

VERTICAL ORGANISATION

2023 HANDBOOK

**A GUIDE TO
SUBJECTS &
PROGRAMS
FOR STUDENTS
IN YEARS 8 & 9**

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 and Senior School Pathways Information Evening on Tuesday July 26, 2022** 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 Practitioner before the **FRIDAY AUGUST 12, 2022 deadline**.

Subject details can be found in the Curriculum section under "LEARNING" - "CURRICULUM" headings on the college webpage www.sjcnda.vic.edu.au

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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
- Mathematics
- Science
- Humanities
- Technology

Teachers have prepared many units of work in each of the nine Learning Areas. 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 Learning Areas.

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	3
Languages	0
Mathematics	3
Science	2
Humanities	3
Technology	1

The total of the MNU's tallies 21 allowing students the flexibility of choosing the remaining 7 units in any Learning Area that they wish.

VO FLOURISH PROGRAM

The role that confidence plays in fostering success in both academic and life endeavors is greatly underestimated. With this in mind, the VO Flourish Program is a tailored academic support program aimed at assisting students in building both their confidence and foundational academic skills. Throughout the year students undertake a series of tasks targeting literacy, numeracy and problem-solving skills. The focus of the program is upon practical 'hands-on' knowledge. A significant portion of time is also allocated to assisting students with assessment and other tasks which have been assigned in other subjects. Moulding the curriculum around individual student needs and creating opportunities for students to experience success are the two key principles upon which the VO Flourish Program has been designed.

PREREQUISITES

Consultation with Dr O'Connor prior to selecting the Flourish Program as part of the VO Program.

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 21. How can I complete 21 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 21 MNUs is not very difficult, as you will have completed two years of 14 units (total 28).

If the MNU's add up to 21 units and I will be studying 28 units in total, there are 7 units left over after I have completed the minimums. Can I choose any units I like for these 7?

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 core Health and Physical Education (Years 9 and 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 and Senior School Pathways Information Evening and come prepared to ask questions. Make an appointment to see Ms Dimasi if you want to find out more about career options more broadly, or Mrs Kennedy 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 80% attendance for classes, including Homeroom, Pastoral Care, Assembly periods and College Events. Parents will receive a phone call when attendance falls below 90%.
- 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.

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 Practitioner, 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 their Homeroom Teacher, Head of VCE/VET/VCE VM/VPC and the Director of Learning and Teaching. 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 EXTRA ABILITIES

MATHEMATICS

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

ENGLISH

- Year 10 Literature
- Frayne Speech Festival
- Lion's Youth of the Year
- Inter-School Debating
- ABC Heywire Writing Competition
- Premier's Writing Competition
- Annual VATE Writing Competition
- Bendigo Writers Festival – The Vox Bendigo Book: Young Writers Anthology
- Assorted National Poetry and Writing Competitions

HUMANITIES

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

TECHNOLOGY

- Australian Informatics Olympiad
- Senior Students Fashion photo shoot
- Wool4School Design Competition
- Top Designs
- VET Certificate courses in Hospitality, Kitchen Operations, Engineering and Building & Construction. (Availability subject to demand)

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

- Eisteddfod Dante Alighieri Poetry Recital
- 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 Triratation

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

LANGUAGES - MNU = 0

ITL091	Italian A
ITL092	Italian B
ITL101	Italian C
ITL102	Italian D

RELIGIOUS EDUCATION - MNU = 4

REL091	Religion and Society
REL092	Belief and Celebration
REL101	Living a good life
REL102	The Church Transforming through Time

THE ARTS - MNU = 1

ART00	Art
DAN09	Year 9 Dance
DAN10	Year 10 Dance
DRA09	Year 9 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

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
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 Body
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

TECHNOLOGIES - MNU = 1

FTY090	Food Technology 9
FTY010	Food Technology 10
ICTPG1	Programming for Games 1
ICTRC2	Robotics and Coding 2
TEXIN1	Textiles Introduction 1
TEXBD2	Textiles by Design 2
DTMTP1	Materials and Technology 1
DTYWDO	Wood by Design 2
MESVOO	Mechanical and Electrical Systems
SENVO2	VO Systems 2

HEALTH AND PHYSICAL EDUCATION - MNU = 3

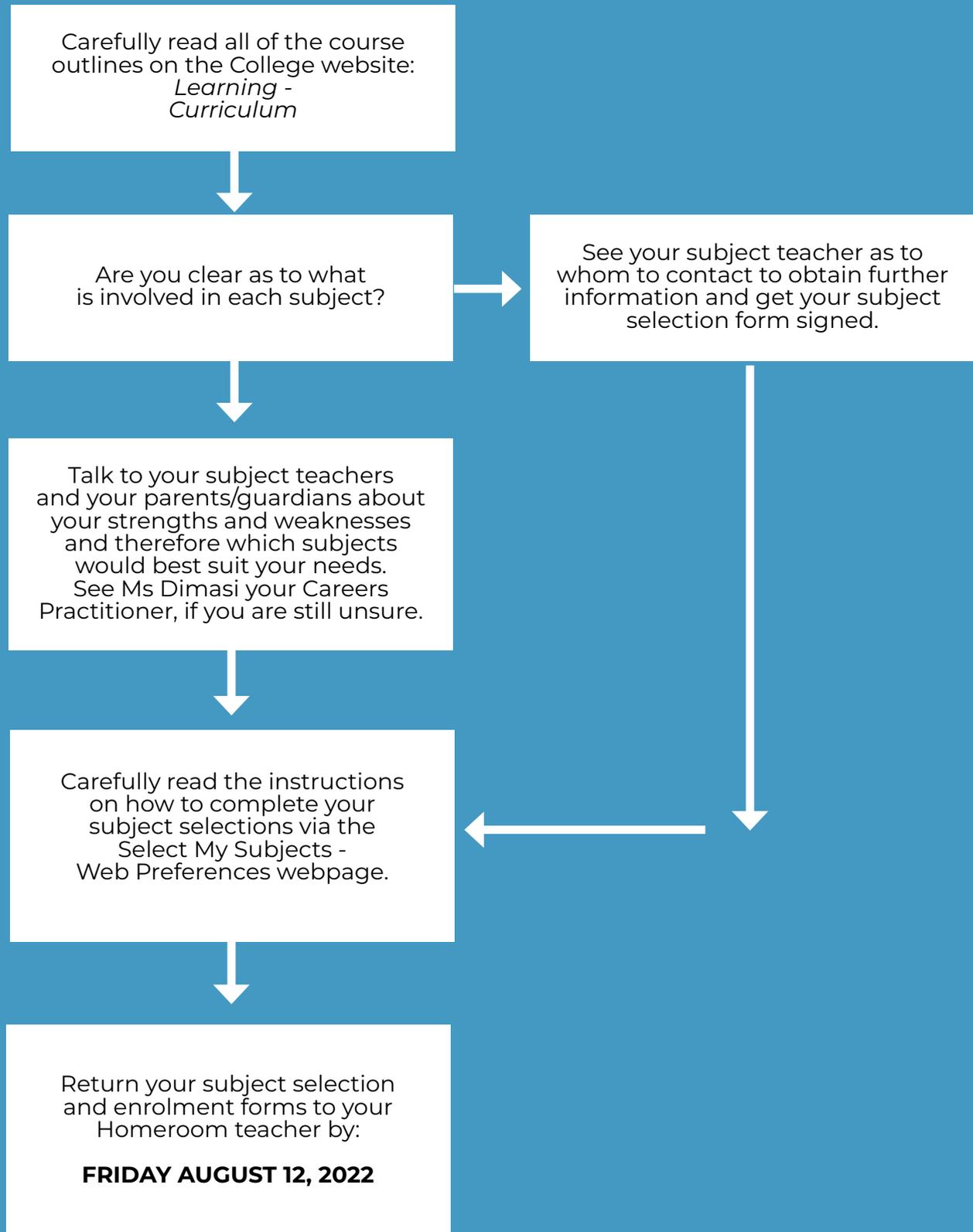
PED09	Year 9 Core
PEDHF	Year 10 Core
PEDGA0	Get Active
PEDTS0	Total Sports
PEDPE0	Introduction to VCE Physical Education
PEDHHO	Introduction to VCE Health and HD
PEDOE0	Introduction to Outdoor Education
PEDOB	Outdoor Expedition

HUMANITIES - MNU = 3

Students must choose one from each of the groups below:

LSTV00	Legal Studies
ACCVOO	Accounting
ECOBMO	Economics Business Management
GEOIN0	Introduction to Geography
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

Contact: Mrs O'Brien – nobrien@sjcmda.vic.edu.au

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.

From 2022, St Joseph's College will be introducing students to universal themes/topics and engaging them in active learning which are concept-based.

REL091 - CHRISTIAN ETHICS, PERSONAL AND SOCIAL - SCRIPTURE, ISRAEL AND JESUS

In this unit, students will cover the following topics:

- **Term 1: Stewardship** - Students will investigate and report on various environmental issues relating to our Stewardship topic. Students are to examine the call to care for 'creation' as co-creators with God.
- **Term 2: Scripture** - Students will investigate and identify Mark's Gospel in terms of its context, content, structure, purpose, themes and audience. The particular focus of this unit is Mark's portrayal of Jesus. Students will reflect on the impact of this portrait of Jesus for Christians today. Students will investigate the different forms of Prayer in which one is able to participate through their faith and beliefs.

REL101 – GOD, RELIGION AND SOCIETY/CHURCH AND TRADITIONS

In this unit, students will cover the following topics:

- **Term 1: The Mysteries of Life** - This unit examines the area of death and life after death, especially from a Catholic perspective, but with reference to other faith traditions. Students are challenged to deepen their understanding of the Christian notion of life after death and the relationship of this teaching to the resurrection of Jesus. This unit includes the study of Catholic funeral rituals and the beliefs that are expressed in these rituals. Other beliefs about death and life after death are compared to the Catholic teaching.
- **Term 2: Transformation** - Church Transforming through Time Students will investigate and examine the developments of the Catholic tradition from Jesus today. Students will study the change within the Catholic tradition through various stages of history. Students will also explore Australian Church history.

RELO092 – PRAYER, LITURGY AND SACRAMENTS/CHURCH AND TRADITIONS

In this unit, students will cover the following topics:

- **Term 3: Celebration and Eucharist** - Students investigate and report on how Christian Religions celebrate the Eucharist e.g. sharing a meal. Students compare the Eucharist ritual to everyday life events that occur today, e.g. how one is living out the Eucharist.
- **Term 4: Christian Decision Making** - Students are exposed to good Christian decision-making skills by following a step by step plan. Students are given various life scenarios and encouraged to apply those steps to each individual case. Students will discuss, apply their good Christian decision-making skills and hopefully become aware of what is morally right and wrong in relation to human dignity.

REL102 – CHRISTIAN ETHICS AND SOCIETY/SCRIPTURE

In this unit, students will cover the following topics:

- **Term 3: Appreciation** - Students examine the nature of religion; why people have religious beliefs; how religious traditions express religious beliefs, particularly in the eight aspects of religions – rituals, symbols, moral codes, sacred texts, religious experiences and spirituality, sacred documents, sacred stories and myths, social structure. Students examine in detail the Catholic tradition and at least one other religious tradition.
- **Term 4: Memories, gifts and presences** - In this unit, students investigate the life stories of people who strive to live out the message of Jesus. These people challenge, inspire and motivate us in our own time. The students will reflect on the lives of these prophets and saints as examples of Christian discipleship. Students will also investigate the variety that exists today.

ENGLISH

Contact: Ms Cappola – jcappola@sjcmda.vic.edu.au

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 VCE VM/VPC 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 Learning Area Leader, Ms Joelene Cappola.

VCAL LITERACY OPTION

For some students, especially those choosing to undertake VET/TAFE or School Based traineeships it is possible that enrolment in VCE VM/VPC Literacy will be preferable. This requires considerable consultation with the careers coordinator, VCE VM/VPC Coordinator and English Learning Area Facilitator.

VCE ENGLISH OPTIONS & IMPLICATIONS FOR VCE ENGLISH

While students do not have the option of commencing VCE English Units 1 and 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 is designed to ensure student preparedness for VCE English as well as to further develop foundational and extension reading, writing and critical literacy skills. Students are invited to attempt tasks which develop their critical and creative writing, listening and speaking skills. They enrich their ability to communicate effectively and articulately; they are encouraged to extend vocabulary, experiment with form and are introduced to the necessary precepts of fluent and direct analytical writing. A range of literary forms are utilised across English C and D, including poetry, film, novel and play.

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 continues to refine and solidify English critical literacy skills and further introduces necessary skills for the effective and successful completion of VCE English. Texts for study are specifically curated in order to extend student knowledge and ability to read and respond critically and creatively to various historical and cultural contexts. Students are encouraged to create, edit and refine written and oral work in response to set texts and impromptu situations. Student enrich their ability to communicate effectively and articulately; they are encouraged to extend vocabulary, experiment with form and are enabled to practise the necessary precepts of fluent and direct analytical writing, and the ability to critically reflect on the execution of this. Preparedness for VCE English is a priority; by the end of English D all students have completed versions of tasks which are assessed in VCE English and received effective feedback providing practical improvement strategy.

PREREQUISITES

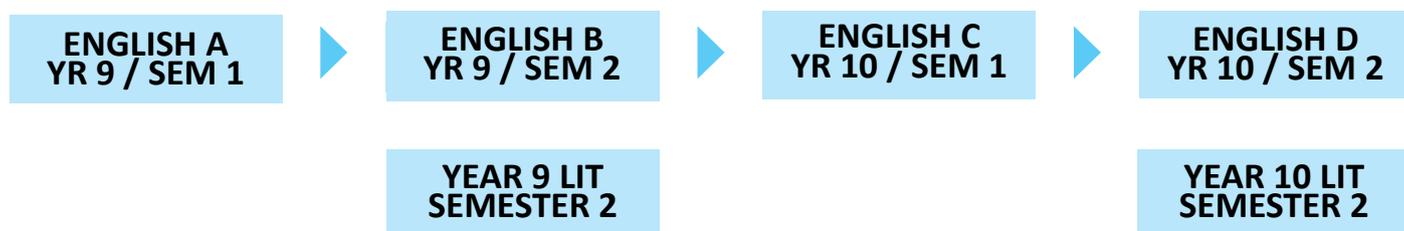
English C

LITERATURE (LITVO1)

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. Students are able to complete this unit in Semester 2 of Year 9 or semester 2 of 10. Students completing the unit in Year 9 may be eligible to accelerate into Unit 1 and 2 Literature during Year 10.



THE ARTS

Contact: Miss Wilkie – twilkie@sjcnda.vic.edu.au

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 as 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.

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, Illustrator and In Design in the creation of promotion and marketing materials for their original design.

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.

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.

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.

HEALTH AND PHYSICAL EDUCATION

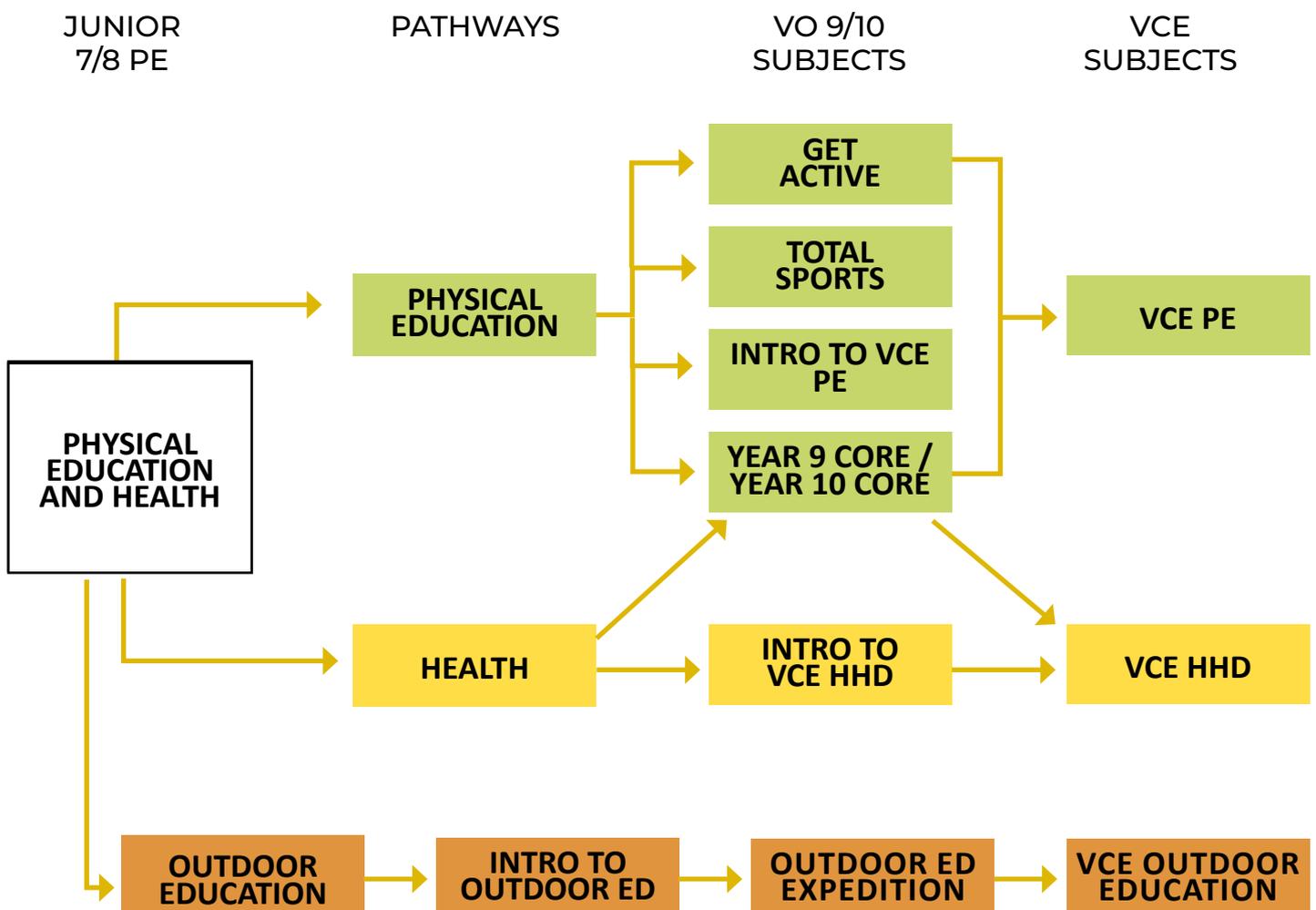
Contact: Mr Chapman – bchapman@sjcmda.vic.edu.au

There is a wide variety of VO subjects to choose from in the Physical Education learning area, each providing students with exposure to different types of physical activity and various aspects of health, physical education, outdoor education and sports.

Students will complete two compulsory units; a Year 9 Core H&PE and a Year 10 Core H&PE, then must choose one additional unit to complete their VO H&PE studies. A minimum total of three VO H&PE units. If students are unsure which units they would like to choose, all 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, Health and Human Development and/or Outdoor education should be aiming to compete Introduction to VCE PE or Introduction to VCE HHD and/or Introduction to Outdoor education when they are in Year 9. Outdoor education pathway can then lead into the Outdoor education expedition subject to extend and apply knowledge in a practical technique. Although all these are not prerequisite units, it is recommended that these are completed prior to VCE study (at Year 9 or 10 level).
- All students must bring their correct SJC PE uniform to school and change into this for all practical classes.
- The chart below demonstrates possible PE, Health and Outdoor Education pathways for SJC students. The chart does not specify pathways that students 'must' follow, it simply outlines the general structure of H&PE and what units are possible for VO and VCE students.



YEAR 9 CORE (PED09)

This is a compulsory, one semester unit for all Year 9 students. This unit is predominately health-based and will focus on three key areas: challenge, risk and safety; mental health; and relationships. The practical component of this unit will focus on getting students active and developing their understanding of different methods of improving health and fitness. Students should be prepared for at least two periods of practical activity per week with the remainder of the week set aside for health (this will be communicated by class teacher at the beginning of each semester).

GET ACTIVE (PEDGA0)

This practical-based unit will focus on alternative, life-long physical activities or non-mainstream sports. Students will develop an understanding of benefits of regular physical activity; look at methods of improving fitness for everyday activity; and learn how communities can incorporate regular physical activity into daily life. Students will also learn about and participate in sports from different cultures and students should be prepared for up to four practical lessons per week (this will be communicated by class teacher at the beginning of each semester).

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.

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.

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 Coordinator.

YEAR 10 CORE (PED10)

This is a compulsory, one semester unit for all Year 10 students. This unit will incorporate a 'Job Ready' topic that allows students to explore a variety of different industries, pathways to employment and develop the knowledge and skills, such as OH&S and First Aid, that are useful in all workplaces. Furthermore, this unit will include several key components of the Health curriculum, including understanding personal health, respectful relationships and sexuality that become more relevant as they near the upper-teen age bracket. This is essentially a theory-based unit.

TOTAL SPORTS (PEDTS0)

This unit is fundamentally sport-based and will give students the knowledge and basic skills to improve their own physical fitness. Students will also learn about not only participating in sports but understanding the holistic roles required in community sports and have the opportunity to study sport from a non-playing perspective. Through participation in activities, activities and theory, students will develop leadership and their ability to work in teams, while looking at athlete development to improve an athlete's performance. Students should be prepared for up to four practical lessons per week (this will be communicated by class teacher at the beginning of each semester).

INTRODUCTION TO OUTDOOR EDUCATION (PEDOE0)

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 knowledge and skills what will be extended through Outdoor Education Expedition subject; this will allow students to begin their accelerated pathway to VCE outdoor education. It is recommended that students select this unit in Year 9 if they wish to fast track and accelerate the Outdoor education pathway with VCE Outdoor education starting at year 10 and completion at end of year 11. 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.

OUTDOOR EDUCATION EXPEDITION (PEDOB0)

This subject provides students with the knowledge and skills in an applied method to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Anyone who enjoyed Intro to Outdoor Education should continue to apply the skills and knowledge at this course. The course also gives opportunity for students to learn new skills and knowledge and apply these in the outdoors pursuits via camps. A one-week camp will be a compulsory activity in this subject. The camp includes hiking and rock-climbing in outdoor adventures. A semester based course, this subject will extend students at year 9 and 10 level by the end of which, you will have completed a range of units heading towards accelerating in VCE Outdoor education. It is recommended that students select this unit in Year 9 if they wish to fast track and accelerate the Outdoor education pathway with VCE Outdoor education starting at year 10 and completion at end of year 11.

LANGUAGES

Contact: Mrs Cadmore – ccadmore@sjcmda.vic.edu.au

All Language 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 Language. It is advised that students consult their teacher before finalising their selection.

Students who have chosen 4 Language Units are entitled to make application to the Deputy Principal of Learning & Teaching, Mr Kluske, for credit towards the Minimum Number of Units (MNU's) in another Domain. ie. students studying 4 Language 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 textbook and activity book, Ecco Due: 2nd Edition.

- Discuss The Human Body
- Discover young Italians views on health and fitness
- Discuss daily routines
- Compare city versus country life
- Learn about Italian houses and apartments
- Learn about shops and other buildings in Italian towns

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 textbook and activity book, Ecco Due: 2nd Edition.

- Discuss shopping for clothes and accessories
- Learn about the fashion industry in Italy, Milan the fashion capital and influences overseas
- Discover local festivals and Italian festivals held in Italian communities in Australia
- Discuss weekend activities
- Learn about Italy's medieval and renaissance eras

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 textbook and activity book, Ecco Due: 2nd Edition.

PLEASE NOTE: the same textbook and activity book from Year 9 is carried over into Year 10.

- Learn about holiday resorts and popular destinations for Italian holiday makers
- Discuss eco-tourism and alternative holiday options
- Reflect on Italian migration (historical and modern)
- Find out about Italians living in Australia and their stories
- Learn about the working-holiday visa

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 textbook and activity book, Ecco Due: 2nd Edition.

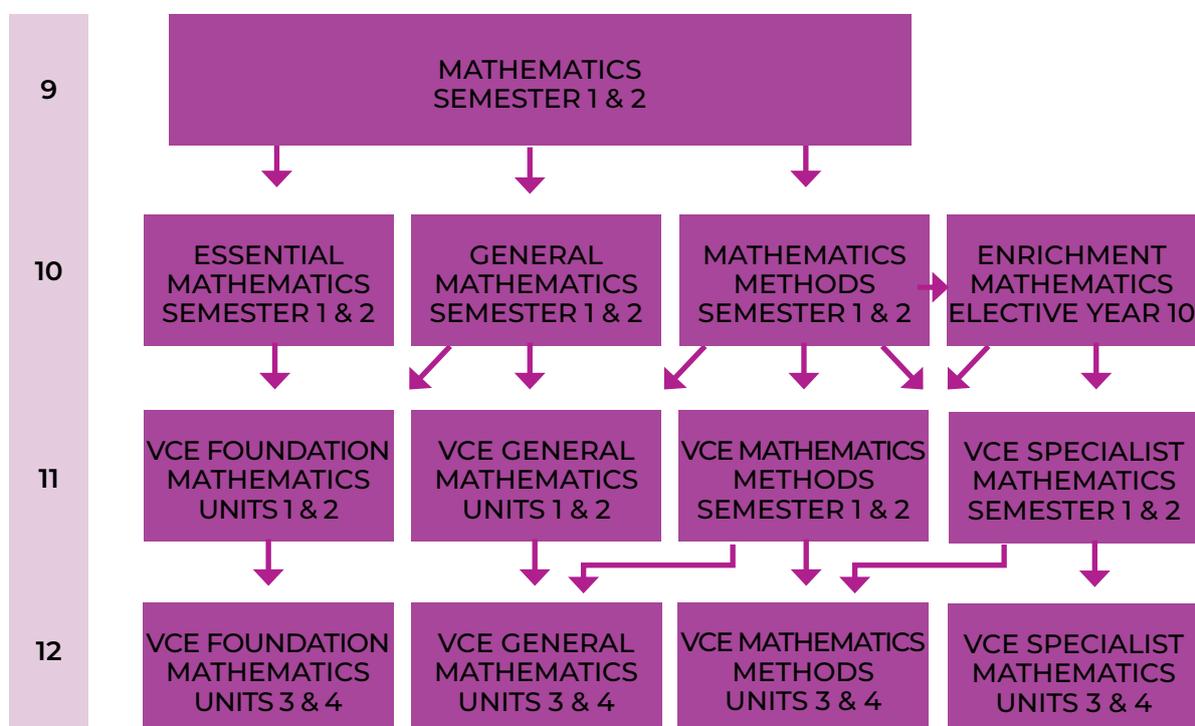
PLEASE NOTE: the same textbook and activity book from Year 9 is carried over into Year 10.

- Discuss mobile phone usage
- Explore some environmental issues and discuss caring for the environment
- Discuss some features of modern technology
- Explore individuals' future plans and areas of interest post school
- Learn about the Italian school and university system
- Discuss employment and the world of work

MATHEMATICS

Contact: Mrs Tam – rtam@sjcmda.vic.edu.au

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



YEAR 9 MATHEMATICS SEMESTER 1 (MAT091)

All students in Year 9 Mathematics will use Maths Pathway. Maths Pathway is an individualised program which assigns students work at their level. In addition to this, students will participate in mini lessons, rich tasks and projects which are based on the following Year 9 topics.

TOPICS

- Data and Statistics
- Patterns and Algebra
- Geometry

YEAR 10 ESSENTIAL MATHEMATICS SEMESTER 1 (MATE01)

This unit is aimed to cater for students who are below Level 7 at the end of Year 9. The course focuses on practical applications of Mathematics. Students who study this course will have the necessary skills to study Foundation Mathematics at VCE level.

TOPICS

- Number Skills
- Measurement
- Consumer Mathematics

YEAR 9 MATHEMATICS SEMESTER 2 (MAT092)

All students in Year 9 Mathematics will use Maths Pathway. Maths Pathway is an individualised program which assigns students work at their level. In addition to this, students will participate in mini lessons, rich tasks and projects which are based on the following Year 9 topics.

TOPICS

- Index Laws
- 2D and 3D Measurement
- Linear Relations
- Pythagoras and Trigonometry

YEAR 10 ESSENTIAL MATHEMATICS SEMESTER 2 (MATE02)

This unit is aimed to cater for students who successfully completed Essential Mathematics Unit 1 or who attempted General Mathematics Unit 1 but found the material beyond their grasp. The course focuses on practical applications of Mathematics. Students who study this course will have the necessary skills to study Foundation Mathematics at VCE level.

TOPICS

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

YEAR 10 GENERAL MATHEMATICS SEMESTER 1 (MATGM1)

This course is aimed to cater for students who have reached at least level 7 by the end of Year 9 and find Algebraic topics 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.

TOPICS

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

YEAR 10 MATHEMATICAL METHODS SEMESTER 1 (MATMM1)

This course is aimed to cater for students who have reached at least level 8 by the end of Year 9 and have coped well with Algebraic topics. 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

YEAR 10 GENERAL MATHEMATICS SEMESTER 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.

TOPICS

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

YEAR 10 MATHEMATICAL METHODS SEMESTER 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

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 otherwise covered in VO Mathematics. Students who intend to study Mathematical Methods and Specialist Mathematics at VCE level may elect to supplement their mathematical knowledge by choosing this elective. This elective is not a pre-requisite for VCE Specialist Mathematics and it cannot be studied instead of Mathematical Methods Unit 2.

TOPICS

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

SCIENCE

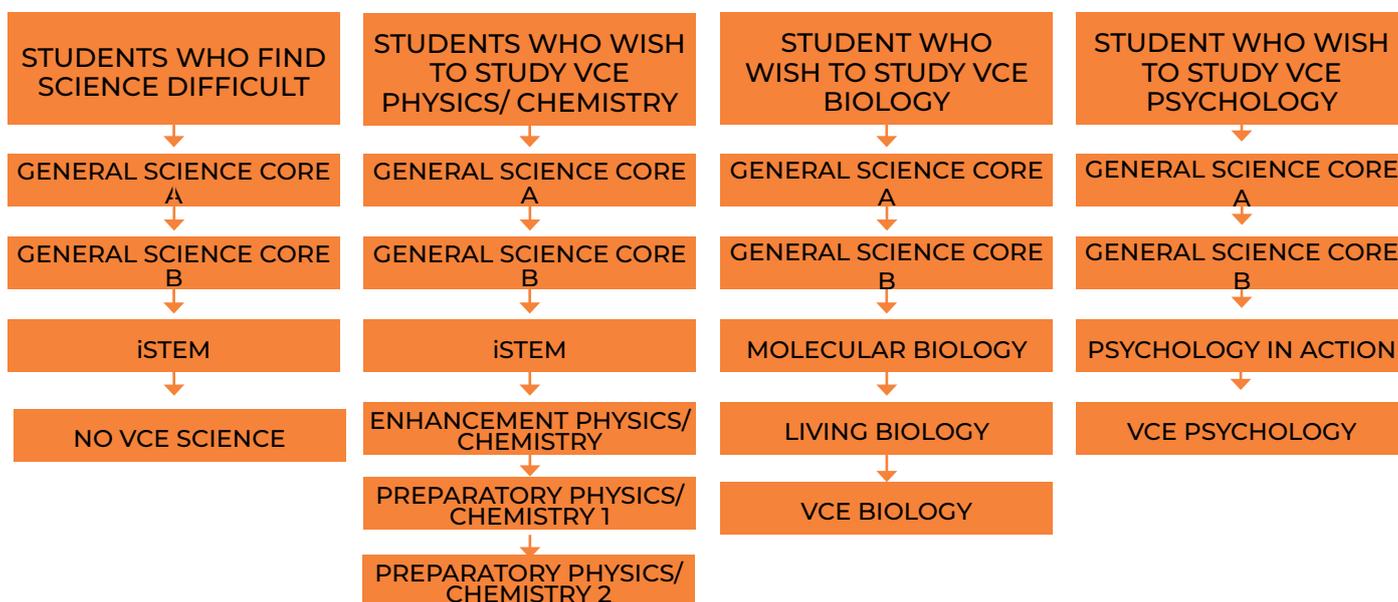
Contact: Ms Oberoi – roberoi@sjcmda.vic.edu.au

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

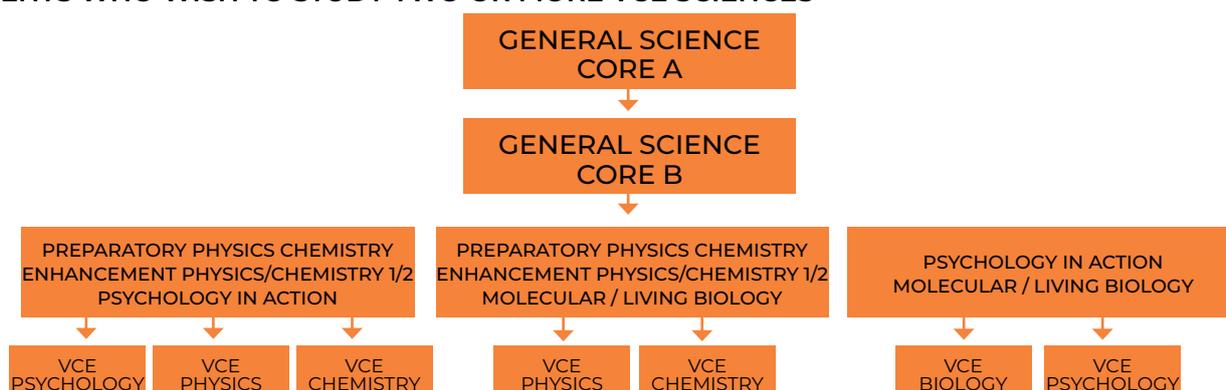
Points to note when making selections:

- 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

- **Inside An Atom:** 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

- **Chemical Reactions:** 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.

MOLECULAR BIOLOGY (BIMVO0)

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.

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 (BILVO0)

- **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.

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 (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.

PSYCHOLOGY IN ACTION (PSYVO0)

This course introduces students to the nature of psychology and psychological research methods. It focuses on the role of psychologists within several specialist areas which are as follows:

Area 1: Psychology as a Science

Area 2: Forensic Psychology

Area 3: Sport Psychology

Area 4: Educational and Developmental Psychology

ASSESSMENT

Levels of achievement will be reported for the following assessment items:

- Conducting experiments
- Analysing research studies
- Unit tests.
- Writing empirical research reports
- Multimedia presentations
- End of Semester Exam

HUMANITIES

Contact: Mrs Chamberlain – achamberlain@sjcmda.vic.edu.au

GUIDELINES FOR THE SELECTION OF HUMANITIES UNITS

Students must select one of the Australian History subjects at Year 9 or Year 10, as this is compulsory according to the Victorian Curriculum. If they want to complete it at Year 10, they will select the 'unselected' option in web preferences as a Year 9 student.

Students must complete the Intro to Geography. If they want to complete it at Year 10, they will select the 'unselected' option in web preferences as a Year 9 student.

Students must complete one commerce subject over the Year 9 & 10 period.

Students can use their extra minimum number of units to complete extra humanities subjects. This means that they could complete all of the History subjects over the 2 years, or all of the Commerce, if that is what they like to do.

AUSTRALIAN HISTORY (1750 - PRESENT DAY) (HISAU0)

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 (HISMA0)

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 (ECOBM0)

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

Contact: Mrs Jones – mjones@sjcmda.vic.edu.au

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

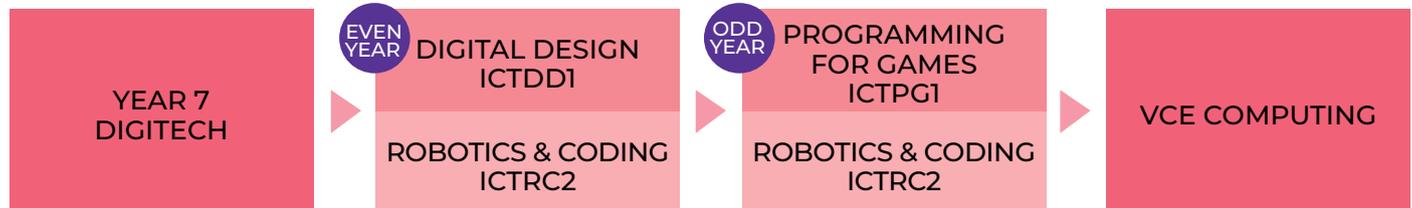
- become critical users of technologies, and designers and producers of designed solutions
- can investigate, generate and critique designed solutions for sustainable futures
- use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences
- 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

Semester 1 Unit NB: Semester 1 Units offered will change in alternating years.



DIGITAL DESIGN (ICTDD1)

Digital design is designed for student who have an interest in the design process using computer software. Students will learn about image manipulation and design for webpages and games through the use of Photoshop. They will learn how to design & develop websites using online design tools for site maps and layout diagrams and creation tools like google sites. Students will learn 3D drawing skills using computer software to design models to specifications and use these skills with 3D printing. Students will also develop universal skills such as drafting, designing and problem solving techniques. 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 sites. They will also build 3D designs and produce a 3D physical model using the 3D printer.

PROGRAMMING FOR GAMES (ICTPG1)

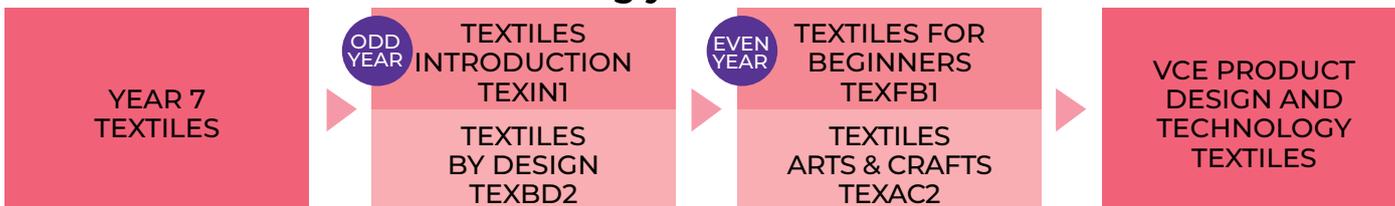
Programming for Games explores the developing field of computer and arcade game making. Through the application of several different software applications, students learn to design, develop and create their own games. Students use multiple software packages to design, produce and evaluate a number of games based on a number of criteria. They study games and gaming to investigate the make-up of a quality game. They will evaluate a range of pre-existing games. Students will also develop universal skills such as drafting, designing and problem solving techniques including debugging programs (checking entered programming codes for errors).

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: TEXTILES

Units will be offered on alternating years.



TEXTILES - INTRODUCTION (TEXIN1)

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, overlocker 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 for knit fabrics. Students investigate sustainability in design and produce an environmentally friendly tote bag and a crew-neck jumper.

TEXTILES - BY DESIGN (TEXBD2)

The Textiles by Design unit extends students skills in design and construction of textile items. Students will use existing knowledge and skills to define the significance of design elements and principles that apply to the world of fashion. They will explore fashion in the 20th Century and the influence of historical fashion. Students will explore various methods of fashion illustration, including computer-aided design and hand rendering. Using a folio format, students will use the product design process to produce a garment using a commercial pattern.

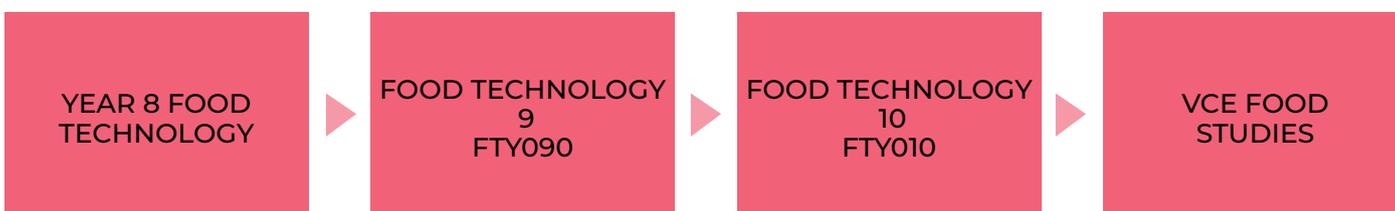
TEXTILES FOR BEGINNERS TEXFB1

Throughout this unit students will develop proficiency in the use of the sewing machine, overlocker 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 for woven fabrics. Students will work through the design process to produce a stencil print cushion, a tie-dye T-shirt and a pair of elastic waisted pyjama pants or shorts.

TEXTILES ARTS & CRAFTS TEXAC2

In this unit students will explore a range of textile arts and crafts. Throughout the unit they will further develop their proficiency in the use of the sewing machine and tools and equipment used in the textiles workroom. They will explore sustainable design and the use of design elements and principles to create textile designs. Students will work through the design process to design and make a small patchwork quilt and they will use knotting techniques to make a macrame` pot plant holder.

DESIGN AND TECHNOLOGIES: FOOD TECHNOLOGY



FOOD TECHNOLOGY 9 (FTY090)

The Year 9 Food Technology unit enables students to develop an understanding of the reasons why we cook food and how cooking changes the sensory properties of food. They begin the unit by revising safety and hygiene practices in the kitchen and then investigate the elements of the Design Process to create a food solution that considers social, cultural and environmental factors. Students investigate the three methods of heat transfer: conduction, convection and radiation as well as dry and moist methods of cooking. In addition, Australian cuisine and the influence of multiculturalism on our choice of foods is investigated. Practical tasks reinforce the theory covered.

FOOD TECHNOLOGY 10 (FTY010)

Year 10 Food Technology starts with a unit on Nutrition, which is aimed at applying the students' knowledge of nutrition and health to adapt recipes, identify lifestyle issues and improve food choices. The Food Science unit allows students to explore and understand the way food behaves when it is mixed, heated, cooked, frozen or processed. It will equip students with the knowledge to change ingredients in a recipe and still have success. In the Food Sustainability topic, students will investigate the impact of food choices on the health of our environment. Practical tasks reinforce the theory covered.

DESIGN AND TECHNOLOGIES: ENGINEERING SYSTEMS AND PRINCIPLES



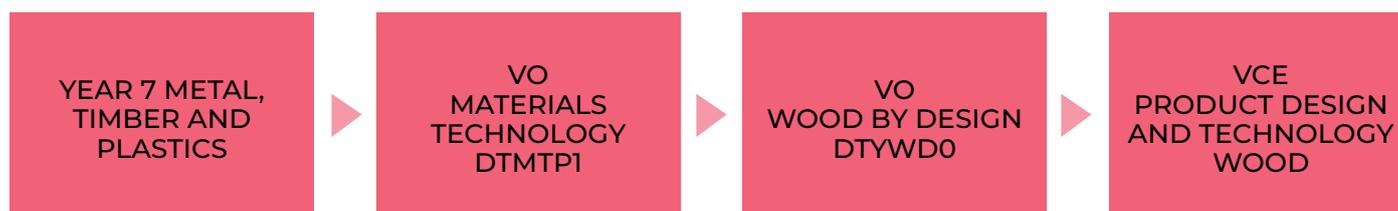
VO MECHANICAL AND ELECTRICAL SYSTEMS (DTMES0)

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. The designed casings 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.

VO SYSTEMS (SENVO2)

VO Systems complements the Mechanical and Electrical Systems unit as a pathway to VCE Systems Engineering. Students will be introduced to innovative systems thinking and problem solving through a project based approach. They will analyse how motion, force and energy are used to manipulate and control electromechanical systems when creating simple, engineered solutions and investigate how forces or electrical energy can control movement, sound or light in a designed product or system. They will also investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions. The main topics studied in this unit are Simple Machines, Hydraulics and Pneumatics, Introductory Electronics, and Circuit Theory.

DESIGN AND TECHNOLOGIES: RESISTANT MATERIALS



VO MATERIALS TECHNOLOGY (DTMTPI)

SEMESTER 1

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 (DTYWDO)

SEMESTER 2

This unit in Design and Technology extends students skills in design, drawing and equipment use in woodwork. 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)

Contact: Mrs Kennedy – akennedy@sjcmda.vic.edu.au

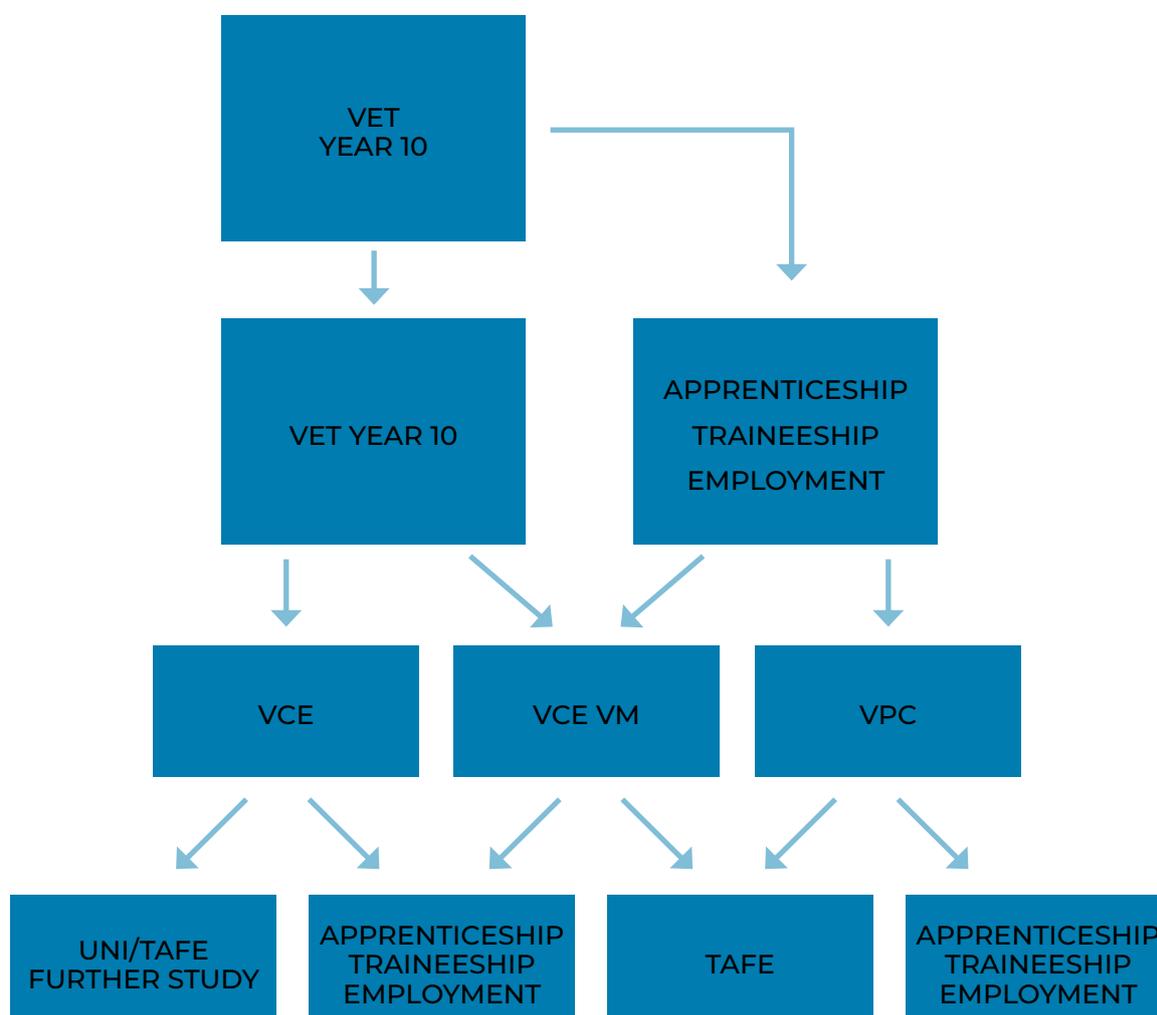
A wide range of vocational education and training (VET) programs are available to students undertaking Year 10 at St Joseph's College. Students undertaking any VET course also gain a nationally recognised "statement of attainment", which details the competencies they have demonstrated in their chosen 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 recognised
- 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 2023:

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 VCE VM/VPC subjects.

If you wish your VET Certificate to contribute to your ATAR or VCE VM/VPC program, this MUST be discussed with the VET Coordinator 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 Coordinator before their application can be accepted.

- VET – ALLIED HEALTH
- VET – ANIMAL STUDIES (ONLINE)
- VET – AUTOMOTIVE
- VET – BEAUTY SERVICES
- VET – BUILDING & CONSTRUCTION
- VET – COMMUNITY SERVICES
- VET - CONSERVATION AND ECOSYSTEM MANAGEMENT
- VET – DESIGN FUNDAMENTALS
- VET – ELECTROTECHNOLOGY
- VET – ENGINEERING
- VET – FITNESS 3
- VET – HORTICULTURE
- VET – HOSPITALITY (FRONT OF HOUSE)
- VET - INFORMATION, DIGITAL MEDIA AND TECHNOLOGY
- VET – KITCHEN OPERATIONS
- VET – MAKE-UP
- VET – MUSIC
- VET – PLUMBING
- VET – RURAL OPERATIONS
- VET – SALON ASSISTANT

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT'S)

AVAILABILITY – YEAR 10/VCE/VCE VM/VPC STUDENTS

School Based Apprenticeships & Traineeships (SBAT's) are available to all students, whether studying for their Victorian Certificate of Education (VCE) or VCE Vocational Major (VCE VM) or Victorian Pathways Certificate (VPC).

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
- Engineering
- Hospitality
- Horticulture
- Information Technology
- Community Services
- Beauty Services
- Health
- Plumbing
- Electrical
- Construction

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 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 2023.

VCE/VCE VM/VPC/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
ACC111 - ACCOUNT 1	ACC222 - ACCOUNT 2	ACC331 - ACCOUNT 3	ACC342 - ACCOUNT 4
ARME11 - ART MAKING & EXHIBITING	ARME12 - ART MAKING & EXHIBITING	ARME31 - ART MAKING & EXHIBITING	ARME42 - ART MAKING & EXHIBITING
REAT11 - RE ART 1	REAT11 - RE ART 1	ARCP31 - ART CREATIVE PRACTICE	ARCP42 - ART CREATIVE PRACTICE
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
ENG111 - ENGLISH 1	ENG222 - ENGLISH 2	ENG331 - ENGLISH 3	ENG342 - ENGLISH 4
ENVC11 - VM/VPC LIT 1	ENVC22 - VM/VPC LIT 2	ENVC31 - VM/VPC LIT 3	ENVC42 - VM/VPC LIT 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	HIS331 - HISTORY REVS 3	HIS342 - HISTORY REVS 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 - APPLIED COMPUTING 1	ITC222 - APPLIED COMPUTING 2	ITC331 - DATA ANALYTICS 3	ITC342 - DATA ANALYTICS 4
		ITS331 - SOFTWARE DEV 3	ITS342 - SOFTWARE DEV 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	MAT341 - FOUND MATHS 3	MAT342 - FOUND MATHS 4
MAT711 - GENERAL MATHS 1	MAT722 - GENERAL MATHS 2	MAT731 - FURTHER MATHS 3	MAT742 - FURTHER MATHS 4
MAT811 - MATH METHODS 1	MAT822 - MATH METHODS 2	MAT831 - MATH METHODS 3	MAT842 - MATH METHODS 4
MAT911 - SPEC MATHS 1	MAT922 - SPEC MATHS 2	MAT931 - SPEC MATHS 3	MAT942 - SPEC MATHS 4
MATVL1 - VM/VPC NUMERACY 1	MATVL2 - VM/VPC NUMERACY 2	MATVL3 - VM/VPC NUMERACY 3	MATVL4 - VM/VPC NUMERACY 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 IND 3	MSI342 - MUSIC IND 4
POD111 - OUTDOOR ENV1	POD222 - OUTDOOR ENV 2	POD331 - OUTDOOR ENV 3	POD342 - OUTDOOR ENV 4
PHL111 - PHILOSOPHY 1	PHL222 - PHILOSOPHY 2		
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
POL111 - GLOBAL 1	POL222 - GLOBAL 2	POL331 - GLOBAL 3	POL342 - GLOBAL 4
PYC111 - PSYCHOLOGY 1	PYC222 - PSYCHOLOGY 2	PYC331 - PSYCHOLOGY 3	PYC342 - PSYCHOLOGY 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
VET FITNESS	VET MUSIC		
PDSVL1 - VM/VPC PDS 1	PDSVL2 - VM/VPC PDS 2	PDSVL3 - VM/VPC PDS 3	PDSVL4 - VM/VPC PDS 4
WRSVL1 - VM/VPC WRS 1	WRSVL2 - VM/VPC WRS 2	WRSVL3 - VM/VPC WRS 3	WRSVL4 - VM/VPC WRS 4

VET			
VET – Fitness*	VET – Fitness*	VET – Fitness*	VET – Fitness*
VET – Information, Digital Media & Technology*			
VET - Music*	VET - Music*	VET - Music*	VET - Music*
VET - Allied Health			
VET - Animal Studies			
VET – Applied Fashion Design & Technology			
VET - Automotive	VET - Automotive	VET - Automotive	VET - Automotive
VET – Beauty Services			
VET - Building & Construction			
VET – Conservation & Ecosystem Management			
VET - Design Fundamentals			
VET - Engineering	VET - Engineering	VET - Engineering	VET - Engineering
VET – Horticulture	VET – Horticulture	VET – Horticulture	VET – Horticulture
VET – Salon Assistant			
VET - Kitchen Operations			
VET - Hospitality	VET - Hospitality	VET - Hospitality	VET - Hospitality
VET – Makeup	VET – Makeup	VET – Makeup	VET – Makeup
VET – Community Services			
VET - Plumbing	VET - Plumbing	VET - Plumbing	VET - Plumbing

*Program offered onsite at St Joseph’s College.

* 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.

VCE VOCATIONAL MAJOR (VM)

Contact: Mr Ficarra – mficarra@sjcmda.vic.edu.au

From 2023 the VCE is expanding to include the Vocational Major, a 2 year vocational and applied learning program. It will replace Senior and Intermediate VCAL.

The VCE Vocational Major (VCE VM) will develop students personal and practical life skills. It will help prepare them for the next important stage in their life.

The VCE Vocational Major offers a pathway into:

- apprenticeships
- traineeships
- further education and training
- university (through alternative entry programs)
- employment.

To receive the VCE Vocational Major, students must successfully complete at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must also complete at least 3 other unit 3–4 sequences. This means 3 other full year studies at a year 12 level. Students can do other VCE studies or VET.

Students will not receive an ATAR. This is because there are no external assessments, apart from the General Achievement Test and in some scored VCE VET programs.

When completed, students will receive a Victorian Certificate of Education with the additional words 'Vocational Major'.

VICTORIAN PATHWAYS CERTIFICATE (VPC)

Contact: Mr Ficarra – mficarra@sjcmda.vic.edu.au

In 2023 the Victorian Pathways Certificate (VPC) will replace Foundation VCAL. It offers an engaging curriculum and additional support for students to develop the work-related skills and capabilities they will need to succeed.

The VPC is normally completed in year 11 and 12. The coursework is designed and delivered at a more accessible level than the VCE and VCE Vocational Major and the suitability of students participating in this program will be discussed with parents/carers.

Students must complete at least 12 units, including:

- 2 units of VPC Literacy (or units from the VCE English group including VCE VM Literacy)
- 2 units of VPC Numeracy (or units from the VCE Mathematics group including VCE VM Numeracy)
- 2 VPC Work Related Skills units
- 2 VPC Personal Development Skills units

