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Welcome to the Senior School

The St Patrick’s College Senior School program strives to prepare students to achieve personal excellence in all areas of school life and to see each student take his place in the wider community in the spirit of Edmund Rice.

Building upon the work of the Middle School Team, the Senior School continues to provide the opportunity for each boy to become an independent and active learner through a rich and challenging curriculum and a broad range of subject choices that will equip students to confront the challenges of an ever-changing world.

Year 10 as the first year of the Senior School program

Year 10 is characterised by a significant increase in program and subject offerings available to students. While the typical Year 10 boy will continue studies based on the Victorian Curriculum, others will commence VCE studies and some will join the Applied Learning program (VCAL).

Year 10 core subjects

As noted above, most Year 10 students complete studies based on the Victorian Curriculum and are required to study the following core subjects:

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Sport

In addition to these core subjects, students are able to select three elective subjects per semester. While a small number of elective subjects must be taken for the full year, most Year 10 electives run for one semester only.

Senior School Pathways

To ensure that we continue to meet the challenge of providing programs that cater for a range of types and stages of learning, St Patrick’s has developed a Senior School structure which allows boys to access a variety of subjects and pathways designed to provide each boy with the maximum flexibility to meet his learning needs and to attain the certification most relevant to his future education and employment goals.

There are two possible Senior Certificate programs offered at St Patrick’s College:

- The Victorian Certificate of Education (VCE) or,
- The Victorian Certificate of Applied Learning (VCAL).

The Victorian Certificate of Education (VCE) is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce. It is a world-class credential that enables students to study a broad range of subjects and is recognised nationally and internationally. Students opting to study for the VCE do so for a range of reasons including:

- Attaining the maximum ATAR score possible to gain entry into further learning opportunities
- Complete subjects that are pre-requisites for eligibility into certain tertiary or advanced certificate courses
- The flexibility to study a range of subjects that meet their diverse learning needs and interests
- To acquire a range of skills and knowledge relevant or important to certain jobs i.e. to make themselves more employable.
The **Victorian Certificate of Applied Learning (VCAL)** is a senior secondary certificate that provides students with practical work-related experience as well as literacy and numeracy skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is a senior secondary qualification and a pathway to many careers and future education. Students opting to study the VCAL do so for a range of reasons including:

- They prefer or learn better through ‘hands-on’ learning.
- Would like the option to pursue Technical and Further Education (TAFE) or university.
- Are seeking or doing an apprenticeship or traineeship (SBAT).
- Would like to start a job when finishing or before the end of school.

VCAL is flexible and enables students to undertake a study program that suits individual interests and learning needs in a variety of settings, including schools, TAFE institutes and Adult Community Education centres.

**Other Year 10 options – VCE and VCAL**

Students who have shown a capacity to work at a consistently high standard in Year 9 and who have established excellent work habits may be eligible to study a VCE Units 1/2 level subjects as a Year 10 student.

Other students, who meet the selection criteria and successfully complete an interview, may be able to commence a VCE Vocational Education and Training (VET) Certificate in Year 10. Other Year 10 boys will commence an Australian School-based Apprenticeships and Traineeship (SBAT) as part of a Victorian Certificate of Applied Learning (VCAL) program.

As you can see, Year 10 is characterised by a significant broadening of curriculum offerings and pathway choices. The decisions made now can affect the directions a student might take after completing his secondary schooling so it is important to research each carefully.
Year 10 Curriculum

As noted previously, the program to be completed by the typical Year 10 student consists of CORE studies (compulsory for all students), and ELECTIVE subjects.

CORE:
- Religious Education - 6 sessions per fortnight for the whole year. Two core subjects offered.
- English - 10 sessions per fortnight for the whole year. Three core subjects offered.
- Mathematics - 10 sessions per fortnight for the whole year. Four core subjects offered.
- Science - 10 sessions per fortnight for one semester. Five core subjects offered.
- Humanities - 10 sessions per fortnight for one semester. Four core subjects offered.
- Sport - 4 sessions per fortnight for the whole year.
- Pastoral Care – 1 session per fortnight for the whole year.

ELECTIVES:
Year 10 students participating in this program will study an additional three elective subjects each week. Each elective is allocated 10 sessions per fortnight. Three elective subjects are to be chosen each semester from the list below:

Group A elective studies
The Group A studies includes subjects from the Arts, English, Humanities, Health and Physical Education, Languages, RE and other programs to support identified student needs. Students must select at least one semester of the Group A elective subjects over the course of the year.

Arts:
- Architectural Design (R)
- Media Studies (S)
- Music Performance (S)
- Photography (R)
- Studio Art (R)
- Theatre Studies (S)
- Visual Communication Design (R)

English:
- English Language (R)
- Literature (R)

Humanities:
- History: 20th Century (R)
- History: Revolutions (R)
- Legal Studies and Politics (R)
- Commerce (R)

Health and Physical Education:
- Health (R)
- Physical Education (R)

Languages:
- Japanese - VET Certificate II Applied Languages (Japanese)

Religious Education:
- Philosophy (R)

Group B elective studies
The Group B studies includes subjects from the disciplines of Computing, Mathematics, Science and Technology. Students must select at least one semester of the Group B elective subjects over the course of the year.
Computing
- Computing (R)
- Computing - Hardware (R)
- Computing - Programming (R)
- Computing - Innovative Digital Solutions (S)

Mathematics
- VCE Units 1/2 Specialist Mathematics

Science
- Biology (R)
- Chemistry (R)
- Physics (R)
- Psychology (R)
- Science and Society (R)
- VCE Unit 1/2 Environmental Science (S)

Technology
- Design and Technology – Wood (R)
- Food and Technology (R)
- Pathways in Trade (R)**
- Pathways in Hospitality (R)
- Systems Engineering (R)

The following limitations apply to Year 10 subjects in this program:
- (R) - The subject is repeated in Semester 2. Students can only choose this subject once during the year.
- (S) - The subject is offered in both semesters and the content is different in each semester. Students can choose this subject in Semester 1, Semester 2 or in both semesters.
- ** - A student can only do either VET Building and Construction or Pathways in Trade in any one semester. If a large number of students select these subjects, a student may only be able to study one of these subjects in the year.
- Typically VCE Units 1/2 subjects, all VET certificates and Literature are year-long subjects. Students wishing to study any of these subjects must choose them in both the first and second semesters.
- Year 10 VET Certificate II Applied Languages (Japanese) is the second year of a two-year course. Only students who commenced this VET certificate as a Year 9 can select this year-long offering.
- All VET certificates are two-year courses. Students commencing any of these programs in 2020 are expected to complete the second year in 2021.

Note: It is not always possible to give every Year 10 student all of his preferred elective choices. Student numbers, staffing, timetabling and facilities will all impact on the subjects which will run in 2020.

VCE Units 1/2 options within Year 10
St Patrick’s recognises that certain boys would benefit from studying VCE 1/2 subjects in Year 10 to maximise their senior secondary outcomes (including VCE English studies options). Students who have shown a capacity to work at a consistently high academic standard and who have established excellent work habits and practices throughout Year 9 may be eligible to study a VCE Units 1/2 level subject as a Year 10 student.

Parents and Year 9 boys interested in studying VCE 1/2 subjects as a Year 10 student are to contact Mrs Julia Petrov, Acting Deputy Headmaster – Teaching and Learning, for further information and guidance. Students identified as potential candidates for this option will be required to complete the Application to Study Other VCE Units 1/2 Subjects form and meet with the relevant Head of Faculty and/or the Director of Senior School to discuss their proposed VCE Units 1/2 subject selection.
Additional 2020 Year 10 Offerings

Following is a list the VCE, VCAL and VET study options offered by St Patrick’s in 2020. For details regarding each subject, please refer to the Years 11 & 12 Information Booklet.

**KEY**

- Units that students can do singly or as a sequence
- Units that must be done as a sequence
- Studies for which it is recommended that students typically do Unit 1 and/or 2 before attempting Units 3/4 (or have equivalent experience or be willing to do some preparatory work).

<table>
<thead>
<tr>
<th>RELIGIOUS EDUCATION GROUP (compulsory):</th>
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<tbody>
<tr>
<td>RELIGION and SOCIETY</td>
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<td>TEXTS and TRADITIONS</td>
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<td>YEAR 11/12 NON-VCE RELIGIOUS EDUCATION</td>
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<tr>
<th>PHILOSOPHY (In addition to a compulsory RE subject)</th>
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<td>Unit 1 - Unit 2</td>
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<thead>
<tr>
<th>ENGLISH GROUP</th>
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<tr>
<td>ENGLISH LANGUAGE</td>
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<tr>
<td>LITERATURE</td>
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<tr>
<td>FOUNDATION ENGLISH (Please note: Foundation English does not continue as a VCE 3/4 subject)</td>
</tr>
<tr>
<td>ENGLISH SUPPORT (Additional subject taken in conjunction with English)</td>
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</table>

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<thead>
<tr>
<th>BUSINESS STUDIES GROUP:</th>
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<td>ACCOUNTING</td>
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<td>BUSINESS MANAGEMENT</td>
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<td>INDUSTRY and ENTERPRISE</td>
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<tr>
<td>LEGAL STUDIES</td>
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<tr>
<th>COMPUTING GROUP:</th>
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<td>APPLIED COMPUTING</td>
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<tr>
<td>DATA ANALYTICS</td>
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<tr>
<td>SOFTWARE DEVELOPMENT</td>
</tr>
</tbody>
</table>

2020 Year 10 Information Booklet
HEALTH and PHYSICAL EDUCATION GROUP:

- HEALTH and HUMAN DEVELOPMENT
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

- OUTDOOR and ENVIRONMENTAL STUDIES
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

- PHYSICAL EDUCATION
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

HISTORY GROUP:

- TWENTIETH CENTURY
  - Unit 1
  - Unit 2

- AUSTRALIAN
  - Unit 3
  - Unit 4

- REVOLUTIONS
  - Unit 3
  - Unit 4

LANGUAGES:

- JAPANESE
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

MATHEMATICS GROUP:

- FOUNDATION MATHEMATICS (Please note: Foundation Mathematics does not prepare students for a VCE 3/4 Mathematics subject)
  - Unit 1
  - Unit 2

- GENERAL MATHEMATICS
  - Unit 1
  - Unit 2

- FURTHER MATHEMATICS
  - Unit 3
  - Unit 4

- MATHEMATICAL METHODS
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

- SPECIALIST MATHEMATICS
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

  (Please note: Specialist Maths 3/4 must be studied with Mathematical Methods 3/4)

SCIENCE GROUP:

- BIOLOGY
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

- CHEMISTRY
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

- ENVIRONMENTAL SCIENCE
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

- PHYSICS
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

- PSYCHOLOGY
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

TECHNOLOGY GROUP:

- FOOD STUDIES
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

- PRODUCT DESIGN and TECHNOLOGY
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

- SYSTEMS ENGINEERING
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

THE ARTS:

- MEDIA
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

- MUSIC PERFORMANCE
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

- STUDIO ARTS
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

- THEATRE STUDIES
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4

- VISUAL COMMUNICATION and DESIGN
  - Unit 1
  - Unit 2
  - Unit 3
  - Unit 4
**VET IN THE VCE:**

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Units</th>
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<tbody>
<tr>
<td>CERTIFICATE II BUILDING and CONSTRUCTION</td>
<td>Unit 1 - Unit 2 - Unit 3 - Unit 4</td>
</tr>
<tr>
<td>CERTIFICATE II ENGINEERING STUDIES</td>
<td>Unit 1 - Unit 2 - Unit 3 - Unit 4</td>
</tr>
<tr>
<td>CERTIFICATE II KITCHEN OPERATIONS</td>
<td>Unit 1 - Unit 2 - Unit 3 - Unit 4</td>
</tr>
<tr>
<td>CERTIFICATE III SPORT and RECREATION</td>
<td>Unit 1 - Unit 2 - Unit 3 - Unit 4</td>
</tr>
<tr>
<td>CERTIFICATE I EMPLOYMENT PATHWAYS</td>
<td>Unit 1 - Unit 2</td>
</tr>
</tbody>
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**VCAL program offerings:**

<table>
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<tr>
<th>VCAL Program</th>
<th>Intermediate (Year 11)</th>
<th>Senior (Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL LITERACY</td>
<td>Sem 1</td>
<td>Sem 2</td>
</tr>
<tr>
<td>VCAL NUMERACY</td>
<td>Sem 1</td>
<td>Sem 2</td>
</tr>
<tr>
<td>VCAL PERSONAL DEVELOPMENT SKILLS</td>
<td>Sem 1</td>
<td>Sem 2</td>
</tr>
<tr>
<td>VCAL WORK RELATED SKILLS</td>
<td>Sem 1</td>
<td>Sem 2</td>
</tr>
<tr>
<td>RELIGIOUS EDUCATION</td>
<td>Sem 1</td>
<td>Sem 2</td>
</tr>
<tr>
<td>INDUSTRY SPECIFIC SKILLS (VET/ SBAT)</td>
<td>Sem 1</td>
<td>Sem 2</td>
</tr>
<tr>
<td>STRUCTURED WORKPLACE LEARNING RECOGNITION</td>
<td>Sem 1</td>
<td>Sem 2</td>
</tr>
</tbody>
</table>

*Please note that not all studies within the VCE, VET and VCAL programs will run in 2020. Studies are offered subject to student demand, teacher availability and facility capacity.*
**Expected Standards of Attainment in Assessment Tasks**

The expected minimum standard of attainment for graded assessment tasks in all Victorian Curriculum, Awakenings and VCE subjects at St Patrick’s College is 50%.

**Consequences for Year 10 studies:**
A student’s level of achievement in any Year 10 subject is a matter for school decision. Assessment of levels of achievement for these subjects is not reported to the Victorian Curriculum and Assessment Authority (VCAA). Schools may choose to report levels of achievement using grades, descriptive statements or other indicators. At St Patrick’s, results on assessment tasks are typically reported as a percentage.

The use of the expected minimum standard of attainment of 50% for any assessment task assists and supports teachers in making on-balance judgements regarding the awarding of an Victorian Curriculum or a Satisfactory (S) or Not Satisfactory (N) unit result for an VCE subject by establishing the minimum level of performance required by a student to clearly display the required key knowledge and key skills that underpin any Victorian Curriculum or VCE outcome.

By not meeting the expected minimum standard of attainment of 50% for any assessment task, a student places himself at risk of not meeting the minimum required standard. Should this occur, a teacher shall permit or require a student to submit further work, or complete supplementary tasks to meet completion requirements of a unit of work (including work previously submitted).

Students usually complete work for a subject during the semester in which the subject is undertaken. The school may decide to delay the decision about satisfactory completion of a VCE, VET or VCAL subject to allow a student to complete or submit further work.

**Reporting the result for a redeemed assessment task:**
The reporting of the result for a redeemed task will be based on VCAA model. That is, the original percentage result will stand and will be reported on. The redeemed result will be reported on using the Learning Areas section of SIMON.

**Assessment of VCE Units 1 and 2**
VCAA will issue a Statement of Results, which will show ‘S’ (if students have Satisfactorily completed each of the learning outcomes for a given unit), or ‘N’ (for any units Not Satisfactorily completed).

The College will record and report each boy’s level of achievement in completing the assessment tasks associated with each of the learning outcomes. These assessment tasks will be given a percentage score. Result from VCE Units 1/2 studies do not contribute to a student’s ATAR.
Where to next?

2020 Year 10 Subject Selection Guide
The 2020 Year 10 Subject Selection Guide requires students to record their proposed Year 10 program (the Year 10 program or VCAL program), how they will meet the Core studies requirements, their Elective choices and their reserve choices (in case a student does not receive his preferred Elective choices).

Students are required to submit their 2020 Year 10 program details using Web Preferences (the online subject submission portal). Students will be emailed a link to the Web Preferences log-in, along with detailed instructions. Parents will also be sent a similar email explaining the submission procedure.

Please note that a parent and student signed copy of the 2020 Web Preferences Preference Receipt is to be submitted with the Subject Selection Guide. Students are required to complete the computer entry of their proposed 2020 subject selections by no later than Wednesday, August 7. As this is web-based, this can be completed at home or at school.

Using this booklet
The remaining pages of this booklet give a brief overview of each Year 10 subject (both Core and Elective) and include the following information:
- Whether the subject is Core or Elective
- Why a student might study the subject
- The knowledge and skills a student will gain by studying the subject
- How the subject will be assessed
- Examples of the types of classroom activities the students will do in the subject
- Any other activities that are a part of subject (excursions etc.)
- Where to next?
- The time allocation and duration of the subject (semester length or year long)
- Who to ask (the name of the contact teacher(s) who acts as both student and parent contact person).

Beyond Year 10
It is important for students to recognise that all classroom activities and assessment tasks completed in Year 10 are designed to support and to make the transition to the final years of senior secondary studies as smooth as possible. What students do in all classes throughout Year 10 is important because it will impact on the knowledge, skills and work habits they bring with them into Years 11 and 12.

One significant example of this is a student’s level of preparedness to do a VCE Units 3/4 study as a Year 11 student. Each year, a number of current Year 10 students apply to do a VCE Units 3/4 study as a part of their Year 11 program. To ensure that these students are ready for this challenge they must meet certain criteria:
- Be receiving graded performances of 80% plus in the relevant Year 10 subject(s)
- Have a high level of classroom organisational skills
- Complete all home study tasks promptly
- Display excellent classroom behaviour
- Submit all tasks on time
- Construct and submit a portfolio of work related to the proposed VCE Unit 3/4 study.

Any Year 10 student who does not fully meet each of these criteria will not be considered for a VCE Unit 3/4 study as a Year 11 student.

Year 10 students and parents should also make themselves aware of Years 11 and 12 subject offerings as part of their planning for the senior years at St Patrick’s. This information can be accessed via the College’s homepage.
Making Choices
Now that you have this booklet it is important to read through it **thoroughly**. As you do so, you should:

- Consider your likely Senior School pathway:
  - The **Victorian Certificate of Education**
  - The **Victorian Certificate of Applied Learning** (VCAL), including a VET certificate, to maximise the chance of moving directly into employment.
  - A **School-Based Apprenticeship** or Traineeship (SBAT) and the VCAL to further support a student’s transition into direct employment.

**Rank** your elective choices (you will be asked to do this on your final subject selection sheet also).

Any concerns you have regarding a particular Year 10 subject can be addressed to the relevant subject teacher or the ‘contact’ teacher. Questions or concerns regarding other Year 10 issues can be directed to:

- Mr Hamish McCrum, Director of Senior School
- Mr Joseph Carmody and Mr Matthew Taylor, Year 10 Co-ordinators
- Mr Damian Kinnersly, Director of Pathways and Applied Learning,
- Ms Lyn Maniz, VCAL Coordinator
- Mr Tom Ferguson, Director of Administration
- Mrs Julia Petrov, Acting Deputy Headmaster – Teaching and Learning
Religious Education (Core)

The studies of Religious Education
Two Religious Education studies allows students to meet the core requirement of Religious Education in Year 10 and with the opportunity to be introduced to Texts and Traditions.

Religious Education pathways:
Senior School Religious Education is based on four pathways:
- A pathway to VCE Texts and Traditions
- A pathway to VCE Religion and Society
- A pathway to Faith in Action/VCE Religion and Society Unit 2
- A pathway to Non-VCE Religious Education

Year 10 students must choose at least one of the two core Religious Education choices available to them:
- Religious Education
- The World of the Text: What is the Good News?

Religious Education Pathways:
Studies of Religious Education (Core) Option One: Religious Education

Why study Religious Education?
Using the theme *The Search for Meaning*, the Year 10 Religious Education course allows students to investigate and explore several key topics:

- Who God is
- Finding meaning in texts,
- The nature of love and,
- The exploration of life.

This includes an understanding of the Gospel message of Jesus Christ and explores ways to carry out the mission of the Catholic Church in the modern world.

What knowledge and skills will you gain?
Knowledge and skills students will gain include, but are not limited to:

- An understanding of the New Testament scripture accounts
- Ways in which people can access God, through nature, relationships, joy etc.
- The power of love in the world and the message to help others.
- Knowledge of the resurrection of Jesus Christ and his mission.

How will Religious Education be assessed?
Students will complete a series of formative and summative assessment tasks including an analysis of Who is God, an exegesis of Luke, and a reflection on Christian love. Students will also sit an end of semester exam.

Examples of the types of classroom activities you will be doing in Religious Education:
- Films, class debates/discussions, multimedia presentations, extended response, and prayer.

Other activities that are a part of Year 10 Religious Education:
A full day retreat exploring the search for meaning through one's relationship with God and others.

Time allocation:
Six, 45 minute periods per fortnight for the whole year

Who to ask:
Your Year 9 Religious Education teacher or Mr Nathaniel Winfield (Head of Religious Education).
Studies of Religious Education (Core) Option Two: Texts and Traditions

Why study Texts and Traditions?
Using the theme World of the Text: What is the Good News?, students studying Texts and Traditions will investigate Luke's gospel and what it is that makes it unique amongst the other gospels. This subject is for students who enjoy studying history, the deeper aspects of religion, and comparative text study. In this, students gain a wider appreciation of the scripture that comes to inform the Christian tradition.

What knowledge and skills will you gain?
Knowledge and skills students will gain include, but are not limited to:
- An understanding of the New Testament and Old Testament scripture accounts
- The historical background of the text
- The literary aspects of the Bible
- How scholars have found meaning in the biblical texts

How will Texts and Traditions be assessed?
Students will complete a series of formative and summative assessment tasks including exegesis, essays, tests, short answers, and extended responses.

Examples of the types of classroom activities you will be doing in Texts and Traditions:
- Films, text study, reading commentary, class discussion, performance, and extended responses.

Other activities that are a part of Year 10 Texts and Traditions:
A full day retreat exploring the search for meaning through one's relationship with God and others.

Time allocation:
Six, 45 minute periods per fortnight for the whole year

Who to ask:
Your Year 9 Religious Education teacher, Mr Tony Beggs, or Mr Nathaniel Winfield (Head of Religious Education).
**English (Core)**

**The studies of English**
The addition of a number of English studies to meet the core requirement to study English in Year 10 provides students with the flexibility to study a version of English that best meets their individual learning needs and future Senior School pathways.

**English pathways:**
Senior School English is based on four pathways:
- A pathway to VCE English
- A pathway to VCE English Language
- A pathway to VCE Literature
- A pathway to VCE English with the addition of English Support

Year 10 students must choose one of the three core English choices available to them:
- English
- English Language and Literature
- English and English Support

**Please note:**
- Students and their parents will be advised on the recommended pathway after discussions by the Year 9 English teachers, the Middle School Team and the Enhanced Learning Team (where relevant).
- Students studying English, English Language or Literature to meet the core English study requirement of Year 10, can choose to study additional English studies as part of the elective offerings.

**English Pathways:**

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<thead>
<tr>
<th>Year 9</th>
<th>Year 9 Foundation English</th>
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<td>Yr 10 English &amp; English Support</td>
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<td>Year 11</td>
<td>VCE English pathway –</td>
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<td></td>
<td>Yr 10 English Language &amp; Literature</td>
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Studies of English (Core) Option One: English

Why study English?
Year 10 English is a preparation for the study of English at the VCE level. The course focuses on use of language together with the creation, understanding and analysis of texts. Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. As with all Year 10 subjects, English is taught and assessed in accordance with the Victorian Curriculum.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- Writing: The ability to write for a range of audiences and purposes.
- Reading and Viewing: The opportunity to read, view, discuss and respond to a variety of texts.
- Listening and Speaking: An understanding of how to prepare and present spoken texts for specific audiences and purposes.

How will English be assessed?
To achieve the learning outcomes in the above three areas, students study a range of texts, perform a number of oral presentations, analyse various aspects of the media and produce writing for a variety of purposes and audiences. Students will also sit an end of semester exam.

Examples of the types of classroom activities you will be doing in English:
As part of their English studies, students can expect a wide variety of teaching and learning activities that are centered around the areas of Reading, Writing, Speaking and Listening. Students will be required to work on their own as well as in small groups.

Where to next?
In Year 11, students can select from VCE Units 1/2 Foundation English, VCE Units 1/2 English, VCE Units 1/2 English Language, and/or VCE Units 1/2 Literature as they work towards meeting their VCE English requirement.

Time allocation:
Ten, 45 minute sessions per fortnight for the whole year.

Who to ask:
Your Year 9 English teacher or Mr Magee (Head of English).
In this year-long subject students will study a semester of English Language and a Semester of Literature. The College will contact students who would be seen to benefit from this offering. Students who take English as a core subject may also take English Language or Literature as an elective.

English Language

Why study English Language?
The study of English Language is informed by the discipline of linguistics. It explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify, and the society we inhabit.

What is the difference between English Language and English?
English involves reading and viewing a broad range of literary and media texts, analysing language which aims to persuade, developing a range of writing skills, and developing oral skills in relation to media issues and texts. English Language on the other hand studies a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of historical and contemporary written and spoken texts.

What knowledge and skills will you gain?
The Year 10 English Language is designed to enable you to:

- Understand the structures of written and spoken texts.
- Reflect on how people use spoken and written English to communicate, think and innovate.
- Analyse how language is used to construct identities.
- Explore the history of the English language.
- Develop your awareness of your own selective and innovative use of language and your ability to apply it to your own writing and speaking.

How will English Language be assessed?
To achieve the knowledge and skills listed above students will be assessed through short answer tests, oral presentations, quizzes, a research assignment and a guided essay. Students will be required to work independently as well as in small groups and to sit an end of semester exam.

Examples of the types of classroom activities you will be doing in English Language:
As part of English Language, students can expect a wide variety of teaching and learning activities that will be focussed on quizzes, group discussions and activities, close analysis of language in a range of contexts, deconstructing the structures and features of selected written and spoken texts and textbook activities.

Where to next?
In Year 11, students interested in English Language can select VCE Units 1/2 English Language, and in Year 12 VCE Units 3/4 English Language, thereby meeting their VCE English studies requirement.

Note: While Year 10 English Language is not a prerequisite for VCE Unit 1/2 English Language, it is highly recommended that students study VCE Unit 1/2 English Language before studying VCE Units 3/4 English Language.

English Language students often pursue careers in fields such as the arts, sciences, law, politics, trades, education and other communication-related fields. The study supports language related fields such as psychology, the study of other languages, speech and reading therapy and journalism.

Time allocation:
Ten, 45 minute sessions per fortnight for a semester.

Who to ask:
Your Year 9 English teacher or Mr Magee (Head of English).
Literature

Why study Literature?
The study of literature focuses on the enjoyment and appreciation of reading and viewing that arises from discussion, debate, and the challenge of exploring novels, plays, memoirs, short stories, poetry, films and other literary texts. These texts may be contemporary or classic. Through literature we are given a privileged insight into the thoughts, ideas, and visions of novelists, playwrights, poets and film makers who in some cases lived and/or wrote and filmed about very different times and places to those which we have experienced. Students are challenged to reflect on their own interpretations of texts and evaluate those of others.

What is the difference between Literature and English?
English involves reading and viewing a broad range of literary and media texts, analysing language which aims to persuade, developing a range of writing skills, and developing oral skills in relation to media issues and texts. Literature on the other hand is solely focused on literary texts and how they can be interpreted and explored creatively and in the written form.

What knowledge and skills will you gain?
Year 10 Literature is designed to enable you to:
• Develop an enjoyment of literature;
• Develop an awareness of worlds and human experience beyond your own;
• Read and view a range of books and films;
• Develop interpretive skills;
• Extend your understanding of the different ways literary texts are constructed;
• Reflect on your own and other interpretations;
• Develop the capacity to write confidently andthoughtfully about a range of texts.

How will Literature be assessed?
To achieve the knowledge and skills listed above you will study a range of texts and complete assessment tasks such as imaginative responses, oral presentations, performances and essays. Students will also sit an end of semester exam.

Examples of the types of classroom activities you will be doing in Literature:
As part of your Literature you can expect a wide variety of teaching and learning activities that are focussed on engagement with a range of texts which include class discussions; performances; and close reading and viewing. You will be required to work independently as well as in small groups.

Where to next?
In Year 11, students interested in Literature can select VCE Units 1/2 Literature, and in Year 12 VCE Units 3/4 Literature, thereby meeting their VCE English studies requirement.

Note: While Year 10 Literature is not a prerequisite for VCE Unit 1/2 Literature, it is highly recommended that students study VCE Unit 1/2 Literature before studying VCE Units 3/4 Literature.

Literature students often pursue careers in professional writing, teaching, journalism, public relations and the arts. Others use their love of literature for recreational pursuits.

Time allocation:
Ten, 45 minute sessions per fortnight for the whole year.

Who to ask:
Your Year 9 English teacher or Mr Magee (Head of English).
Studies of English (Core) Option Three: English and English Support

In addition to studying English students will also study English Support.

Why study English Support?
The English Support course is designed for students who may:

• Need additional time and assistance to strengthen and refine their literacy skills to prepare for the study of VCE English and other VCE studies.
• The course integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students’ knowledge of written and oral language skills.
• The course will support students with the preparation of their English course work.

Please note: This subject must be taken in conjunction with English.

Structure:
To successfully attain the VCE, students must complete a Unit 3 and 4 sequence in one of the English studies. English Support is designed to assist invited students to do so through the development and consolidation of their literacy skills. It is also structured to build students’ understanding of, and confidence in their ability to successfully complete the tasks that they will be required to complete in order to succeed in their VCE English study.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

• How to plan and prepare an oral presentation so students speak clearly and confidently in front of an audience;
• How to write extended analytical text responses;
• How to apply various approaches to reading written text to gain an understanding of its meaning;
• How to view and analyse a variety of media texts in order to understand how visual language creates meaning;
• How to use written language effectively on order to present meaning for a variety of different purposes;
• How to proof-read written work in order to improve spelling, punctuation and grammar errors.

How will English and English Support be assessed?
• Written activities (includes short and longer responses to questions)
• Reading activities (includes different types of texts: novels, newspapers, short stories, own choice)
• Speaking and participating in class discussion activities.

Students with specific literacy requirements will undertake this sequence to prepare and provide them with the best opportunity to successfully attain the VCE. English Support involves three sessions per week in addition to English as well as two Supported Study sessions. The College will contact students who would be seen to benefit from this offering.

Where to next?
In Year 11, students select VCE Units 1/2 Foundation English and VCE Units 3/4 English and English Support in Year 12.

Time allocation:
Twenty, 45 minute sessions per fortnight for the whole year:

• 10 sessions per fortnight Year 10 English
• 6 sessions per fortnight Year 10 English Support
• 4 sessions per fortnight Year 10 Supported Study

Who to ask:
Your Year 9 English teacher or Mr Magee (Head of English).
Mathematics (Core)

Why study Mathematics?
The study of Mathematics is compulsory until the end of Year 10 as it is widely recognised by parents, employer groups and government bodies as an intrinsic part of any school education. Mathematics studies at St Patrick’s are designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students.

Mathematics pathways
Senior School Mathematics is based on three pathways, each catering for a different level of mathematical ability:
- A pathway to VCE Mathematical Methods and Specialist Mathematics
- A pathway to VCE General and Further Mathematics
- A pathway to VCE Foundation Mathematics

Year 10 students must be enrolled in at least one of the four core mathematics choices available:
- Mathematical Methods
- General Mathematics
- Foundation Mathematics

- Students who study Mathematical Methods in Year 10 will have all mathematics options open to them in the VCE.
- Students studying General Mathematics will typically study VCE General Mathematics Units 1/2 in Year 11 and VCE Further Mathematics Units 3/4 in Year 12.
- Students studying Foundation Mathematics will typically study VCE Foundation Mathematics Units 1/2 in Year 11. Students following this mathematics pathway will not be able to study a VCE Units 3/4 mathematics in Year 12 as they will not have studied the CAS calculator (required in preparation for VCE Units 3/4 Further Mathematics).

Please note: Students and their parents will be advised on the recommended pathway after discussions by the Year 9 Mathematics teachers, the Middle School Team and the Enhanced Learning Team (where relevant).

VCE Units 1/2 Specialist Mathematics will be available to a select number of invited students in Year 10 as an elective option. Entry is based on a student’s level of performance during Year 9 and would be studied alongside Year 10 Mathematical Methods.

What knowledge and skills will you gain?
Each mathematics course at Year 10 covers topics that enable the continuance of that study into the VCE. Consequently, each course will cover different topics, at different levels.

How will Mathematics be assessed?
A student’s achievements in each Year 10 Mathematics studies will be assessed through topic tests, application tasks and an exam at the end of each semester.

Examples of the types of classroom activities you will be doing in Mathematics:
- The majority of Mathematics classes will entail students listening to instruction from the teacher and practicing new work
- CAS calculator work for students in Mathematical Methods and General Mathematics.

Other activities that are a part of Year 10 Mathematics:
At times, students will use computer technology to enhance their understanding of the current topic. Students may also complete projects to enhance their understanding of a topic.

Where to next?
See Mathematics Pathway diagram on next page.

Who to ask:
Your Year 9 Mathematics teacher or Mr Corden (Head of Mathematics).
### Mathematics Pathways

#### Year 9
- Modified Mathematics
- Pre General Mathematics
- Pre-Methods

#### Year 10
- VCE Foundation Mathematics pathway – *Foundation*
- VCE General and Further Mathematics pathway – *Pre-General*
- VCE Mathematical Methods and Specialist Maths pathway – *Pre-Methods*

#### Year 11
- Foundation Mathematics VCE Units 1/2
- General Mathematics VCE Units 1/2
- Mathematical Methods (CAS) VCE Units 1/2
- Specialist Mathematics VCE Units 1/2

#### Year 12
- Further Mathematics VCE Units 3/4
- Mathematics Methods (CAS) VCE Units 3/4
- Specialist Mathematics VCE Units 3/4
- No VCE Units 3/4 option available

### Possible study sequences

- **VCE Specialist Mathematics Units 3/4**
  - Must complete
  - Must be with
  - VCE Mathematical Methods (CAS) Units 3/4
  - VCE Mathematical Methods (CAS) Units 1/2
  - and
  - VCE Specialist Mathematics Units 1/2

- **VCE Mathematical Methods (CAS) Units 3/4**
  - Must complete
  - VCE Mathematical Methods (CAS) Units 1/2

- **VCE Further Mathematics Units 3/4**
  - Must complete
  - VCE Mathematical Methods (CAS) Units 1/2
  - or
  - VCE General Mathematics Units 1/2
Science (Core)

Science (Core) Option One: Biology

Why study Biology?
This subject is suited for students who have an interest in how living things function, respond to their environment and change over time. Students wishing to pursue a career that requires knowledge of cellular functions, genetics and human evolution, such as medicine, physiotherapy, genetics, animal science or health sciences should consider studying this subject.

Please note: Year 10 Biology is designed to prepare students for VCE Units 1-4 Biology. Classroom theory, practical exercises and assessment tasks are all based on the VCE model.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- Understanding of the structure and function of DNA, transcription and translation
- Basic genetic theory and the impact on modern biotechnology technique and issues
- Using and identifying different types of evidence to construct a timeline of human evolution
- Practical experimental skills including report writing
- Research and presentation techniques.

How will Biology be assessed?
- Practical reports
- Research tasks
- Topic tests
- End of semester examination.

Examples of the types of classroom activities you will be doing in Biology:
- DNA extraction
- Research poster outlining the processes of meiosis and mitosis
- Natural selection simulations in the lab and online
- Human evolution research task
- Analyze data, information and evidence
- Construct arguments and link results to theory
- Communicate scientific ideas, explanations, conclusions, decisions and data using scientific arguments and terminology in appropriate formats.

Time spent doing practical activity:
Approximately 30% of class time will be spent on practical activities.

Time spent doing theory:
Approximately 70% of class time will be spent on theoretical work including research tasks.

Where to next?
This subject serves as an introduction to topics covered in VCE Units 1 - 4 Biology. Students studying this subject will gain an understanding of the academic and practical skills required to successfully complete VCE Biology.

Duration:
Biology is offered each semester and students can study it in either Semester One or Semester Two to meet the Science requirement of Year 10. Students can choose one of the other Science options to meet the Science requirement and study Biology as an elective. Biology is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Your Year 9 Science teacher or Ms Parsons (Head of Science).
Why study Chemistry?
Chemistry is the study of the structure of the atom, chemical families and different types of chemical reactions. The use of chemical symbols, chemical equations and calculations is also included. Students wishing to pursue a career that requires knowledge of Chemistry should consider studying this subject.

Please note: Year 10 Chemistry is designed to prepare students for VCE Units 1-4 Chemistry. Classroom theory, practical exercises and assessment tasks are all based on the VCE model.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- Make connections between the structure of the atom and its position in the periodic table
- Describe the type of bonding (metallic, ionic or covalent) present in a material and connect this to observed properties
- Classify chemical reactions into types according to the changes that take place as reactants are converted into products
- Express chemical changes by balanced equations that show that the number of atoms of each element is conserved
- Conduct experiments, make observations and analyse the results

How will Chemistry be assessed?
- Practical reports
- Assignments, worksheets and research reports
- Tests
- End of semester exam

Examples of the types of classroom activities you will be doing in Chemistry:
- Working out which combination of chemicals will form a precipitate
- Modelling ionic and covalent bonding
- Conducting different neutralisation reactions with acids and bases
- Learning how to write and balance chemical equations

Time spent doing practical activity:
Approximately 30% of class time will be spent on practical activities.

Time spent doing theory:
Approximately 70% of class time will be spent on theoretical work including research tasks.

Where to next?
This subject serves as an introduction to topics covered in VCE Units 1-4 Chemistry. Students studying this subject will gain an understanding of the academic and practical skills required to successfully complete VCE Chemistry.

Duration:
Chemistry is offered each semester and students can study it in either Semester One or Semester Two to meet the Science requirement of Year 10. Students can choose one of the other Science options to meet the Science requirement and study Chemistry as an elective. It is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Your Year 9 Science teacher or Ms Parsons (Head of Science).
Science (Core) Option Three: Physics

Why study Physics?
Physics is the study of kinetics including motion and forces, energy and waves. The use of electricity and associated calculations are also included. Students wishing to pursue a career that requires knowledge of physics, such as engineering, should consider studying this subject.

Please note: Year 10 Physics is designed to prepare students for VCE Units 1-4 Physics. Classroom theory, practical exercises and assessment tasks are all based on the VCE model.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- How to use electric circuits to determine current, voltage and resistance
- Describe the different forms of energy
- Describe motion in terms of displacement, velocity and acceleration
- Describe the interaction between force, mass and acceleration
- Describe the properties of light
- Conduct experiments, make observations and analyse the results.

How will Physics be assessed?
- Practical reports
- Calculation worksheets
- Research reports
- Tests
- End of semester exam.

Examples of the types of classroom activities you will be doing in Physics:
- Set up different types of electrical circuits and measure current and voltage
- Use the Crocodile Clips program to explore electronic components of a circuit
- Use ticker timers to work out the speed acceleration of a trolley.

Time spent doing practical activity:
Approximately 40% of class time will be spent on practical activities.

Time spent doing theory:
Approximately 60% of class time will be spent on theoretical work including research tasks.

Where to next?
This subject serves as an introduction to topics covered in VCE Units 1-4 Physics. Students studying this subject will gain an understanding of the academic and practical skills required to successfully complete VCE Physics.

Duration:
Physics is offered each semester and students can study it in either Semester One or Semester Two to meet the Science requirement of Year 10. Students can choose one of the other Science options to meet the Science requirement and study Physics as an elective. It is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Your Year 9 Science teacher or Ms Parsons (Head of Science).
Science (Core) Option Four: Science and Society

Why study Science and Society?
Scientific developments and their real world applications will influence and shape all our lives. An understanding of the scientific process is valuable when scientific discoveries raise questions about the future pathway of society. The focus of this option is on the relevance of science in society and how scientists go about building their knowledge and understanding.

Please note: Year 10 Science and Society is a general science and is not intended to prepare students for VCE Science studies. Students who wish to study a VCE Science in Year 11 should choose the Year 10 offering which best suits their pathway.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- Practical experimental skills
- Use of ICT
- Reading, interpreting and analysing scientific information.

How will Science and Society be assessed?
- Assignments
- Practical work
- Tests
- End of semester examination.

The course will be made up of four short units: Biology, Physics, Chemistry and Earth Science.

Examples of the types of classroom activities you will be doing in Science and Society.
- DNA extraction and research on a Biotechnology issue. (Biology)
- Working out which combination of chemicals will form a precipitate. (Chemistry)
- Describe the interaction between force, mass and acceleration. (Physics)
- Explain the Big Bang theory as a possible explanation of the origin of the universe and use of space technology such as, radio telescopes. (Earth Science).

Time spent doing practical activity:
Approximately 30% of class time will be spent on practical activities.

Time spent doing theory:
Approximately 70% of class time will be spent doing theoretical work.

Where to next?
Typically, students studying Science and Society would not be considering moving into a VCE Science subject in Year 11. In order to be prepared for a VCE level Science subject, students are required to complete the relevant Year 10 Science subject to their intended VCE Units 1-4 Biology, Physics, Chemistry, or Psychology study.

Duration:
Science and Society is offered each semester and students can study it in either Semester One or Semester Two to meet the Science requirement of Year 10. Students can choose one of the other Science options to meet the Science requirement and study Science and Society as an elective. It is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Your Year 9 Science teacher or Ms Parsons (Head of Science).
Why study Environmental Science?
This subject is suited for students who have an interest in the structure and formation of the earth, native animal management, fossil fuel use, clean energy and climate change. Students wishing to pursue a career in agriculture, environmental management, climate science, earth science or animal management should consider studying this subject.

Please note: VCE Unit 1 and 2 Environmental Science is designed to prepare students for VCE Units 3 and 4 Environmental Science. Classroom theory, practical exercises and assessment tasks adhere to the VCAA Study Design and VCAA Rules.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- Understanding of earth’s four main systems and how they are linked together (lithosphere, biosphere, hydrosphere and atmosphere).
- Being able to identify the importance of biodiversity and how species management is conducted.
- Knowledge of different fossil fuels and their impact on global climate.
- Being able to interpret changes in temperature and CO₂ data and link this to possible impacts on global and local climates.
- Ability to source and understanding climate policies from around the world and describe the impacts on personal, community, national and global levels.

How will Environmental Science be assessed?
- Practical reports
- Research tasks
- Topic tests
- End of semester examination.

Examples of the types of classroom activities you will be doing in Environmental Science:
- Identifying how the four main systems of the earth fit and work together.
- Researching various endemic species and preparing a report that outlines how threats to this species are managed by various organisations.
- Understanding the basic principles of energy generation and consumption.
- Practical activities that test the efficiency of wind powered turbines.
- Using temperature and CO₂ data to identify how human industry is affecting global climate.
- Researching current climate policies from around the world and presenting an opinion piece that could be sent to local MP’s.

Time spent doing practical activity:
Approximately 30% of class time will be spent on practical activities.

Time spent doing theory:
Approximately 70% of class time will be spent on theoretical work including research tasks.

Where to next?
This subject serves as a pathway to VCE Units 3 and 4 Environmental Science. Students studying this subject will gain an understanding of the academic and practical skills required to successfully complete VCE Unit 3 and 4 Environmental Science.

Duration:
VCE Environmental Science is offered as a Unit 1 and 2 sequence (full year) or as individual units. Students can study it for a full year (Unit 1 and 2), in either Semester One (Unit 1) or Semester Two (Unit 2) to meet the Science requirement of Year 10. Students can choose one of the other Science options to meet the Science requirement and study VCE Environmental Science as an elective. VCE Environmental Science is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Your Year 9 Science teacher, Ms Spierings (Environmental Science Teacher) or Ms Parsons (Head of Science).
Science (Elective): Psychology

Why study Psychology?
This subject is suited for students who have an interest in the study of human behaviour through biological, psychological and social perspectives. Psychology is a broad discipline that incorporates both the scientific and systematic application of knowledge to personal and social circumstances in everyday life

Please note: Year 10 Psychology is designed to prepare students for VCE Units 1-4 Psychology. Classroom theory, practical exercises and assessment tasks are all based on the VCE model.

Psychology can only be selected as an elective. Students must choose at least one core Science option in addition to Psychology.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- Understand the structures making up the nervous system and how they interact to coordinate the functioning of the body
- Investigate the various models on how humans learn, including neuroplasticity
- Describe the purpose of sleep, including discussion on the different types of sleep
- Demonstrate knowledge about social cognition, including perception, attitudes and stereotypes
- Investigate the effects of trauma on the brain, with a focus on concussion
- Explore the debate of nature vs nurture
- Understand factors that contribute to development of mental health and the maintenance of mental wellbeing.

How will Psychology be assessed?
- Practical reports
- Research reports
- Tests
- End of semester exam.

Examples of the types of classroom activities you will be doing in Psychology:
- Researching arguments surrounding the nature vs nurture debate
- Development of observation based investigations to be conducted by the students
- Understanding the basic principles surrounding
- Promote the awareness of mental health, including the maintenance of mental wellbeing.

Time spent doing practical activity:
Approximately 20% of class time will be spent on practical activities.

Time spent doing theory:
Approximately 80% of class time will be spent on theoretical work including research tasks.

Where to next?
This subject serves as an introduction to topics covered in VCE Units 1-4 Psychology. Students studying this subject will gain an understanding of the academic and practical skills required to successfully complete VCE Psychology.

Duration:
Psychology is offered each semester and students can study it in either Semester One or Semester Two to meet the Science requirement of Year 10. Students can choose one of the other Science options to meet the Science requirement and study Psychology as an elective. It is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Your Year 9 Science teacher or Ms Parsons (Head of Science).
Science Pathways

Core Science Subjects – Students must choose at least one subject from this group:

- Science and Society
- Biology
- Chemistry
- Physics
- Environmental Science VCE Unit 1/2

Elective Science Subject
- Psychology

Recommended Pathway =
Humanities (Core)

Humanities (Core) Option One: History 20th Century

Why you will study History - 20th Century?
Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. This semester length unit has three depth studies:
1. World War II
2. Rights and Freedoms – indigenous studies
3. The globalising World.

What knowledge and skills will you gain?
Students will investigate:
- Wartime experiences through a study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement.
- Struggles for human rights. This includes how rights and freedoms of indigenous people have been ignored, demanded or achieved in Australia and in the broader world context.
- The globalising world. This includes the migration experiences from 1945 to the present.

Students will develop skills in:
- The use of chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
- Analysis and the critical evaluation of historical documents
- Text development, particularly descriptions and discussions, that use evidence from a range of sources

How will History - 20th Century be assessed?
- Topic tests
- Research project
- End of semester exam

Examples of the types of classroom activities you will be doing:
- Analysing documents.
- Discussing historical issues
- Watching films
- Creating maps
- Taking notes
- Reading
- Answering questions

Time spent doing theory and practical activity:
The majority of class time will be devoted to theory. Examples of practical activities include local excursions and viewing relevant films.

Where to next?
This unit provides a solid foundation for related VCE history studies i.e. VCE units 1 and 2 Twentieth Century History, VCE Units 3 and 4 Australian History and VCE Units 3 and 4 History of Revolutions.

Duration:
History - 20th Century is offered each semester and students can study it in either Semester One or Semester Two to meet the Humanities requirement of Year 10. History - 20th Century is studied for ten, 45 minute Sessions per fortnight.

Who to ask:
Your Year 9 Humanities teacher or Mr Miller (Head of Humanities).
Humanities (Core) Option Two: History - Revolutions

Why you will study History - Revolutions?
Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. This semester length unit has two depth studies:

1. Causes of Revolution
   - Events and other conditions, including friction between the monarchy and Parliaments.
   - Ideas that challenged the existing order, including Enlightenment ideals and the critique of privilege.
   - Role of individuals including Louis XVI and Marie Antoinette.
   - Role of Popular Movements in mobilising society and challenging the existing order.

2. Consequences of Revolution:
   - Challenges to the new regime including the power of the Church and nobility
   - Changes that influenced leaders to compromise their revolutionary ideals
   - Contribution of significant individuals such as Maximillian Robespierre
   - Diverse revolutionary experiences of social groups and the changes to everyday life.

What knowledge and skills will you gain?
Students will investigate:
   - The significant historical causes and consequences of political revolution.
   - How ideas, events, movements and individuals can influence and affect social order.
   - How social tensions, perceived injustices and ideological conflicts have contributed to a revolutionary situation.

Students will develop skills in:
   - The use of chronological sequencing to demonstrate the relationship between events and developments in different sessions and places.
   - Analysis and the critical evaluation of historical documents
   - Text development, particularly descriptions and discussions, that use evidence from a range of sources

How will History - Revolutions be assessed?
   - Topic tests
   - Research project
   - End of semester exam

Examples of the types of classroom activities you will be doing:
   - Analysing documents.
   - Discussing historical issues
   - Watching films
   - Creating maps
   - Taking notes
   - Reading
   - Answering questions
   - Debates

Time spent doing theory and practical activity:
The majority of class time will be devoted to theory and discussion. Examples of practical activities include local excursions and viewing relevant films.

Where to next?
This unit provides a solid foundation for related VCE history studies i.e. VCE units 1 and 2 Twentieth Century History, VCE Units 3 and 4 Australian History and VCE Units 3 and 4 History of Revolutions.

Duration:
History - Revolutions is offered each semester and students can study it in either Semester One or Semester Two to meet the Humanities requirement of Year 10. History - Revolutions is studied for ten, 45 minute sessions per fortnight.

Who to ask:  Your Year 9 Humanities teacher or Mr Miller (Head of Humanities).
Humanities (Core) Option Three: Legal and Political Studies

Why you will study Legal and Political Studies
Students investigate the ways in which the law and the legal system relate to and serve individuals and the community. They consider the nature of power in Australian democracy and in a non-democratic political system. This semester length unit has two depth studies:

1. Legal Studies
2. Politics

What knowledge and skills will you gain?
Students will investigate:
- the need for laws
- characteristics of an effective law
- the distinction between criminal law and civil law
- overview of the role and characteristics of parliament and subordinate authorities in law-making
- the political spectrum
- the characteristics of Australian democracy
- the roles and functions of political parties

Students will develop skills in:
- define key legal terminology and use it appropriately
- classify rules as either legal or non-legal
- identify legal problems that might be addressed by criminal or civil law
- describe the role of parliament and subordinate authorities in law-making
- explain the particular roles and functions of political parties
- examine the ideas and features of political systems

How will Legal and Political Studies be assessed?
- Topic tests
- Research project
- End of semester exam

Examples of the types of classroom activities you will be doing:
- Discussing current issues
- Watching films
- Taking notes
- Reading
- Answering questions
- Debates

Time spent doing theory and practical activity:
The majority of class time will be devoted to theory and discussion. Examples of practical activities include local excursions and viewing relevant films.

Where to next?
This unit provides a solid foundation for related VCE Legal Studies i.e. VCE units 1 and 2 Legal Studies and VCE units 1 and 2 Global Politics

Duration:
Legal and Political Studies is offered each semester and students can study it in either Semester One or Semester Two to meet the Humanities requirement of Year 10. Legal and Political Studies is studied for ten, 45 minute sessions per fortnight.

Who to ask: Your Year 9 Humanities teacher or Mr Miller (Head of Humanities).
Humanities (Core) Option Four: Commerce

Why you will study Commerce
Students have the opportunity to further develop their understanding of economics and business concepts by exploring the marketing and accounting processes required to start a business.

What knowledge and skills will you gain?
Students will investigate:
- understand and apply business concepts, principles and terminology;
- understand the purpose and significance of business within local, national and global contexts;
- understand the complex and changing environment that businesses operate within and the nature of relationships between key stakeholders within that environment.
- develop an understanding of the role of accounting in the management and operation of a small business; and
- develop an understanding of how the Australian economy operates, and the relationship between economic events and outcomes.

Students will develop skills in:
- define, describe and apply relevant business management concepts and terms
- research and analyse case studies and contemporary examples
- apply business management knowledge to practical and/or simulated business situations
- use correct accounting terminology
- use correct economics terminology
- research information from a range of sources

How will Commerce be assessed?
- Topic tests
- Research project
- End of semester exam

Examples of the types of classroom activities you will be doing:
- Discussing current issues
- Watching films
- Taking notes
- Reading
- Answering questions
- Debates

Time spent doing theory and practical activity:
The majority of class time will be devoted to theory and discussion. Examples of practical activities include local excursions and viewing relevant films.

Where to next?
This unit provides a solid foundation for related VCE Business Management, Economics and Accounting i.e. VCE units 1 and 2 Business Management, VCE units 1 and 2, Economics and VCE units 1 and 2 Accounting.

Duration:
Commerce is offered each semester and students can study it in either Semester One or Semester Two to meet the Humanities requirement of Year 10. Commerce is studied for ten, 45 minute sessions per fortnight.

Who to ask: Your Year 9 Humanities teacher or Mr Miller (Head of Humanities).
Humanities Pathways

Year 10
- History: 20th Century
- History: Revolutions

Year 11
- History: 20th Century
  VCE Unit 1/2
- Industry and Enterprise
  VCE Unit 1/2

Year 12
- History: Australian
  VCE Unit 3/4
- History: Revolutions
  VCE Unit 3/4
- Industry and Enterprise
  VCE Unit 3/4

Legal and Political Studies
- Legal Studies
  VCE Unit 1/2
- Accounting
  VCE Unit 1/2
- Economics
  VCE Unit 1/2
- Business VCE Unit 1/2

Recommended Pathway =
Sport (Core)

Why you will study Sport?
Physical activity, sport and recreation are important in the lives of people in Australia. For a long time now the link between lifelong participation physical activity and sport, and physical, social and emotional, fitness, health and wellbeing, has been clear. Sport education at St Patrick’s College seeks to provide boys with experiences that are challenging and enjoyable, and that promote personal growth and lifelong physical activity.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- An introduction to the coaching principles and sport leadership
- An appreciation for the role of lifestyle sports as lifelong physical activities
- An understanding of the importance of volunteers in staffing grass-roots sport
- An understanding of the importance of the interpersonal skills learned through sport and their link to wider life skills

How will Sport be assessed?
Year 10 Sport will be assessed through the teacher’s direct observation of student participation in, and level of application to, practical activities.

Examples of the types of activities done in Year 10 Sport:
- Lifestyle sports and activities such as croquet, tennis, netball, tenpin, fitness, futsal, lawn bowls and golf.

Other activities that are a part of Year 10 Sport:
- Umpiring
- Scoring
- Timekeeping
- Coaching

Where to next?
Year 10 Sport marks the end of students’ compulsory involvement in Health and Physical Education subjects. By now it is hoped that students have developed skills, understandings and abilities that will allow them to choose to continue healthy activity levels throughout their adult lives.

Academically, Year 11 presents a number of options to continue student involvement in Sport, Physical Education, Health Education or VET Sport and Recreation. Senior School students may also elect to study Physical Education, Health or VET Sport and Recreation as options for continued study in this field.

Time allocation:
Two sessions per week for the whole year.

Who to ask:
Mr Giampaolo (Head of Health and Physical Education).
Electives Group 1 (Arts, English, Humanities, HaPE, Languages, RE group)

Architectural Design  
(Elective – Arts/English/Humanities/HaPE/Languages/RE group)

Why study Architectural Design?
This study allows students to gain an insight into the design of the built environment. It is particularly relevant for those who may be contemplating a career in the building and construction industry, architecture or drafting.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
• Drawing systems, conventions and techniques associated with architectural drawings
• Construction of domestic buildings.
• Application of different media, including the use of ITC

How will Architectural Design be assessed?
Assessment will be based on the completion of specific design briefs and how the set criteria have been addressed. Students will also sit an end of semester exam.

Examples of the types of classroom activities you will be doing in Architectural Design:
• Design a kitchen for a particular house plan including elevations and a 3D drawing
• Drawings which describe construction details for domestic structures
• Designs for a small townhouse and the interior of an internet café.

Time spent doing theory and practical activity:
Approximately ninety percent of class time is spent completing practical activities and the remaining ten percent doing theory.

Where to next?
VCE Units 1/2 Visual Communication and Design in Year 11, and then VCE Units 3/4 Visual Communication and Design in Year 12.

Duration:
Architectural Design is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Mr Lynn, (Head of the Arts Faculty).
Media Studies  
(Elective – Arts/English/Humanities/HaPE/Languages/RE group)

**Why study Media Studies?**
The media has a significant impact on people’s lives and media products are a representation of social, personal and cultural reality. The media entertains, educates, informs and provides channels of communication.

**What knowledge and skills will you gain?**
Knowledge and skills students will gain include:
- Exploration into various forms of media
- The media design process (pre-production, production, post-production)
- Script writing and storyboarding
- Camera shots and movement
- Media analysis
- Film editing
- Visual effects

**How will Media Studies be assessed?**
The assessment tasks will include a combination of individual and group work that focus on the key learning areas of (1) creating and making and (2) exploring and responding. Students will have an exam at the end of the semester for this subject.

**Examples of the types of classroom activities you will be doing in Media Studies:**
- Media analysis
- Creating a film
- Learning how to edit a movie
- End of semester exam

**Time spent doing practical activity:**
Approximately 50% of class time will be spent on practical activities.

**Time spent doing theory:**
Approximately 50% of class time will be spent on theoretical work including research tasks.

**Where to next?**
The completion of Media Studies at Year 10 prepares students for the study of VCE Units 1/2 Media Studies.

**Duration:**
Media Studies is repeated in Semester Two, however, a different film will be studied. Students can choose to study this subject for either one or two Semesters in the year. It is studied for ten 45 minute sessions per fortnight.

**Who to ask:**
Senior School Media teachers or Mr Jared Lynn (Head of the Arts Faculty).
Music Performance
(Elective – Arts/English/Humanities/HaPE/Languages/RE group)

Why study Music Performance?
Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops the students’ understanding of artistic processes and contributes to the development of the aesthetic, cognitive psychomotor and affective domains.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- Music Performance – as a soloist and as part of a group
- Musical composition in the context of performance
- Performance skills on an instrument of choice
- Aural analysis
- Skills in using music-based computer software
- Music theory and musicianship.

How will Music Performance be assessed?
The assessment tasks will include a combination of individual and group work that focus on the key learning areas of (1) creating and marking and (2) exploring and responding. Students will have an exam at the end of the semester for this subject. Assessment task will include, group performance, solo performance, composition aural and theory testing.

Examples of the types of classroom activities you will be doing in Music Performance:
- Ear training activities, both teacher facilitated and using software
- Group rehearsal and performance of selected musical compositions
- Solo performance preparation
- Composition activities using various notation programs
- Exposure to and aural analysis of a wide range of recorded music
- End of semester exam

Time spent doing practical activity:
Students will spend approximately 50 percent of class time completing practical activity.

Time spent doing theory:
Fifty percent of class time will be used to complete theory based learning activities.

Where to next?
The completion of Music Performance at Year 10 prepares students for the study of VCE Units 1-4 Music Performance.

Duration:
Music Performance is offered in both semesters and the content is different in each semester. Students can choose this subject in Semester 1, Semester 2 or in both semesters. It is studied for ten 45 minute sessions per fortnight.

Who to ask:
Ms Fiona Wilson (Head of Music Faculty).
Photography (Elective – Arts/English/Humanities/HaPE/Languages/RE group)

Why study Photography?
Photography provides students with an opportunity to explore new materials, ideas and techniques. It is an essential stepping stone towards further study of VCE Studio Art.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- Understanding basic digital photography
- Improved skill development using Photoshop
- Operating SLR cameras
- Further development of drawing skills.
- Development of photo manipulation skills
- An ongoing study of artists associated with the medium of photography.

How will Photography be assessed?
Each area of photography, photographic screen printing or collage will have a folio and visual diary assessed for each unit. Using the text Photography – production and appreciation, students will study different aspects of the art industry, artists and art elements. This is assessed fortnightly and with an end of semester exam.

Examples of the types of classroom activities you will be doing in Photography:

- Digital applications for photo editing.
- Designing and manipulating digital photographs for collages
- Using the text, Photography – production and appreciation, to explore and learn about the visual arts curriculum, specific to digital photography.

Time spent doing practical activity:
Two double sessions (90 minutes) a week.

Time spent doing theory:
One single lesson per week.

Where to next?
The completion of Photography prepares students for the study of VCE Art and/or Studio Arts.

Duration:
Photography is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Senior School Art teachers or Mr Jared Lynn (Head of the Arts Faculty).
Why study Studio Art?
Year 10 Studio Art provides students with an opportunity to explore new materials, ideas and techniques. It is an essential stepping-stone towards further study of VCE Studio Art.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- A guided improved skill development in drawing
- Improved skill development in painting
- Improved skill development in printmaking techniques
- Basic digital photography skills
- An understanding of numerous hand-building techniques in clay
- Improved skill development in making sculpture
- An understanding of how glass can be decorated and shaped using a kiln
- Introduction to using resin
- Increased knowledge of artists through ongoing study of artists associated with painting and drawing
- An understanding of the operation and purpose of art galleries.

How will Studio Art be assessed?
Each area of drawing, painting, printmaking and photography will have a folio and visual diary assessed for each unit. Using Artisan, students will study different aspects of art industry, artists and art elements. This is assessed fortnightly and with an end of semester exam.

Examples of the types of classroom activities you will be doing in Studio Art:
- Drawing, painting, printmaking, ceramics, sculpture and photography. Using various artists as inspiration and exploring how they use the same materials.
- Using the text, Artisan, to explore and learn about:
  - The Visual Arts curriculum specific to drawing and painting, printmaking, ceramics and photography
  - The art elements and principles, different galleries and how they operate.

Time spent doing practical activity:
Two double sessions (90 minutes) per week of studio art for practical classes

Time spent doing theory:
One period of art theory per week.

Where to next?
The completion of Studio Art prepares students for the study of VCE Studio Arts.

Duration:
Studio Art is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Senior School Art teachers or Mr Jared Lynn (Head of the Arts Faculty).
Theatre Studies
(Elective – Arts/English/Humanities/HaPE/Languages/RE group)

Why study Theatre Studies?
Students engage in workshops based on theatre styles, play devising techniques, improvisational activities, character development, text interpretation and script writing. In their performances, they will communicate ideas and understandings about themselves and others, incorporating influences from their own and other’s cultures and times. Students evaluate the effectiveness of their performances and make changes to realise their intended aims. In addition to the intensive practical component of the course, students will develop analytical and reflective skills in preparation for Theatre Studies in VCE.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- Development of sophisticated play-devising methods as they construct solo and ensemble performances
- An ability to develop a successful audience-performer relationship
- Skills in editing and rehearsing performances
- An understanding of expressive skills and stagecraft
- Skills in improvisation strategies
- An understanding of various Modern and Pre-Modern Theatre Styles
- How to use a workbook as a place to record processes, ideas, plans, and to research, analyse and reflect.

How will Theatre Studies be assessed?
- Through observations of improvisation and role-play
- Solo performance
- Ensemble performance
- Recording, creating, analyzing and responding in writing
- End of semester exam.

Examples of the types of classroom activities you will be doing in Theatre Studies:
- Observe, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas
- Students will learn about stagecraft elements (lighting, sound, direction, props and sets)
- Solo performance from a chosen Theatre Style
- Ensemble performance from a chosen Theatre Style

Time spent doing practical activity:
Approximately 60% of class time is spent doing performance or theatre related activities or tasks.

Time spent doing theory:
Approximately 40% of class time is to study the theory of Theatre Studies to support the practical work.

Where to next?
Year 10 Theatre Studies aims to prepare students for studies in VCE Units 1-4 Theatre Studies.

Duration:
Theatre Studies is offered in both semesters and the content is different in each semester. Students can choose this subject in Semester 1, Semester 2 or in both semesters. It is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Theatre Studies and Drama teachers Mr Jarrod Ryan, Ms Monique Allen or Mr Jarred Lynn (Head of the Arts Faculty).
Visual Communication Design (Elective – Arts/English/Humanities/HaPE/Languages/RE group)

Why study Visual Communication Design?
This is the communication of information by visual means. It leads not only into graphic and commercial art and design areas, but media and related occupations.

What knowledge and skills will you gain?
Through involvement in Visual Communication Design, students will develop an understanding of the design process from initial ideas development and concept sketches to quality final presentation work. Other skills include the proper use of drawing equipment in presenting quality instrumental drawings, as well as the use of ICT in developing electronic imagery.

How will Visual Communication Design be assessed?
Students are challenged with a range of scenarios presented through design briefs as assessment tasks. These scenarios require a solution to the problem and each is assessed against established criteria.

Examples of the types of classroom activities you will be doing in Visual Communication and Design:
Students will be involved in areas such as logo design; point-of-sale and advertising; type manipulation; and the design and production of solutions to set design briefs. As well as freehand drawing; rendering; and instrumental work to produce technical drawings, students will use a range of computer software including Adobe Illustrator, Photoshop and Corel Draw. Students will also sit an end of semester exam.

Time spent doing practical activity:
Approximately 90 percent of class time is spent doing practical hands-on design work.

Time spent doing theory:
Approximately 10 percent of class time is devoted to the design process and associated theory to support practical work.

Where to next?
Year 10 Visual Communication Design leads onto VCE Units 1-4 of Visual Communication Design.

Duration:
Visual Communication Design is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Senior School Visual Communication and Design teachers or Mr Jarred Lynn (Head of the Arts Faculty).
Health

(Elective – Arts/English/Humanities/HaPE/Languages/RE group)

Why study Health?
Students will develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of childhood, youth and adulthood. They will develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- An understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia
- An understanding of the concepts of health and individual human development
- An introduction to human nutrition

How will Health be assessed?
- Research assignments
- Class tests
- End of semester exam

Examples of the types of classroom activities you will be doing in Health:
- Investigating National Health Priority Areas (NHPAs) such as cancer control, injury prevention and control, diabetes mellitus, mental health, asthma, arthritis and musculoskeletal conditions
- Researching the National Health Care System to develop an understanding of the role of Medicare and private health insurance.
- Examining nutrition and its relationship to health, specifically looking at dietary guidelines, daily intake and energy expenditure, and some of the factors influencing food choices.

Time spent doing theory and practical activity:
All class time in Year 10 Health is devoted to completing theory based activities.

Where to next?
Year 10 Health aims to prepare students for studies in VCE Health and Human Development

Duration:
Health is repeated in Semester Two. Students can only choose this subject once in the year. It is studied for ten 45 minute sessions per fortnight.

Who to ask:
Mr Giampaolo (Head of Health and Physical Education).
Physical Education (Elective – Arts/English/Humanities/HaPE/Languages/RE group)

Why study Physical Education?
Physical Education examines how the body performs during exercise and sporting activity. The course closely examines the functions of the body and how these functions interplay to deliver peak performance. Students will have the opportunity to. Physical Education in Year 10 builds an understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

Please note: Year 10 Physical Education is designed to prepare students for VCE Units 1-4 Physical Education. This is a theory-based class. There is no game-play of major sports.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- The anatomy and physiology of the human body (with emphasis on the muscular, skeletal and cardiorespiratory systems), during exercise and sporting activity
- Role of energy systems and use of food fuels in physical performance
- Identification and testing of components fitness
- Devising training sessions that incorporate specific fitness components and training methods.

How will Physical Education be assessed?
First Term:
- Laboratory Report - Body Movement Analysis
- Anatomy and Physiology Test

Second Term:
- Laboratory Report - Fitness Analysis (fitness components and energy systems)
- Energy Systems video review
- Components of Fitness, Training Methods and Training Principles report
- End of semester Exam

Examples of the types of classroom activities you will be doing in Physical Education:
- Laboratory reports that apply theoretical knowledge gained with practical experiences
- Devising appropriate training methods to improve fitness for specific activities
- Research in the execution of manipulative and movement skills during complex activities
- Long bone and heart dissections.

Time spent doing practical activity:
Students will participate in regular physical activity sessions designed to complement or provide example of the theory being studied. Students can expect to participate in such session at least once per fortnight.

Time spent doing theory:
Students should note that the majority of class time in Physical Education is devoted to theory (approximately 80% of scheduled time).

Where to next?
VCE Units 1/2 Physical Education and then onto VCE Units 3/4 Physical Education. VCE VET Certificate II in Sport and Recreation.

Duration:
Physical Education is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Mr Giampaolo (Head of Health and Physical Education).
VET Certificate II in Applied Languages (Japanese)
(Elective – Arts/English/Humanities/HaPE/Languages/RE group)

**Entry requirements:**
Students wishing to study Certificate II in Applied Languages (Japanese) in Year 10 must have successfully completed all study requirements from the Year 9 Certificate II in Applied Languages (Japanese) program.

**Why study Japanese?**
Year 10 Japanese students will complete the VET Certificate II in Applied Language commenced in Year 9. This is a nationally recognised qualification which develops the capacity of the students to understand and use Japanese to communicate.

Learning a foreign language fosters students’ ability to think about the workings of language and to develop mental flexibility and problem solving strategies. The 21st century is the ‘Asian Century’ and Australia’s engagement with the countries of Asia in trade, investment, education, migration, tourism and humanitarian assistance is growing at a much faster rate than our engagement with the rest of the world combined. Japan is a world economic power, Australia’s second largest trading partner and our third biggest foreign investor. Located to the north of Australia, Japan is less than 10 hours away by plane. Knowledge of Japanese may open doors to a wide range of employment possibilities in fields such as business, education tourism and hospitality. People with knowledge of Asian Languages and Asia are often employed by non-government organisations working in Asian countries.

**What knowledge and skills will you gain?**
Students in Year 10 complete the VET Certificate II in Applied Languages. The Units of Competency studied in year 10 focus on the use of Japanese in the workplace. They learn to use the Japanese required to communicate with supervisors, colleagues and clients about topics related to a variety of workplaces, and they understand the language used in a range of situations. Students read and write basic workplace texts in Japanese including letters, memoranda and job applications. They learn approximately 40 new Kanji. While completing these activities, students gain knowledge and appreciation of the Japanese culture. Students in Year 10 Japanese are eligible to participate in the study tour to Japan.

**How will Japanese be assessed?**
Students demonstrate competency in oral and written communication in the workplace by completing a range of learning outcomes including listening and speaking, reading and writing.

**Examples of the types of classroom activities you will be doing in Japanese:**
- Read and listen to modified Japanese texts
- Participate in role plays and make brief oral presentations
- Write letters, emails and other short texts
- Practice reading and writing scripts
- Use ICT to consolidate knowledge of scripts and to produce spoken and written Japanese.
- Practice grammatical structures and learn vocabulary using Education Perfect.

**Time spent doing practical and theoretical activity:**
All activities involve practical use of the Japanese language.

**Where to next?**
The completion of VET Certificate II in Applied Language at Year 10 prepares students for the study of VCE Japanese Units 1-4. VCE Units 3/4 Japanese attracts a significant scaling advantage and bonus in the calculation of the ranked score for University entry (ATAR).

**Duration:**
Japanese is a year-long subject. Students wishing to study Japanese must choose it in both the first and second semesters. It is studied for ten, 45 minute sessions per fortnight.

**Who to ask:** Year 9 Japanese teacher or Mrs McIntyre, Head of Language faculty.
VET Employment Pathways Certificate I
(Elective – Arts/English/Humanities/HaPE/Languages/RE group)

Entry requirements:
Students wishing to study any VET certificate will need to complete the relevant application form, attend an interview, demonstrate interest in the area(s) related to the certificate, have successfully completed all assessment tasks in subjects related to the certificate and a demonstrate a high level of commitment to learning in Year 9 to be considered for this subject in Year 10.

Why study VET Employment Pathways?
Employment Pathways is designed to offer students the opportunity to prepare for employment, develop a career plan, learn how to search for jobs and participate in work experience.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- Career identification
- How to conduct career and job search
- Curriculum Vitae development
- Interview skills
- Workplace knowledge
- Personal development

How will VET Employment Pathways be assessed?
- Worksheets
- Role plays
- Investigations
- Work placement reports

Examples of the types of classroom activities you will be doing in VET Employment Pathways:
- Web searches
- Role plays
- Visits to That Place
- Online OH & S activities

Time spent doing practical and theory activity:
Students will spend approximately half of their classroom time completing practical activities and half doing theory tasks.

Where to next?
Participation in the course will equip students with the confidence and knowledge to pursue a career or find full-time work when they transition from school to work.

Duration:
VET Employment Pathways is year-long subject. Students wishing to study Employment Pathways must choose it in both the first and second semesters. It is studied for ten 45 minute sessions per fortnight.

Who to ask:
VET Employment Pathways teacher, Mr Sutton, or Mr Damian Kinnersly (Director of Applied Learning).
Philosophy          (Elective – Arts/English/Humanities/HaPE/Languages/RE group)

Why study Philosophy?
Philosophy is suited to those students who naturally question the world around them. Philosophy, meaning love of wisdom, is built on questioning the reality of the world. It is for those students who want to develop their creative thinking. During Philosophy, you will have the opportunity to explore the following areas of study, with example questions below:

1. The nature of reality.
   - How real is virtual reality?
   - Are material/physical objects the only things that exist?
   - Is the world only a story?
2. Free-Will: Are we free to make decisions?
   - Does having choice mean we are free?
   - If the rest of the universe is governed by scientific laws, does that mean we aren’t free?
3. Experience.
   - What does it mean to experience something?
   - Is pleasure the only thing that matters in life?

What knowledge and skills will you gain?
The primary way in which philosophy benefits individuals is through its development of questioning. Philosophy in this sense, cultivates open-mindedness through an exploration of multiple viewpoints and critical reflection of your thinking and that of others. Furthermore, philosophy develops precision of language and argument.

Knowledge gained throughout the course will include (but is not limited to):
- Current technological developments (e.g. VR & Artificial Intelligence);
- Contemporary issues in society;
- Key philosophical terms;
- How to form a logical argument; and
- A deeper understanding of your own self.

How will Philosophy be assessed?
- Weekly Tasks
- Essays
- End of Semester exam

Examples of the types of classroom activities you will be doing:
- Discussion
- Watching film clips
- Debates
- Engaging with new technology
- Generating questions
- Writing arguments

Time spent doing theory and practical activity:
Philosophy is fundamentally about dialogue, therefore, around 50% of class time will be devoted to theory with the other using it practically. Examples of practical activities include watching film clips, class discussions and debates.

Where to next?
This unit provides a solid foundation for all VCE subjects, through critical and creative thinking and the writing skills developed. Philosophy has the specific pathway through VCE 1/2 Philosophy in Year 11 and VCE 3/4 Philosophy in Year 12.

Duration:
Philosophy is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Mr Willey, Philosophy Teacher, or Mr Winfield, Head of Religious Education.
**Electives Group 2  (Maths, Science, Computing, Technology group)**

**Computing**  
(Elective – Maths/Science/Computing/Technology group)

**Why study Computing?**  
Technologies enriches the lives of people and society. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies. These people can independently and collaboratively develop digital solutions to complex challenges. This course will challenge students to use design thinking to create digital solutions for real world problems. This course is also designed to enhance a student’s computer literacy through learning software skills that can be used for both computing and in the 21st century digital environment.

**What knowledge and skills will students gain?**
- Creating interactive solutions that produce information for users.
- Developing a solution with the end user in mind.
- Working collaboratively with others to investigate, design, plan, manage, create and evaluate solutions.
- Developing new thinking and learning skills and more productive ways of working and solving problems.
- Expanded use of Microsoft Office suite – in particular Excel.
- An introduction to MS Access and Programming.
- Advanced use of Windows, the Internet, file storage and collaboration software.
- Being able to make informed and ethical decisions about the role, impact and use of technologies in society.
- Developing new thinking and learning skills and more productive ways of working and solving problems individually and collaboratively.

**How will Information and Communication Technology be assessed?**
- The completion of software tutorials.
- Project tasks where students create a digital solution using various software tools.
- Group collaborative tasks to develop a solution.
- End of Semester Exam.

**Examples of the types of classroom activities you will be doing:**
- Building Excel documents and working with data.
- Developing a flat file database in Access to store and report on trends.
- Using design tools to enhance the creation of a digital solution.
- Learning software skills through interactive tutorials and classroom exercises.
- Learning about new, innovative and emerging software.
- Managing files and documents in a networked environment.

**Time spent doing practical activity:**
Most classes involve some sort of practical activity.

**Time spent doing theory:**
A small amount of time is needed for students to be taught how to use the software required for completing the tasks.

**Where to next?**
Students typically study VCE Units 1/2 Applied computing as a Year 11 student and then VCE Units 3/4 Data analytics and/or VCE Units 3/4 Software development in Year 12.

**Duration:**
Computing is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten, 45 minute sessions per fortnight.

**Who to ask:**
Mr Fernée (Head of Computing Faculty).
Computing: Hardware  
(Elective – Maths/Science/Computing/Technology group)

Why study Hardware?
Students will learn how the components of computer systems work along with the process of selecting compatible parts. Students will design, build and configure their own system and explore core computing software.

Specific Requirements:
• Students who intend to undertake this subject are to discuss it with their parents first as there is an understanding that students will purchase computer parts to build with. A significant portion of the course is hands on and involves students working on their own machines.
• The predicted financial outlay for a desktop computer is ultimately up for negotiation between parents and their sons. All the parts to build a working computer will however be at least $700.
• The teacher will guide individual students on the selection of parts based off initial budget discussions that students will have with parents. Recommendations based on current technology will be provided to students.
• The computer parts will need to be purchased outside of school by parents and the cost of a computer cannot be put onto school fees.

What knowledge and skills will you gain?
• How pieces of computer hardware operate and the process of selecting compatible parts.
• The steps involved in building a computer and how-to troubleshoot problems.
• The process of installing, configuring and using software.
• How computers operate in a networked environment and how to manage files.
• Skills in using various software applications such as OneNote and Excel.

How will Hardware be assessed?
• Students will complete various individual and collaborative project tasks.
• Students will be assessed on the process by which they build a computer, analyse the selection of parts and the use of ICT skills in this process.
• Students will have an end of semester exam and topics tests for this subject.

Examples of the types of classroom activities you will be doing in Hardware:
• Understanding how computer parts work and how to compare performance.
• Learning about computer math, algorithms and logic.
• Determining compatibility between different computer hardware components.
• Selecting and comparing your computer parts.
• Building and configuring your computer system.

Time spent doing practical activity:
Students will spend approximately sixty percent of class time completing practical activity.

Time spent doing theory:
Forty percent of class time will be used to explore digital technologies and hardware theory.

Where to next?
Students typically study VCE Units 1/2 Applied computing as a Year 11 student and then VCE Units 3/4 Data analytics and/or VCE Units 3/4 Software development in Year 12.

Duration:
Hardware is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten, 45-minute sessions per fortnight.

Who to ask:
Mr Fernée (Head of Computing Faculty)
Why study Programming?
Programming teaches you the language of code and how to create a digital solution. Along with being fun and personally rewarding, learning to program gives you valuable ICT skills for the future. Why not ask your parents, teachers and coaches how frequently they use ICT in their profession? In this subject you will learn the fundamentals of software development and making innovative applications.

What knowledge and skills will you gain?
- How to go about building software applications
- Developing skills in a programming language to create a solution
- Obtain professional ICT practices
- Acquire 21st Century skills (communication, collaboration, problem-solving & ICT skills)
- Use tools to design and manage projects
- Developing safe and secure applications that consider security and privacy
- Explore how programming is used to enhance the world

How will Programming be assessed?
- Develop and build individual software projects
- Report on the development of programming solutions
- An end of semester examination

Examples of the types of classroom activities you will be doing in Programming:
- Practical classroom tutorials to learn programming skills
- Learning the process of designing a solution
- Collaborating in the development process
- Research and exploration into creating solutions
- Case studies and theory that support the understanding of programming
- Use of innovative technology in developing solutions

Time spent doing practical activity:
Students will spend approximately 80% of class time completing practical activity.

Time spent doing theory:
20% of class time will be used to complete theory based learning activities.

Where to next?
Students typically study VCE Units 1/2 Applied computing as a Year 11 student and then VCE Units 3/4 Data analytics and/or VCE Units 3/4 Software development in Year 12. Students who excel in Year 10 Programming can apply to do VCE Units 3/4 Software Development as a Year 11 student.

Duration:
Programming is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten, 45-minute sessions per fortnight.

Who to ask:
Mr Fernée (Head of Computing Faculty)

Why study Innovative Digital Solutions?
New and innovative digital solutions are being created every day using amazing technology. This course calls all young thinkers, designers and creators to prototype the solutions of tomorrow.

What knowledge and skills will you gain?
- Manage, develop, create and market a solution
- Applied digital technology skills (working with hardware, data and code)
- Explore the theory and purpose behind innovative solutions
- Engage in STEM based 21st century skills
- Understanding how technology can be used in society to benefit people
- Exploration into topics such as:
  - Artificial Intelligence (AI), Internet of Things (IoT), Games development, multimedia programming, web authoring, virtual reality, Computer coding and application development.

How will Innovative Digital Solutions be assessed?
- Students will develop various small projects to solve a problem
- In the creation of innovative ideas students will document their solution. This may take the form of Technology presentation, Proof of concept, solution prototype, solution development
- Oral and visual presentations of solution to discuss idea and function of solution
- The creation of a detailed solution folio undertaking the computing Problem Solving Methodology (PSM)
- Topic tests
- End of semester exam.

Examples of the types of classroom activities you will be doing in Innovative Digital Solutions:
- Student will undertake theory and activities that teaches them about innovative technology.
- To develop understanding of technology, students will undertake topic tutorials.
- Students will learn about project management and functioning in collaborative teams.
- Innovative solution project development that utilise emerging technologies.
- Research and written tasks on emerging technology.

Time spent doing practical activity:
Students will spend approximately 80% of class time completing practical activity.

Time spent doing theory:
20% of class time will be used to complete theory-based learning activities.

Where to next?
Students typically study VCE Units 1/2 Applied Computing as a Year 11 student and then VCE Units 3/4 Data analytics and/or VCE Units 3/4 Software development in Year 12.

Duration:
Innovative Digital Solutions can be undertaken either as a year-long course or it has entry points at both Semester 1 and Semester 2. Innovative Digital Solutions is studied for ten, 45-minute sessions per fortnight.

Who to ask:
Mr Fernée (Head of Computing Faculty)
VCE Units 1/2 Specialist Mathematics  
(Elective – Maths/Sci/Computing/Tech group)

Entry requirements:
Entry to VCE Units 1/2 General Mathematics is by invitation. Invitations will be made by letter early in Term Three to considered Year 9 students. Students not invited into VCE Units 1/2 General Mathematics as a Year 10 student, may select this subject in Year 11 if they are also studying VCE Units 1/2 Mathematical Methods.

Why study VCE Units 1 and 2 General Mathematics?
VCE General Mathematics Specialist is a pre-requisite for Specialist Mathematics Units 3/4. Students may do this subject in Year 10 or Year 11. VCE Units 1 and 2 General Mathematics enhances and supports students studying VCE Units 1-4 Mathematical Methods.

What knowledge and skills will you gain?
The course is designed with the future study of VCE Units 3/4 Specialist Mathematics and VCE Units 3/4 Mathematical Methods. The course provides the background to a number of areas of mathematics that are studied in VCE Specialist Mathematics that would otherwise not have been encountered in the other available Mathematics courses.

How will VCE Units 1 and 2 General Mathematics be assessed?
A student’s achievements in each Year 10 Mathematics studies will be assessed through tests, application tasks and an exam at the end of each semester.

Examples of the types of classroom activities you will be doing in VCE Units 1 and 2 General Mathematics:
The majority of Mathematics classes will entail students listening to instruction from the teacher and practicing new work, the use of a CAS calculator will be embedded into most topics

Time spent doing theory and practical activity:
The majority of class time is devoted to theory, with students making significant use of the CAS calculator throughout the course.

Where to next?
VCE Units 1/2 Mathematical Methods as a Year 11 student followed by VCE Units 3/4 Mathematical Methods and VCE Units 3/4 Specialist Mathematics in Year 12.

Duration:
VCE Units 1/2 General Mathematics - Specialist is a year-long subject. Students wishing to study VCE General Mathematics - Specialist must choose it in both the first and second semesters. It is studied for ten 45 minute sessions per fortnight.

Who to ask:
Your Year 9 Mathematics teacher or Mr Corden (Head of Mathematics).
Why study Design and Technology - Wood?
This study is suitable for students interested in developing a range of woodworking skills, as well as those interested in careers in the manufacturing and construction industries. The course has an extensive design element which requires you to develop a design solution to a given situation. The semester's work will also focus on Occupation Health & Safety (OH&S) and woodworking skill development.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- Understanding the ‘design process’ and developing the associated skills and techniques required to research, design and make a product
- Knowledge of how timber is processed
- Skills in using a wide range of hand tools, portable power tools and stationary machines
- The application of safe and proper work practices in a wood workshop environment

How will Design and Technology - Wood be assessed?
- Development of a design foldio which follows the design process and develops a solution to a given problem
- Manufacture of one major product
- Evaluation of the finished product
- End of semester exam

Examples of the types of classroom activities you will be doing in Design and Technology - Wood:
- Investigate and develop a range of options to a given design problem which consists of a personal design brief following client’s specifications, specific evaluation criteria and relevant research.
- Develop annotated sketches of possible solutions, select and justify one. You will also produce a working drawing prior to preparing a materials list and producing a production plan.
- Developing a range of skills and techniques relevant to more advanced manufacturing methods
- Manufacture your chosen design, following safe working practices
- Critically evaluate the product

Time spent doing practical activity:
Approximately 12 weeks of scheduled class time will be used to complete practical activity.

Time spent doing theory:
Approximately 6 weeks of scheduled class time is used to develop and present your design folio.

Where to next?
Design and Technology - Wood offers excellent preparation for VCE Units 1-4 Design and Technology and/or VET Certificate II Building and Construction (Carpentry).

Duration:
Design and Technology - Wood is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten 45 minute sessions per fortnight.

Who to ask:
Year 10 Design & Technology – Wood teacher or Mr Ryan (Head of Technology)
Pathways in Trade

(Elective – Maths/Science/Computing/Technology group)

Please Note: While Pathways in Trade is not a pre requisite for any of the College’s construction related VET certificates, it will provide students with a valuable insight into competency-based learning and inform teachers as to a student’s readiness to undertake VET studies in the future.

Why study Pathways in Trade?
Pathways in Trade introduce students to some of the basic skills and knowledge associated with a variety of construction trades. Any students interested in maintaining trade based employment options in the future, should consider this subject. The aim of this course is to:

- Develop a broad base of key skills and knowledge in a range of construction trades.
- Enable students to develop and identify a career pathway through exposure to a variety of tasks.
- Develop work related skills and employability attitudes.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- Occupational Health and Safety
- Carpentry hand tools
- Basic joinery techniques
- Basic building techniques
- Welding (Gas / MIG)
- Metal Fabrication
- Finishing processes
- Applied Mathematics
- Materials ordering
- Project Management
- Building documentation
- Taking and using levels
- Manual Handling techniques
- Ergonomic considerations

Examples of the types of classroom activities you may do in the Pathways in Trade course:

- Building a range of projects using carpentry tools.
- Building a range of projects using metalworking and welding tools.
- Working within a landscaping setting.

How will Pathways in Trade be assessed?
The Pathways in Trade course will have a range of different tasks and activities which will be assessed in a range of different ways. Students will be working in a supervised classroom and simulated workplace environment and will need to meet basic requirements as set out in the relevant curriculum documentation. Assessment will be both competency-based and assessable tasks.

Time spent doing practical activity:
Approximately 70% of the time will be dedicated to practical tasks.

Time spent doing theory:
Approximately 30% of the time will be spent doing theory.

Where to next?
The Pathways in Trade course will prepare you for whichever direction may go. You may choose to continue into the VET Building and Construction or VET Engineering course(s), look to gain employment in a trade or move into a School Based Apprenticeship whilst continuing into VCAL.

Duration:
Pathways in Trade is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten, 45 minute sessions per fortnight.

Please note: A student can only do one Pathways in Trade and VET Building and Construction in any one semester. If a large number of students select these subjects, a student may only be able to study one of these subjects in the year.

Who to ask:
Mr Tom Ferguson, Mr John Sullivan or Mr Peter Ryan (Head of Technology).
Food and Technology (Elective – Maths/Science/Computing/Technology group)

Why study Food and Technology?
This study is suitable for students interested in developing a range of skills in the key chemical and functional properties of food and food groups. This knowledge is then applied to food preparation skills. Throughout this course, students are encouraged to engage in various forms of critical thinking such as, problem solving, decision making and investigation to present information.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- Understanding the ‘design process’ and developing the associated skills and techniques required to research, design and produce
- The principles of baking and key ingredients
- The influence that various cultures have had on food consumption today
- The use of food models in food selection
- The role of key foods and nutrients in the diet throughout stages of the life span
- The application of safe and proper work practices in a kitchen environment.

How will Food and Technology be assessed?
Food Technology is assessed through various forms. These range from written tasks, end of semester examination, practical work, written assignments and investigations.

Examples of the types of classroom activities you will be doing in Food and Technology:
- Investigate and develop a range of options to a given design problem which consists of a personal design brief, specific evaluation criteria and relevant research.
- Develop a range of skills and techniques relevant to more advanced production methods
- Research and investigate tasks involving critical thinking and analysis.
- End of semester exam

Time spent doing practical activity:
One double period per week

Time spent doing theory:
One double and one single per week

Where to next?
From Year 10 Food and Technology you can progress onto VCE Units 1-4 Food and Technology or VET Hospitality.

Duration:
Food and Technology is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten, 45 minute sessions per fortnight.

Who to ask:
Year 10 Food and Technology teachers or Mr Ryan (Head of Technology).
Systems Engineering  
(Elective – Maths/Science/Computing/Technology group)

Why study Systems Engineering?  
This study will be of particular interest to students who are interested in designing and making things that move.

What knowledge and skills will you gain?  
Knowledge and skills students will gain include:

- Mechanical engineering
- Electrical circuits
- Safe work practice
- CAD-CAM skills
- Use of Machines and Hand Tools
- Coding

How will Systems Engineering be assessed?  
There are five main areas of assessment:

- Investigating:   Finding out about what you are making through research
- Designing:   Making plans and preparations for manufacture
- Production:  Using a range of tools and production processes to make the project
- Evaluating:  Testing to find out how successful your project has been
- An end of semester exam.

Examples of the types of classroom activities you will be doing in Systems Engineering:

- Making electronic and electro-mechanical systems and testing them.
- Using PICAXE electronics to control electrical systems through learning how to program in Basic and Logicator.
- Using ICT to investigate project folio content.
- Yenka – CAD used to prototype and test electrical project circuits.
- Greater emphasis on CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) than in Year 9.

Time spent doing practical activity:  
Students will spend approximately 70 percent of class time completing practical activity.

Time spent doing theory:  
Thirty percent of class time will be used to complete theory based learning activities.

Where to next?  
Year 10 Systems Engineering offers excellent preparation for VCE Units 1-4 Systems Engineering.

Duration:  
Systems Engineering is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten 45 minute sessions per fortnight.

Who to ask:  
Your Year 9 Systems teacher or Mr Ryan (Head of Technology).
VET - Vocational Education and Training

General information:
VET combines nationally recognised training with the Victorian Certificate of Education (VCE) and/or the Victorian Certificate of Applied Learning (VCAL). This allows senior secondary students access to vocational education and training programs as part of their secondary school studies to improve their access to a wider range of post-secondary school pathways.

VET programs are now an integral part of the senior VCAA certificates:
- Completed VET units can contribute towards satisfactory completion of either VCE or VCAL.
- Each recognised VCE VET program has full status within the VCE Unit 1-4 structure.
- Most VCE VET programs will include a designated VCE Units 3/4 sequence or nominal hours to achieve this recognition.
- VCE VET Units 3/4 programs may contribute to a student’s ATAR either through the attainment of a study score or through an increment bonus.

VET Programs:
There are three types of VET programs available to St Patrick’s students:

1. VCE VET courses offered at St Patrick’s College
   - Applied Languages (Japanese)
   - Building and Construction (Carpentry)
   - Engineering Studies
   - Hospitality (Kitchen Operations)
   - Sport and Recreation
   - Employment Pathways

2. VCE VET Courses – offered through the Ballarat Schools Cluster (subject to availability)
   Examples include:
   - Agriculture
   - Animal Studies
   - Automotive
   - Community Services
   - Furniture Making
   - Integrated Technologies
   - Plumbing

3. Australian School based Apprenticeships and Traineeships (SBAT)

VET in the VCE entry requirements:
VET programs are job or industry specific and cater for students with an identified vocational interest in a particular field. It is therefore desirable that students intending to apply for a VET program should have gained some relevant work experience. Some VET programs require work placements as part of the course for assessment purposes.

Year 10 VET Certificate II Applied Languages (Japanese) is the second year of this two-year course. Only student who commenced this VET certificate as a Year 9 can select this offering.

With the exception of Certificate I Employment Pathways, all other VET certificates are two-year courses. Students commencing any of these programs in 2020 would be expected to complete the second year in 2021. Students may not enter the second year of a program without having completed the first year requirements.

All students applying for a VCE VET program will undergo a selection process which includes an interview and feedback from subject teachers.

Students approved for a VET program offered by the Ballarat Schools Cluster will undergo a second selection process and interview co-ordinated by Ballarat VET in Schools Cluster Office.
VET program arrangements:

St Patrick’s College arrangements:
VET certificates offered by the College:
• Will run within the school timetable (typically two doubles and one single period per week).
• May require students to participate in classes outside of normal school hours.

Ballarat Schools Cluster arrangements:
VET certificates offered through the Ballarat Cluster:
• Are delivered off-campus (outside of St Patrick’s College). Students attend an RTO such as Federation University or another secondary College such as Ballarat High School.
• Generally, First Year programs take place on Thursday afternoons and Second Year programs take place on Tuesday afternoons.
• VET programs are usually scheduled for one half-day per week. There may be some full days scheduled in some courses.
• VET programs are not confined to school hours, typically running from 1:30 pm to 5:30 pm.
• Year 10 students participating in an external VET program do so in addition to their full Year 10 timetable. Typically, they do not have study periods to compensate for Year 10 class time missed while attending the external VET programs.
• Students may be required to complete structured work-placements that, for St Patrick’s College, are scheduled to take place during the school holiday term breaks over the two years of the program.

Costs:
• Typically, delivery costs for internal VET programs are covered in the St Patrick’s College fee structure and are not levied to the student fees as an additional subject charge.
• Parents of students who elect to participate in any external Ballarat Schools Cluster VET course will be required to pay the difference between the course cost and the Catholic Education Funding for that particular course. This funding difference will appear as an external VET levy on your tuition statement. Based on current figures, this cost difference could range between $750 to $3,000 per year of VET enrolment.
• Students participating in a Ballarat Schools Cluster VET certificate are required to make an advance payment of $75 (TBC for 2020) towards the cost of materials at the time of acceptance of an offer in a VET program, so that the materials are available for use at the commencement of the program.
• Students who withdraw from their external VET program after week two of Term One will still be required to pay the full fees of the course.

External VET Program details:
Parents and students interested in any of the approved VET programs offered by the Ballarat Cluster must contact the Director of Pathways and Applied Learning, Mr Damian Kinnersly, to discuss individual needs or concerns.

Internal (St Patrick’s College) VET applications:
1. Indicate the preferred VET program on the St Patrick’s College 2020 Subject Selection Guide.
2. Students must meet for an interview with the relevant VET teachers before submitting the 2020 Selection Guide.
3. Submit the Selection Guide to the College by Wednesday, August 7.

External (Cluster) VET applications:
1. Read the handbook and course requirements carefully. For more information, visit http://highlandsllen.org
2. Indicate the preferred VET program on the St Patrick’s College 2020 Year 10 Subject Selection Guide
3. Students interested in a VET certificate offered by the Ballarat Cluster need to apply formally for the program using an online application form available through the Central Highlands LLEN (http://highlandsllen.org/student-application.php ) Please see the Mr Kinnersly, Director of Pathways and Applied Learning if there are any problems in completing this application.
4. Students applying for a VET certificate offered by the Ballarat Cluster need to confirm their application in their 2020 Selection Guide by August 23. NOTE: This does not guarantee a student’s enrolment in a cluster program and students must have selected other unit(s).

5. Students nominating for a VET certificate offered by the Ballarat Cluster are required to attend a selection interview conducted by the VET in the VCE Ballarat Cluster. These interviews are typically held in the last week of Term 3 and the first week of Term 4 and students will need to use an online booking program. Details will be sent out by the Central Highlands LLEN. Parents will be responsible for contacting the school to inform them of interview times and in ensuring that their son attends the interviews at the nominated location.

6. Students will be notified of their offer of placement or non-offer for a VET certificate offered by the Ballarat Cluster early in Term Four.

7. Formally accept an offer to the cluster of a place and pay the advance payment of $75 (TBC) towards the cost of materials.

8. Notify the College of acceptance into the VET program.

More information:
Please see Director of Pathways and Applied Learning, Mr Damian Kinnersly, for further details.

Useful websites:
http://www.highlandsllen.org/programs
VCE VET Certificate II in Building and Construction – Carpentry

(partial completion)   (Elective – Maths/Science/Computing/Technology group)

Time spent doing practical activity:
About 50% of the time allocated will be spent on practical activities.

Entry requirements:
Students wishing to study any VET certificate will need to complete the relevant application form, attend an interview, demonstrate interest in the area(s) related to the certificate and demonstrate a high level of commitment to learning in Year 9 to be eligible for this subject in Year 10.

Why study VCE VET Building and Construction?
This two-year program is for students who are seriously considering a career in the building industry. VET Building and Construction aims to:

- Provide students with knowledge and skill to achieve modules that will enhance their employment prospects within the building and construction industry.
- Enable students to gain credit towards a nationally recognised credential, and to make a more informed choice of vocational and career paths.

NOTE: Students will participate in approximately two-thirds of the 631 nominal hours thus not receive the full Certificate II in Building and Construction.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- Workplace safety and industry induction
- Workplace procedures for environmental sustainability
- Basic first aid
- Levelling
- Safe handling and use of plant and power tools
- Workplace documents and plans
- Building structures
- Calculations for the building industry
- Quality principles for the building industry
- Introduction to scaffolding
- Carpentry hand tools
- Introduction to demolition
- Basic setting out
- Sub floor framing
- Wall framing
- Roof framing
- External cladding
- Installation of window and door frames
- Formwork for concreting

How will VCE VET Building and Construction be assessed?
Under full supervision in a classroom and simulated workplace, students must complete all practical and written tasks to an acceptable standard. Assessment methods will involve application of skills and knowledge related to the construction industry. Students will demonstrate competence through oral or written questioning, written tests, and practical tasks.

Time spent doing practical activity:
About 60% of the time allocated will be spent on practical activities.

Time spent doing theory:
About 40% of the time allocated will be spent on theory activities to accumulate knowledge related to building and construction.
Work placement:
The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL complements the structured training undertaken at school. It provides the context for:

- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of modules, as determined by the RTO
- Increase of marketability
- Increase of opportunity for project based experience.

The VCAA strongly recommends a minimum of 80 hours SWL for this program. Work placement can be spread over the duration of the training program.

Recognition within the Senior Certificates:
The VCE VET Building and Construction program is designated a Group B study for satisfactory completion purposes. Students undertaking this program are eligible for up to four VCE VET units on their VCE Statement of Results: two units at Unit 1–2 level and a Unit 3–4 sequence.

Students who receive a VCE Unit 3-4 sequence for the VCE VET Building and Construction program will be eligible for a 10% increment towards their ATAR (10% of the lowest study score of the primary four scaled studies).

Students undertaking VCAL will receive credit in the Industry Specific Skills strands at the equivalent of 1 credit at Intermediate or Senior level per 90 Unit of Competency nominal hours successfully awarded.

Where to next?
The VCE VET Building and Construction program provides partial completion of the Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decoration – Pre-Apprenticeship). Additional training is required to complete the pre-apprenticeship. The training undertaken may lead to a career path within the Building and Construction industry. Trade qualifications are available in General Construction: Carpentry – Framework/Formwork/Finishing.

Duration:
VET Building and Construction is a yearlong subject. Students enrolling in the first year are expected to complete the second year of study. A student may not directly enter the second year. Students need to fully aware that workshop sessions may run for one hour after school at least once a week to allow students to complete the full program.

Please note:
A student can only do one VET Certificate at the same level per year (e.g. a student cannot enrol in 1st Year VCE VET Engineering and 1st Year VCE VET Building and Construction)

Who to ask:
VCE VET Building and Construction teacher Mr Ferguson.

VCAA information:
VET Engineering Studies Certificate II (Elective – Maths/Science/Computing/Tech group)

Entry requirements:
Students wishing to study any VET certificate will need to complete the relevant application form, attend an interview, demonstrate interest in the area(s) related to the certificate, have successfully completed all assessment tasks in subjects related to the certificate and demonstrate a high level of commitment to learning in Year 9 to be considered for this subject in Year 10.

Why study VET Engineering Studies?
This two-year course is for students who are seriously considering a career in the engineering or metal fabrication industries. VCE VET Engineering Studies is a nationally recognised pre-apprenticeship program that provides students with foundation knowledge and skills to enhance their employment prospects in the Engineering or wider manufacturing industries. The Certificate II in Engineering Studies provides a pathway into an engineering apprenticeship.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- Occupational health and safety
- Use of engineering hand and power tools
- Careers in the engineering industry
- Applying basic fabrication techniques
- The use of IT for engineering work activities
- Performing basic machining processes
- Producing basic engineering sketches and drawings
- Applying electro technology principles in an engineering work environment
- Creating engineering drawings using computer aided systems.

Examples of the types of classroom activities you will be doing in VET Engineering Studies:

- Soldering
- Fitting and turning
- CAD drawing
- Making technical drawings
- Manufacturing engineering products using a range of hand and powered tools
- Using technical drawings

How will VET Engineering Studies be assessed?
Students will be deemed “Competent” or “Not Competent”. Assessment will range from completing a series of tasks to a satisfactory standard and thus being deemed “Competent”, to passing end-of-module tests.

Time spent doing practical activity:
About 50% of the time allocated will be spent on practical activities.

Time spent doing theory:
About 50% of the time allocated will be spent on theory activities to accumulate knowledge related to engineering.
Work placement:
The VCAA has determined that work placement is an appropriate and valuable component of all VCE VET programs. Work placement complements the structured training undertaken at school. It provides the context for:
- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of modules, as determined by the RTO
- Increase of marketability
- Increase of opportunity for project based experience.

There is a minimum of ten days work placement for this program. Work placement can be spread over the duration of the training program.

Recognition within the VCE:
Students who complete 22020VIC Certificate II in Engineering Studies are eligible for four units of credit towards their VCE: two units at Units 1/2 level and one Units 3/4 sequence.

Students wishing to receive a study score for the Certificate II in Engineering Studies must undertake a scored assessment. This consists of three coursework tasks worth 66% of the overall study score and an end of year examination worth 34% of the overall study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Where to next?
Completion of VCE Units 3/4 VET Engineering (Certificate II in Engineering).

The Certificate II in Engineering Studies provides you with the skills to undertake a work-based engineering apprenticeship leading into a range of careers as an engineering tradesperson within the engineering and manufacturing industry. Occupations include roles for the conception, design, manufacture, assembly, installation, repair, replacement, packaging and sales of a wide range of products.

Duration:
Year 10 VET Engineering Studies is a year-long subject. Student wishing to study Engineering Studies must choose it in both the first and second semesters. It is studied for ten 45 minute sessions per fortnight. Some practical lessons will continue for up to one hour after school once per week. Year 10 is the first year of a two-year program of study. It is expected that students would complete the second year as a Year 11 student.

Please note:
Parents of students who elect to participate in VET Engineering Studies will be required to pay an additional materials levy which will appear as ‘VET materials levy’ on your tuition statement.

Who to ask:
VCE VET Engineering Studies teachers or Mr Ryan (Head of Technology).
**Pathway to Hospitality** (Elective – Maths/Science/Computing/Technology group)

### Why study Pathway to Hospitality?
This study is suitable for students interested in developing specific skills for the Hospitality industry. Ballarat’s hospitality industry currently has a seemingly ever-increasing gap between “job-ready” school leavers and positions vacant. This has created increased opportunities for willing and job-ready employees to find and retain meaningful work in an exciting career. This course will offer the opportunity for you to be “job-ready”.

### What knowledge and skills will you gain?
Knowledge and skills students will gain include:
- Food knowledge (at the introductory level)
- Food safety (a practical working knowledge of hygiene and safe work practices).
- Basic knife skills and safety
- Use of basic kitchen and cookery equipment
- Knowledge and ability to clean kitchen premises
- Dishwashing
- Knowledge and practical demonstration of basic methods of cookery to produce simple dishes
- Ability to follow a recipe.

### How will Pathway to Hospitality be assessed?
The Pathway to Hospitality course will have a range of different tasks and activities, which will be assessed in a range of different ways. Students will be working in a supervised commercial kitchen and will need to meet basic requirements as set out in the relevant curriculum documentation. Assessment will be both competency-based and assessable tasks.

### Examples of the types of classroom activities you will be doing in Pathway to Hospitality
- Julienne, brunoise, paysanne, jardinière, macedoine
- Knife skills, preparation, workflow, cooking techniques, seasoning, presentation.
- Basic Mise en place
- Pick a recipe & prepare with all sides
- Dessert (in groups) – set up like Master Chef (no demonstration, recipe only)
- Dessert – High Tea

**Time spent doing practical activity:**
Approximately 70% of the time will be dedicated to practical tasks.

**Time spent doing theory:**
Approximately 30% of the time will be spent doing theory.

### Where to next?
From Year 10 Pathway to Hospitality you can progress onto VCE Units 1-4 Food and Technology or look to gain employment in a trade or move into a School Based Apprenticeship and Traineeship whilst continuing into VCAL.

**Duration:**
Pathways in Hospitality is repeated in Semester 2. Students can only choose this subject once in the year. It is studied for ten, 45 minute sessions per fortnight.

### Who to ask:
Year 10 Food and Technology teachers or Mr Ryan (Head of Technology).
Understanding The Victorian Certificate Of Applied Learning (VCAL)

The VCAL is a senior secondary certificate that provides you with practical work-related experience, as well as literacy and numeracy skills that are important for life and work. Like the VCE, the VCAL is a senior secondary qualification and a pathway to many careers and future education. If you like hands-on learning and would like to go to a TAFE institute or university, do an apprenticeship or traineeship, or start a job when you finish school, the VCAL may be a good choice.

A student who successfully completes all strands of the VCAL will receive the VCAL Certificate and Statement of Results, detailing their areas of study from VCAA, which at Intermediate and Senior Level, is an equivalent qualification to the VCE.

The VCAL is designed to develop and extend pathways for young people. On completion of the VCAL, students will be able to make informed choices about employment or education options. Meaningful pathways are created by linking student aspirations and future employment goals to the choice of accredited curriculum, as well as connecting VCAL learning programs to work and industry experiences, and active participation in the community. The inclusion of curriculum from VET in VCAL learning programs helps connect students with broader options for work, further education and active community participation.

There are currently more than 450 secondary schools, TAFE institutes and adult and community organisations delivering the VCAL to more than 23,000 students.

To achieve your VCAL, you need to complete 10 units of study from four compulsory strands:

- **Literacy and Numeracy Skills**
- **Personal Development Skills**.
- **Industry Specific Skills** (This must be a recognised VET program at a Certificate II level or higher and amount to at least 180 nominal training hours. If a student has completed a VET program in a previous year this may contribute depending on an eligibility check.)
- **Structured Workplace Learning – Recognition** (SWL-R) This is typically one day per week of work with an employer in the sector that corresponds to the VCE VET program studied by the student. This will be a VCAL General Credit unit.

Students will also be required to complete individual and group projects as part of their VCAL program. The College will record and report each boy’s level of achievement in completing the assessment tasks associated with each of the learning outcomes and report it to parents via the Parent Access Module (PAM).

The Senior School Timetable

VCAL classes will be allocated within the Senior timetable structure. As for all other Year 12 students, boys participating in the VCAL program will be required to study Religious Education and attend all Pastoral Care sessions.
What can my VCAL program include?

Your teachers will help you develop a VCAL program that suits your particular learning needs and interests.

A VCAL program can include:
- VCAL units
- VCE units
- VET/Further Education modules or units of competency.

Your VCAL learning program must include:
- a minimum of two VCAL units
- at least one Literacy unit
- at least one Numeracy unit
- at least one unit from the Industry Specific Skills strand. At the Intermediate and Senior levels, this must include a unit of study from a VET qualification
- at least one unit from the Work Related Skills strand
- at least one unit from the Personal Development Skills strand
- six credits at the attempted VCAL level (Foundation, Intermediate or Senior) or above. One of these credits must be for Literacy Skills and one must be for Personal Development Skills.

A VCAL student must be enrolled in a VET or SBAT. This is a requirement for those seeking to attain a VCAL certificate at either the Intermediate or Senior Level of the certificate.

Structured Workplace Learning
Students are required to undertake a Structured Workplace Learning (SWL) placement for one day a week which the College requests be a Friday. A SWL provides the opportunity for a student to use their skills and knowledge from their VET program. Students will be responsible for arranging these work placements. If assistance is required they are asked to see the Careers & Transition Manager, Mr Anthony Meehan, regarding possible assistance in finding an employer.

The General Achievement Test (GAT)
In 2020 VCAL students are required to sit the GAT. Results from VCAL strands do not result in a student receiving an ATAR.

Religious Education
All St Patrick’s College students are required to study Religious Education. Students completing the VCAL program will participate in timetabled Year 12 non-VCE classes. Options available within this program include:
- Year 12 Religious Education (non-VCE)
- Year 12 Religious Education (non-VCE) - Youth Ministry
- Year 12 Religious Education (non-VCE) - Liturgical Music

Satisfactory completion of VCAL Strands
Each VCAL strand includes a set of five to eight outcomes. Each outcome must be satisfactorily completed at least twice for completion of each strand.

Achievement of the outcomes is based on the teacher’s assessment of the student’s performance on assessment tasks negotiated for the strand. Satisfactory completion of strands is determined by the school, in accordance with VCAA requirements.

Schools advise VCAA of every strand satisfactorily completed. At the end of each year, VCAA will issue a Statement of Results to all students enrolled in VCAL units.
Assessment of VCAL Strands
The Statement of Results issued by VCAA will show ‘CY’ (if students have satisfactorily completed each of the learning outcomes for a given unit), or ‘IP’ (for any outcomes which are ‘In Progress’) ‘CN’ (for any units not satisfactorily complete). The Statement of Results will also indicate the level at which the boy has attained competence: ‘Foundation’ (typically for Year 10), ‘Intermediate’ (typically for Year 11) or ‘Senior’, (typically for Year 12).

The College will record and report each boy’s level of achievement in completing the assessment tasks associated with each of the learning outcomes and report it to parents via the Parent Access Module (PAM).

Results from VCAL strands do not result in students receiving an ATAR.

Expected Standards of Attainment in Assessment Tasks with VCAL
The expected minimum standard of attainment for outcomes in VCAL is 100%. That is, each boy is required to meet all mandated outcomes to successfully complete each strand in his VCAL. A student’s level of achievement on each outcome will be determined by their teacher. Working within the VCAL guidelines, students may negotiate how outcomes are met. Student programs are intentionally vocation focused. If a student has an interest in Hospitality, outcomes negotiated with the teacher would typically be centred around Hospitality type tasks.

Students and parents seeking further information about any aspect of St Patrick’s Applied Learning Program and VCAL are encouraged to contact the Director of Pathways and Applied Learning, Mr Damian Kinnersly, and/or the VCAL Coordinator, Ms Lyn Maniz.
**VET and SBAT ready-reckoner**

The following information details the VCE recognition and ATAR contribution for each internal VET certificate completed St Patrick’s College.

**For St Patrick’s internal offerings:**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Certificate Title</th>
<th>VCE Recognition</th>
<th>Study Score and contribution to ATAR</th>
<th>VCAL Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>Certificate II in Applied Languages (Japanese)</td>
<td>VCE Units 1 &amp; 2 (only by completing both years)</td>
<td>Nil</td>
<td>1 Industry Specific Skills credit per 100 hours of successful VET units available at Intermediate and Senior VCAL.</td>
</tr>
<tr>
<td>Technology</td>
<td>Certificate II in Building &amp; Construction Pre-Apprenticeship</td>
<td>VCE Units 1 &amp; 2</td>
<td>Students who receive a Units 3 &amp; 4 sequence will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four).</td>
<td>1 Industry Specific Skills credit per 100 hours of successful VET units available at Intermediate and Senior VCAL.</td>
</tr>
<tr>
<td>Technology</td>
<td>Certificate II in Engineering Studies</td>
<td>VCE Units 1 &amp; 2</td>
<td>Students wishing to receive an ATAR contribution for the Units 3 &amp; 4 sequence must undertake scored assessment and an end of year examination for the purpose of achieving a study score.</td>
<td>1 Industry Specific Skills credit per 100 hours of successful VET units available at Intermediate and Senior VCAL.</td>
</tr>
<tr>
<td>HaPE</td>
<td>Certificate III in Sport and Recreation</td>
<td>VCE Units 1 &amp; 2</td>
<td>Students wishing to receive an ATAR contribution for the Units 3 &amp; 4 sequence must undertake scored assessment and an end of year examination for the purpose of achieving a study score.</td>
<td>1 Industry Specific Skills credit per 100 hours of successful VET units available at Intermediate and Senior VCAL.</td>
</tr>
<tr>
<td>Career Pathways</td>
<td>Certificate I in Employment Pathways</td>
<td>Nil</td>
<td>Nil</td>
<td>1 Industry Specific Skills credit per 100 hours of successful VET units at Foundation VCAL only</td>
</tr>
</tbody>
</table>

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**2020 Year 10 Information Booklet**
Australian School Based Apprenticeships and Traineeships (SBAT)

A school-based apprenticeship or traineeship arrangement that combines part-time work, structured training with a Registered Training Organisation (RTO) and school studies. A school-based apprenticeship may give students credit towards their Victorian Certificate of Education (VCE). When a student enrolls in a School Based Apprenticeship or Traineeship, it is integrated within the student's VCAL program.

Why must I be enrolled in the VCAL program?

A SBAT typically requires students to complete one or two days of work or training per week. At a minimum, this results in students missing a number of scheduled class periods. Students are required to negotiate any missed class work and assessment with their Year 10 teachers and work independently to meet all timelines.

This has marked detrimental effect on a student’s capacity to engage fully in the typical Year 10 program. It also impacts on a student’s likelihood of being able to successfully study any VCE subject they want or need. Consequently, any student undertaking a SBAT will automatically be enrolled in the St Patrick’s VCAL program.

These aspects of any SBAT need to be considered carefully by both the student and his parents before committing to any SBAT. Students who wish to undertake a School-based Apprenticeships or Traineeships while at St Patrick’s College may do so as per the following arrangements. The student must:

- Be undertaking the VCAL;
- Commence enquiry with an appointment with the Director of Pathways and Applied Learning to discuss their pathways program;
- Have their intended SBAT approved by the Director of Pathways and Applied Learning. Please note that not all SBATs will be approved as some may significantly conflict with a student's proposed or current Senior School program.
- Be aware that their timetable may be modified or compromised;
- Be aware that all work associated with a SBAT is typically to be conducted on a Friday. This is to allow a program that minimises disruptions and allows a student to achieve their best possible result within the Applied Learning program;
- Have paid employment under an industrial agreement that recognises School-based Apprenticeships and Traineeships. In effect the employer will be either:
  - Covered by an Award with suitable provisions;
  - Party to a workplace agreement, including Individual Transitional Employment Agreements, Australian Workplace Agreements, collective agreements, or pre-reform certified agreements; or
  - Have a training contract that includes a nationally recognised qualification and duration of training to be undertaken. This contract must be registered with Skills Victoria
- Have a training plan and be signed with an RTO within two months of commencement of the School-based Apprenticeship and Traineeship
- Undertake training over two years at an average of 13 hours per week for employment and training per week. These 13 hours should be divided into at least seven hours of employment and six hours of training per week which may be averaged over three periods of four months in each year of the program

Students undertaking an apprenticeship or traineeship that is not integrated into their school learning program and study timetable, are undertaking a Part-time Apprenticeship or Traineeship. This type of arrangement is no longer considered to be 'school-based' however students will still be able to receive credit toward their VCE or VCAL, when they are enrolled on VASS.

Students undertaking an SBAT must be aware that all training and assessment are the responsibility of the RTO. St Patrick’s College has no direct involvement in this aspect.

For further information, visit the VCAA School-based Apprenticeships and Traineeships website at: http://www.vcaa.vic.edu.au/Pages/vet/programs/sbat.aspx
# ST PATRICK’S COLLEGE

Senior School Subject Selection Planner (for students entering Year 10 in 2020)

## 2020 Year 10:

<table>
<thead>
<tr>
<th>Semester</th>
<th>RE/Sport (compulsory)</th>
<th>English (one of)</th>
<th>Mathematics (one of)</th>
<th>Science and Humanities</th>
<th>Elective 1</th>
<th>Elective 2</th>
<th>Elective 3</th>
<th>External VET or SBAT</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>RE</td>
<td>English</td>
<td>Foundation Maths</td>
<td>At least one of: Biology Chemistry Enviro Science Physics Science &amp; Soc</td>
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<tr>
<td></td>
<td>Sport</td>
<td>English and Eng Support</td>
<td>General Maths Math Methods</td>
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<tr>
<td></td>
<td></td>
<td>Eng Lang Literature</td>
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<tr>
<td>Semester 2</td>
<td>RE</td>
<td>English</td>
<td>Foundation Maths</td>
<td>At least one of: Hist – 20th Cent Hist – Revs Legal Studies and Politics Commerce</td>
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<tr>
<td></td>
<td>Sport</td>
<td>English and Eng Support</td>
<td>General Maths Math Methods</td>
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<tr>
<td></td>
<td></td>
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## 2021 Year 11:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Religious Education (one of)</th>
<th>English (one of)</th>
<th>First preference</th>
<th>Second preference</th>
<th>Third preference</th>
<th>Fourth preference</th>
<th>Fifth preference</th>
<th>External VET or SBAT</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>R&amp;S 1</td>
<td>English</td>
<td>English</td>
<td>Foundation</td>
<td>Eng Lang</td>
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<td>Proposed:</td>
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<tr>
<td></td>
<td>R&amp;S(Y) 1</td>
<td>Foundation</td>
<td>English</td>
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<td>Literature</td>
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<td></td>
<td>Which preference will it replace?</td>
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<tr>
<td></td>
<td>T&amp;T 1</td>
<td>English</td>
<td>Eng Lang</td>
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</tr>
<tr>
<td></td>
<td>R&amp;S 3</td>
<td>English</td>
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<tr>
<td>Semester 2</td>
<td>R&amp;S 2</td>
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<td>Eng Lang</td>
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<td>Proposed:</td>
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<tr>
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<td>R&amp;S(Y) 1</td>
<td>Foundation</td>
<td>English</td>
<td></td>
<td>Literature</td>
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<td>Which preference will it replace?</td>
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<td>T&amp;T 2</td>
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<td>Eng Lang</td>
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<td>R&amp;S 4</td>
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<td></td>
<td>T&amp;T 4</td>
<td>English</td>
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### 2022 Year 12:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Religious Education (one of)</th>
<th>English (one of)</th>
<th>First preference</th>
<th>Second preference</th>
<th>Third preference</th>
<th>Fourth preference</th>
<th>Fifth preference</th>
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</thead>
<tbody>
<tr>
<td>All whole year subjects</td>
<td>Non-VCE</td>
<td>English</td>
<td>Non-VCE (YM)</td>
<td>English and</td>
<td>Non-VCE (Music)</td>
<td>English Support</td>
<td>Usually private study</td>
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<td>R&amp;S 3/4</td>
<td>English Language</td>
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<td>T&amp;T 3/4</td>
<td>Literature</td>
<td>Fourth preference</td>
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<td>FIFTH preference</td>
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</table>

### Year 10 VCAL:

<table>
<thead>
<tr>
<th>Semester</th>
<th>RE and Sport</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Personal Development Skills</th>
<th>Work Related Skills</th>
<th>Industry and Enterprise</th>
<th>Internal VET or SBAT/ SWL/ Projects</th>
<th>External VET or SBAT/ SWL/ Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>All whole year subjects</td>
<td>RE and Sport</td>
<td>Literacy</td>
<td>Numeracy</td>
<td>Personal Development Skills</td>
<td>Work Related Skills</td>
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<td>Negotiated program</td>
<td>External VET or SBAT/ SWL/ Projects Negotiated program</td>
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</table>
Notes and Questions