMBING
- VET - DESIGN FUNDAMENTALS
- VET - ANIMAL STUDIES
- VET - AUTOMOTIVE (PAINT & PANEL)
- VET - BUILDING & CONSTRUCTION
- VET - COMMUNITY SERVICES
- VET - OUTDOOR RECREATION
- VET - HAIRDRESSING
- VET - HOSPITALITY (KITCHEN OPERATIONS)
- VET - INFORMATION TECHNOLOGY
- VET - MUSIC
- VET - RETAIL
- VET - RURAL OPERATIONS

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT'S)

AVAILABILITY - YEAR 10/VCE/VCAL STUDENTS

School Based Apprenticeships & Traineeships (SBAT's) are available to all students, whether studying for their Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL).

Many students find that it is a good way to learn industry skills by combining on-the-job paid work with training at TAFE or school. For some programs, most of the training and assessment takes place at work and as an apprentice or trainee you will receive wages and other benefits to which employees are entitled.

Students who undertake an SBAT must have a job with an employer, but if you do not, it may be possible for the school to help you identify a suitable company who would consider employing you as an SBAT. Once an employer has been identified, students must sign a contract of training which must be registered with the Office of Training and Tertiary Education (OTTE).

School Based Apprenticeships & Traineeships (SBAT's) are available in a wide variety of industries and include:

- Agriculture
- Automotive
- Business
- Retail Operations
- Engineering
- Hospitality
- Food Processing (wine)
- Horticulture
- Information Technology
- Community Services

SBAT's generally provide the same contribution to the VCE as their related VET in the VCE programs. Please note: all students interested in participating in a School Based Apprenticeships & Traineeships will need to discuss their choices with the VET Co-coordinator before their application can be accepted.

PLEASE NOTE THAT AS VET COURSES ARE CERTIFICATED BY EXTERNAL TRAINING ORGANISATIONS AND COSTINGS ARE YET TO BE DETERMINED. FINAL SUBJECT OFFERINGS AND LEVIES WILL BE AVAILABLE IN JANUARY 2019.

VET DESIGN FUNDAMENTALS - CERTIFICATE III IN DESIGN FUNDAMENTALS (CUA30715)

The Certificate III in Fundamentals is a two-year program and is to reflect the role of individuals who are developing a broad range of technical and conceptual design skills and who take responsibility for own outputs in work and learning. Practice at this level is underpinned by the application of introductory design theory and history. VCE students will be eligible for up to four units at Unit 1 and 2 levels and Units 3 & four sequences. Students, who receive a Units 3 and 4 sequences, may be eligible for an increment towards their ATAR (10% of the average primary scaled studies). Eligibility will only be determined following a scheduled meeting with the VET Co-ordinator. It is strongly recommended that students undertake a VCE Visual Communication & Design, Art or Studio Arts program in conjunction with the Certificate III in Design Fundamentals.

* Please refer to the VET Handbook for further information.

VET ALLIED HEALTH - CERTIFICATE III ALLIED HEALTH ASSISTANCE (HLT33015)

The Certificate III in Allied Health Assistance enables you to provide supervised assistance to allied health professionals, without conducting programs or therapeutic interventions. You will learn the skills which will allow you to support patient therapy in a specialised area as well as all the safety, communication and personal skills to make sure you are confident and competent in a demanding workplace.

Students can achieve competency based modules at their own pace, or until they are deemed competent in a certain area. The course concentrates on specific industry skills and attaining certificates to compliment the work students have completed with some theory components. Students who receive a Unit 3 and 4 sequence, may be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies). Eligibility will only be determined following a scheduled meeting with the VET Co-ordinator.

**Please refer to the VET Handbook for further information.

VET FITNESS - CERTIFICATE III IN FITNESS (SIS30315)

The Certificate III in Fitness, at the Australian Institute of Personal Trainers, offers students practical education and REAL industry experience, to ensure you graduate job-ready. This is the ideal course to undertake when you are starting out in the fitness industry and is designed to provide more REAL hands-on practical experience than any other training organisation.

Students can achieve competency based modules at their own pace, or until they are deemed competent in a certain area. The course concentrates on specific industry skills and attaining certificates to compliment the work students have completed with some theory components. Students who complete this Certificate may be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies). Eligibility will only be determined following a scheduled meeting with the VET Co-ordinator.

* Please refer to the VET Handbook for further information.

VET MUSIC - CERTIFICATE III IN MUSIC INDUSTRY (CUA30915)

This course is for those students who are looking for a music industry approach to VCE Music, based on studying music industry knowledge, using music technology and playing in bands. Pathways following Certificate III in Music Industry is predominantly through private training and TAFE providers. Students can achieve competency based modules at their own pace, or until they are deemed competent in a certain area. The course concentrates on specific industry skills and attaining certificates to compliment the work students have completed with some theory components.

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

VCE/VCAL/VET SUBJECT SELECTION MAP

UNIT 1	UNIT 2	UNIT 3	UNIT 4
COMMUNITY SERVICE	REL222 - REL ETHICS 2	REL331 - REL & SOC 3	REL342 - REL & SOC 4
ART111 - RE ART 1	ART111 - RE ART 1	COMMUNITY SERVICE	
ENG111 - ENGLISH 1	ENG222 - ENGLISH 2	ENG331 - ENGLISH 3	ENG342 - ENGLISH 4
ENVC11 - VCAL LIT 1	ENVC22 - VCAL LIT 2	ENVC31 - VCAL LIT 3	ENVC42 - VCAL LIT 4
ACC111 - ACCOUNT 1	ACC222 - ACCOUNT 2	ACC331 - ACCOUNT 3	ACC342 - ACCOUNT 4
		ART331 - ART 3	ART342 - ART 4
BIO111 - BIOLOGY 1	BIO222 - BIOLOGY 2	BIO331 - BIOLOGY 3	BIO342 - BIOLOGY 4
BMG111 - BUS MGT 1	BMG222 - BUS MGT 2	BMG331 - BUS MGT 3	BMG342 - BUS MGT 4
CHE111 - CHEMISTRY 1	CHE222 - CHEMISTRY 2	CHE331 - CHEMISTRY 3	CHE342 - CHEMISTRY 4
DAN111 - DANCE 1	DAN222 - DANCE 2	DAN331 - DANCE 3	DAN342 - DANCE 4
DTT111 - D & T TEXTILES 1	DTT222 - D & T TEXTILES 2	DTT331 - D & T TEXTILES 3	DTT342 - D & T TEXTILES 4
DTW111 - D & T WOOD 1	DTW222 - D & T WOOD 2	DTW331 - D & T WOOD 3	DTW342 - D & T WOOD 4
DRA111 - DRAMA 1	DRA222 - DRAMA 2	DRA331 - DRAMA 3	DRA342 - DRAMA 4
ECO111 - ECONOMICS 1	ECO222 - ECONOMICS 2	ECO331 - ECONOMICS 3	ECO342 - ECONOMICS 4
FTY111 - FOOD STUDIES 1	FTY222 - FOOD STUDIES 2	FTY331 - FOOD STUDIES 3	FTY342 - FOOD STUDIES 4
GEO111 - GEOGRAPHY 1	GEO222 - GEOGRAPHY 2	GEO331 - GEOGRAPHY 3	GEO342 - GEOGRAPHY 4
HIS111 - HISTORY 20th C 1	HIS222 - HISTORY 20th C 2		
HIS711 - HISTORY EMPIRES 1	HIS722 - HISTORY EMPIRES 2		
		HIS331 - HISTORY REVS 3	HIS342 - HISTORY REVS 4
		HIS731 - HISTORY AUST 3	HIS742 - HISTORY AUST 4
HHD111 - HEALTH HD 1	HHD222 - HEALTH HD 2	HHD331 - HEALTH HD 3	HHD342 - HEALTH HD 4
ITL111 - ITALIAN 1	ITL222 - ITALIAN 2	ITL331 - ITALIAN 3	ITL342 - ITALIAN 4
ITC111 - INFO TECH COMP 1	ITC222 - INFO TECH COMP 2	ITC331 - INFO TECH COMP 3	ITC342 - INFO TECH COMP 4
		ITS331 - INFO TECH SD 3	ITS342 - INFO TECH SD 4
LST111 - LEGAL STUDIES 1	LST222 - LEGAL STUDIES 2	LST331 - LEGAL STUDIES 3	LST342 - LEGAL STUDIES 4
LIT111 - LITERATURE 1	LIT222 - LITERATURE 2	LIT331 - LITERATURE 3	LIT342 - LITERATURE 4
MAT111 - FOUND MATHS 1	MAT222 - FOUND MATHS 2		
MAT711 - GENERAL MATHS 1	MAT722 - GENERAL MATHS 2	MAT731 - FURTHER MATHS 3	MAT742 - FURTHER MATHS 4
MAT811 - MATH METH 1	MAT822 - MATH METH 2	MAT831 - MATH METH 3	MAT842 - MATH METH 4
MAT911 - SPEC MATHS 1	MAT922 - SPEC MATHS 2	MAT931 - SPEC MATHS 3	MAT942 - SPEC MATHS 4
MED111 - MEDIA 1	MED222 - MEDIA 2	MED331 - MEDIA 3	MED342 - MEDIA 4
MSS111 - MUSIC PERF 1	MSS222 - MUSIC PERF 2	MSS331 - MUSIC PERF 3	MSS342 - MUSIC PERF 4
		MSI331 - MUSIC INV 3	MSI342 - MUSIC INV 4
PED111 - PHYS ED 1	PED222 - PHYS ED 2	PED331 - PHYS ED 3	PED342 - PHYS ED 4
PHY111 - PHYSICS 1	PHY222 - PHYSICS 2	PHY331 - PHYSICS 3	PHY342 - PHYSICS 4
PLY111 - PHILOSOPHY 1	PLY222 - PHILOSOPHY 2		
PYC111 - PSYCHOLOGY 1	PYC222 - PSYCHOLOGY 2	PYC331 - PSYCHOLOGY 3	PYC342 - PSYCHOLOGY 4
SAR111 - STUDIO ARTS 1	SAR222 - STUDIO ARTS 2	SAR331 - STUDIO ARTS 3	SAR342 - STUDIO ARTS 4
SEN111 - SYSTEMS ENGINEERING 1	SEN222 - SYSTEMS ENGINEERING 2	SEN331 - SYSTEMS ENGINEERING 3	SEN342 - SYSTEMS ENGINEERING 4
SOC111 - SOCIOLOGY 1	SOC222 - SOCIOLOGY 2	SOC331 - SOCIOLOGY 3	SOC342 - SOCIOLOGY 4
TST111 - THEATRE ST 1	TST222 - THEATRE ST 2	TST331 - THEATRE ST 3	TST342 - THEATRE ST 4
VCN111 - VIS COMM 1	VCN222 - VIS COMM 2	VCN331 - VIS COMM 3	VCN342 - VIS COMM 4
PDSVL1 - VCAL PDS 1	PDSVL2 - VCAL PDS 2	PDSVL3 - VCAL PDS 3	PDSVL4 - VCAL PDS 4
WRSVL1 - VCAL WRS 1	WRSVL2 - VCAL WRS 2	WRSVL3 - VCAL WRS 3	WRSVL4 - VCAL WRS 4
VET	VET	VET	VET
VET FITNESS	VET MUSIC INDUSTRY	VET OUTDOOR EDUCATION	VET INFO TECH, DIG MED & TECH

VET			
VET - Allied Health			
VET - Animal Studies			
VET - Automotive	VET - Automotive	VET - Automotive	VET - Automotive
VET - Automotive (Paint & Panel)			
VET - Beauty	VET - Beauty	VET - Beauty	VET - Beauty
VET - Building & Construction			
VET - Business	VET - Business	VET - Business	VET - Business
VET - Conservation and Land Management			
VET - Design Fundamentals			
VET - Engineering	VET - Engineering	VET - Engineering	VET - Engineering
VET - Fitness	VET - Fitness	VET - Fitness	VET - Fitness
VET - Hairdressing	VET - Hairdressing	VET - Hairdressing	VET - Hairdressing
VET - Kitchen Operations			
VET - Hospitality	VET - Hospitality	VET - Hospitality	VET - Hospitality
VET - Information, Digital Media and Technology			
VET - Integrated Technologies			
VET - Motorsport Technology			
VET - Music Industry			
VET - Plumbing	VET - Plumbing	VET - Plumbing	VET - Plumbing
VET - Production Horticulture			
VET - Retail	VET - Retail	VET - Retail	VET - Retail
VET - Rural Operations			

* See VET section of this booklet for basic information. See separate Vocational Education and Training (VET) Handbook for detailed course information.

**Please note that not all of the subjects listed here are guaranteed to be available locally every year. Availability can depend on demand and access to suitable providers.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 10, 11 and 12. The VCAL gives you practical work related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. VCAL sits alongside the VCE as a recognized Year 12 certificate. The VCAL's flexibility enables you to design a study program that suits your interests and learning needs.

WHY WOULD I CHOOSE TO DO THE VCAL INSTEAD OF THE VCE?

Consider the following questions:

1. What are your Career Goals/aspirations?
2. Have you researched the pathway options?
3. Does your future plan include the need for an ATAR from completing a VCE certificate?
4. What VET Study are you interested in?
5. What kind of learner are you?
6. Do you play sport, belong to a club or have a job?
7. Are you currently employed in a casual job?
8. Are you currently completing an on the job Training qualification like Certificate II in Retail Operations?
9. What advice have you been given by the Careers Counsellor?
10. Is school interesting and fun for you?
11. Have you already completed some TAFE studies through the TAFE Taster program?
12. Would you like to improve your personal employability skills?

THIS CERTIFICATE IS RECOMMENDED FOR THOSE STUDENTS WHO:

- do not wish to continue study at a tertiary institution at the completion of Year 12
- wish to gain an apprenticeship or traineeship during year 11, 12 or at the completion of studies
- wish to commence an apprenticeship or traineeship now through the School Based Apprenticeships & Traineeships program (SBAT)
- wish to explore the possibilities for their future as they remain considerably undecided about the future
- find that they struggle with the teaching and learning in traditional ways and feel they learn better

- through hands on applications.

WHAT ARE THE VCAL LEVELS?

The VCAL has three levels - Foundation, Intermediate and Senior. You would complete your VCAL at the level that matches your needs and abilities. Generally at St Joseph's College Year 10 students commence VCAL at the Foundation Level, Year 11 Students commence VCAL at the Intermediate Level while Year 12 Students commence the senior level. However this may not always be the case depending on your needs.

FOUNDATION LEVEL, ASSESSMENT AND CONTENT

- provide high levels of teacher support and assistance (e.g. step by step approaches)
- link to familiar and everyday contexts (for the student) that lead to transferable knowledge and skills development

INTERMEDIATE LEVEL, ASSESSMENT AND CONTENT

- provide some teacher support and assistance but students will be expected to demonstrate independent learning and study skills (e.g. tasks will provide project guidelines that are not step by step)
- link existing skills and experience (of students) to unfamiliar and challenging contexts

SENIOR LEVEL, ASSESSMENT AND CONTENT

- provide opportunities to work as independent learners with teacher support and assistance available on request (e.g. by allowing students to conceptualise and plan task outcomes with a fair degree of autonomy)
- link to complex tasks that require integration and application of a range of knowledge and skills (specialised technical skills, literacy skills and communications skills) to problem solving and abstract contexts

