



# **2022 YEAR 10 INFORMATION BOOKLET**



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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 student 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 is characterised by a significant increase in program and subject offerings available to students. The majority of their studies will continue to be based on the Victorian Curriculum. All students will study a Unit One VCE subject for RE. 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 additional Victorian Certificate of Education (VCE) Units 1/2 level subjects. Other students, who meet the selection criteria and successfully complete an interview, may be able to commence a Vocational Education and Training (VET) Certificate in Year 10.

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

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

### CORE:

All Year 10 students study four sessions of Sport and one session of Pastoral Care per fortnight for the whole year. Students must also choose one core subject from each faculty area below to fulfil their core subject requirements.

Faculty	Core subjects offered	Page number
<b>Religious Education</b> - p. 10 - 12 6 sessions per fortnight per year	• Religious Education	11
	• Texts and Traditions (one Semester only)	12
<b>English</b> - p. 13 - 17 10 sessions per fortnight per year	• English	14
	• English Language and Literature	15
	• English and English Support	17
<b>Mathematics</b> - p. 18 - 19 10 sessions per fortnight per year	• Mathematical Methods	18
	• General Mathematics	18
	• Foundation Mathematics	18
<b>Science</b> - p. 20 - 24	• Extended Science 10 sessions per fortnight for per year	20
	• Applied Science 10 sessions per fortnight for per semester	22
<b>Humanities</b> - p. 25 – 28 10 sessions per fortnight per semester	• Twentieth Century History- Australia	25
	• Legal and Political Studies	26
	• Commerce	27

## **ELECTIVES:**

In addition to the core subjects, students are able to study three elective subjects per semester. Each elective is allocated 10 sessions per fortnight. All Year 10 electives run for one semester only.

There are Group A electives and Group B electives.

Students must study at least one semester of the Group A elective subjects over the course of the year and at least one semester of the Group B elective subjects.

### **The following limitations apply to Year 10 elective subjects in this program:**

(R) Repeated = The subject is offered in Semester 1 and is repeated in Semester 2.

Students can only choose this subject once during the year.

(Y) Year = VCE Units 1/2 subjects and all VET certificates are year-long subjects. Students wishing to study any of these subjects must choose them in both the first and second semesters.

### **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.

<b>Faculty</b>	<b>Category</b>	<b>Page</b>
<b>The Arts:</b>		
Architecture	Repeated	30
Media	Repeated	31
Music Performance	Semester	32
Studio Art - Photography	Repeated	33
Studio Art – Traditional Artforms	Repeated	34
Theatre Studies	Repeated	35
Visual Communication Design	Repeated	36
<b>English:</b>		
English Language	Repeated	15
Literature	Repeated	16
<b>Humanities:</b>		
Twentieth Century History- Australia	Repeated	25
Legal and Political Studies	Repeated	26
Commerce	Repeated	27
<b>Health and Physical Education:</b>		
Health	Repeated	37
Physical Education	Repeated	38
VCE VET Sport and Recreation Year 1	Year	56
<b>Languages:</b>		
Japanese - VET Certificate II Applied Languages	Year	39
<b>Religious Education:</b>		
Philosophy	Repeated	41
<b>Employment Pathways:</b>		
VET Certificate II in Skills for work and vocational pathways	Year	40

## **Group B elective studies**

The Group B studies include 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.

<b>Faculty</b>	<b>Category</b>	<b>Page</b>
<b>Computing:</b>		
Computing	Repeated	42
Computing - Hardware	Repeated	43
Computing - Programming	Repeated	44
Computing - Innovative Digital Solutions	Repeated	45
<b>Mathematics</b>		
VCE Units 1/2 Specialist Mathematics (by invitation only)	Year	46
<b>Science</b>		
Psychology	Repeated	23
<b>Technology</b>		
Design and Technology – Wood	Repeated	47
Food and Technology	Repeated	48
Pathways in Trade	Repeated	49
Pathways in Hospitality	Repeated	50
Systems Engineering	Repeated	51
VCE VET Certificate II Building and Construction Year 1	Year	52
VCE VET Certificate II Engineering Studies Year 1	Year	54

### **Additional notes about VET subjects**

All VET certificates are two-year courses. Students commencing any of these programs in 2022 are expected to complete the second year in 2023.

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.

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

**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 2022.**

### **VCE Units 1/2 options within Year 10**

St Patrick's College recognises that certain boys would benefit from studying VCE 1/2 subjects in Year 10. 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 subject as a Year 10 student.

See Section 5 of the Year 10 Subject Selection Guide and the Year 10 Subject Selection webpage.

# Additional 2022 Year 10 Offerings

Following is a list the VCE and VET study options offered by St Patrick's in 2022. For details regarding each subject, please refer to the *Years 11 & 12 Information Booklet on the Year 10 Subject Selection website*.

**Please note that not all studies within the VCE and VET programs will run in 2022. Studies are offered subject to student demand, teacher availability and facility capacity.**

## KEY

Units that students can do singly or as a sequence

Unit 1 - Unit 2

Units that must be done as a sequence

Unit 3 Unit 4

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).

Unit 1 - Unit 2 - Unit 3 Unit 4

## RELIGIOUS EDUCATION GROUP

RELIGION and SOCIETY

Unit 1 Unit 2 Unit 3 Unit 4

TEXTS and TRADITIONS

Unit 1 - Unit 2 - Unit 3 Unit 4

PHILOSOPHY

Unit 1 Unit 2 Unit 3 Unit 4

## ENGLISH GROUP

ENGLISH

Unit 1 Unit 2 Unit 3 Unit 4

ENGLISH LANGUAGE

Unit 1 - Unit 2 - Unit 3 Unit 4

LITERATURE

Unit 1 - Unit 2 - Unit 3 Unit 4

FOUNDATION ENGLISH

(Please note: Foundation English does not continue but prepares for VCE units 3/4 English)

Unit 1 Unit 2

## BUSINESS STUDIES GROUP:

ACCOUNTING

Unit 1 - Unit 2 - Unit 3 Unit 4

BUSINESS MANAGEMENT

Unit 1 Unit 2 Unit 3 Unit 4

ECONOMICS

Unit 1 Unit 2 Unit 3 Unit 4

INDUSTRY and ENTERPRISE

Unit 1 Unit 2 Unit 3 Unit 4

LEGAL STUDIES

Unit 1 Unit 2 Unit 3 Unit 4

## COMPUTING GROUP:

APPLIED COMPUTING

Unit 1 Unit 2

DATA ANALYTICS

Unit 3 Unit 4

SOFTWARE DEVELOPMENT

Unit 3 Unit 4

## 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:**

MODERN HISTORY

Unit 1

Unit 2

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

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

Unit 1

Unit 2

Unit 3

Unit 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 DESIGN

Unit 1

Unit 2

Unit 3

Unit 4

**VET IN THE VCE:**

CERTIFICATE II BUILDING and CONSTRUCTION

Unit 1

Unit 2

Unit 3

Unit 4

CERTIFICATE II ENGINEERING STUDIES

Unit 1

Unit 2

Unit 3

Unit 4

CERTIFICATE III SPORT and RECREATION

Unit 1

Unit 2

Unit 3

Unit 4

CERTIFICATE II SKILLS FOR WORK AND VOCATIONAL PATHWAYS

Unit 1

## **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.

### **Reporting the result for a redeemed assessment task:**

The reporting of the result for a redeemed task will be based on the 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 school may decide to delay the decision about satisfactory completion of a VCE or VET subject to allow a student to complete or submit further work.

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?**

### **2022 Year 10 Subject Selection Guidance**

Students will work through a series of tasks in the *2022 Year 10 Subject Selection Guide* linked to the Year 10 Subject Selection website about the subjects offered in Year 10. Students will also be informed about how to record their proposed Year 10 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).

Submission of proposed 2022 Year 10 will be done through **Web Preferences** (the online subject submission portal) via an emailed link to the Web Preferences portal. Parents will also be sent a similar email explaining the submission procedure.

Students are required to submit their proposed 2022 subject selections by no later than **Friday, August 13**.

## 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
- 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.

## Making Choices

Now that you have this booklet it is important to read through it thoroughly.

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 your subject selection facilitator and Pastoral teacher as well as the following:

- Mr Hamish McCrum, Director of Senior School
- Mr Michael Busscher, Director of Middle School
- Ms Rachel Leighton and Mr Matthew Taylor, Year 10 Coordinators
- Mr Damian Kinnersly, Director of Pathways and Applied Learning,
- Mr Tom Ferguson, Director of Administration
- Mrs Julia Petrov, Director of 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 study either Texts and Traditions or Religious Education.

### **Religious Education pathways:**

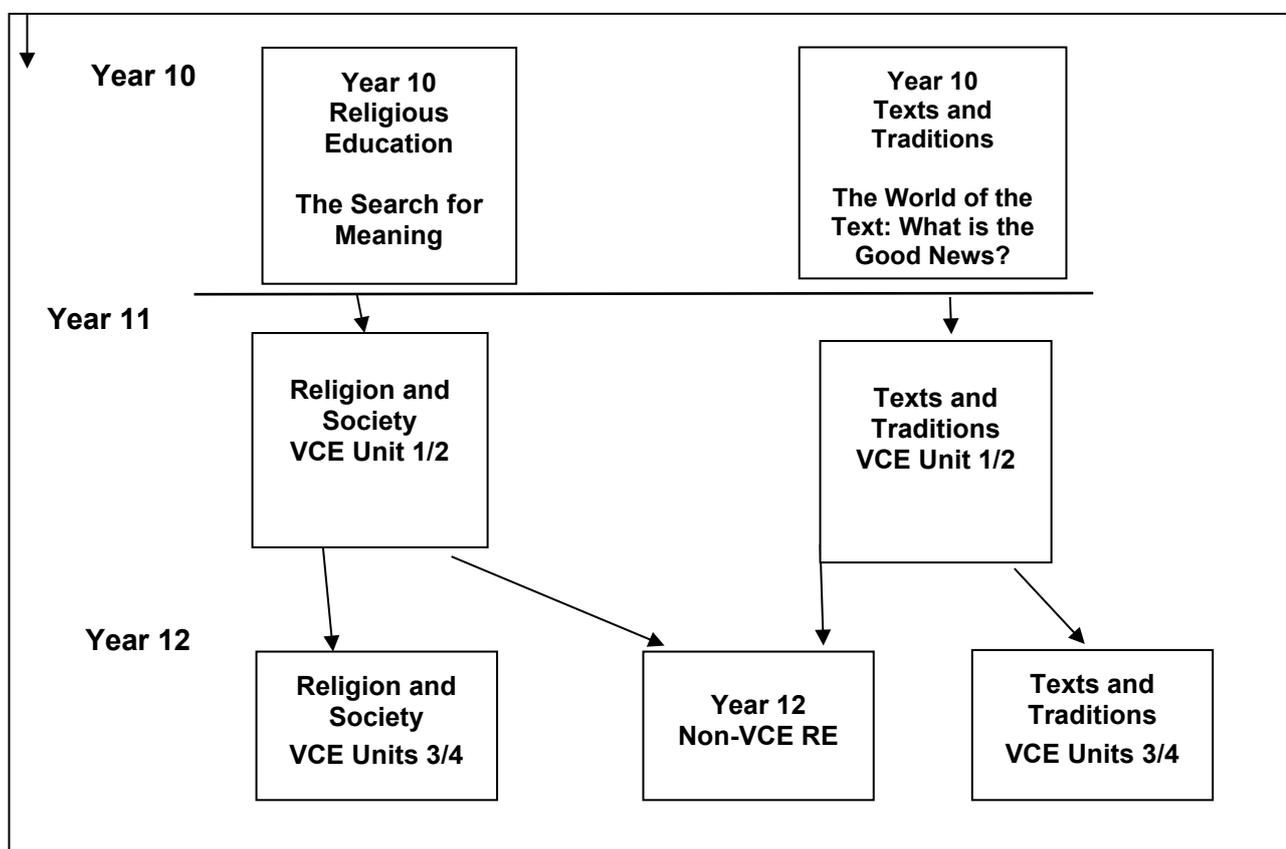
Senior School Religious Education is based on four pathways:

- A pathway to VCE Texts and Traditions
- A pathway to VCE Religion and Society
- A pathway to Non-VCE Religious Education

Year 10 students must choose at least **one** of the two core Religious Education choices available to them:

- Religious Education
- Text and Traditions

### **Religious Education Pathways:**



## **Studies of Religious Education (Core) Option One: Religious Education**

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### **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 sessions per fortnight for the whole year

### **Who to ask:**

Your Year 9 Religious Education teacher or Mr Leviston (Religious Education Head of Faculty)

## **Studies of Religious Education (Core) Option Two: Texts and Traditions**

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### **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 sessions per fortnight for the semester. The second semester will be Religious Education.

### **Who to ask:**

Your Year 9 Religious Education teacher Mr Jarrod Ryan, or Mr Mitchell Leviston (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 attempt an English study 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 and English Support

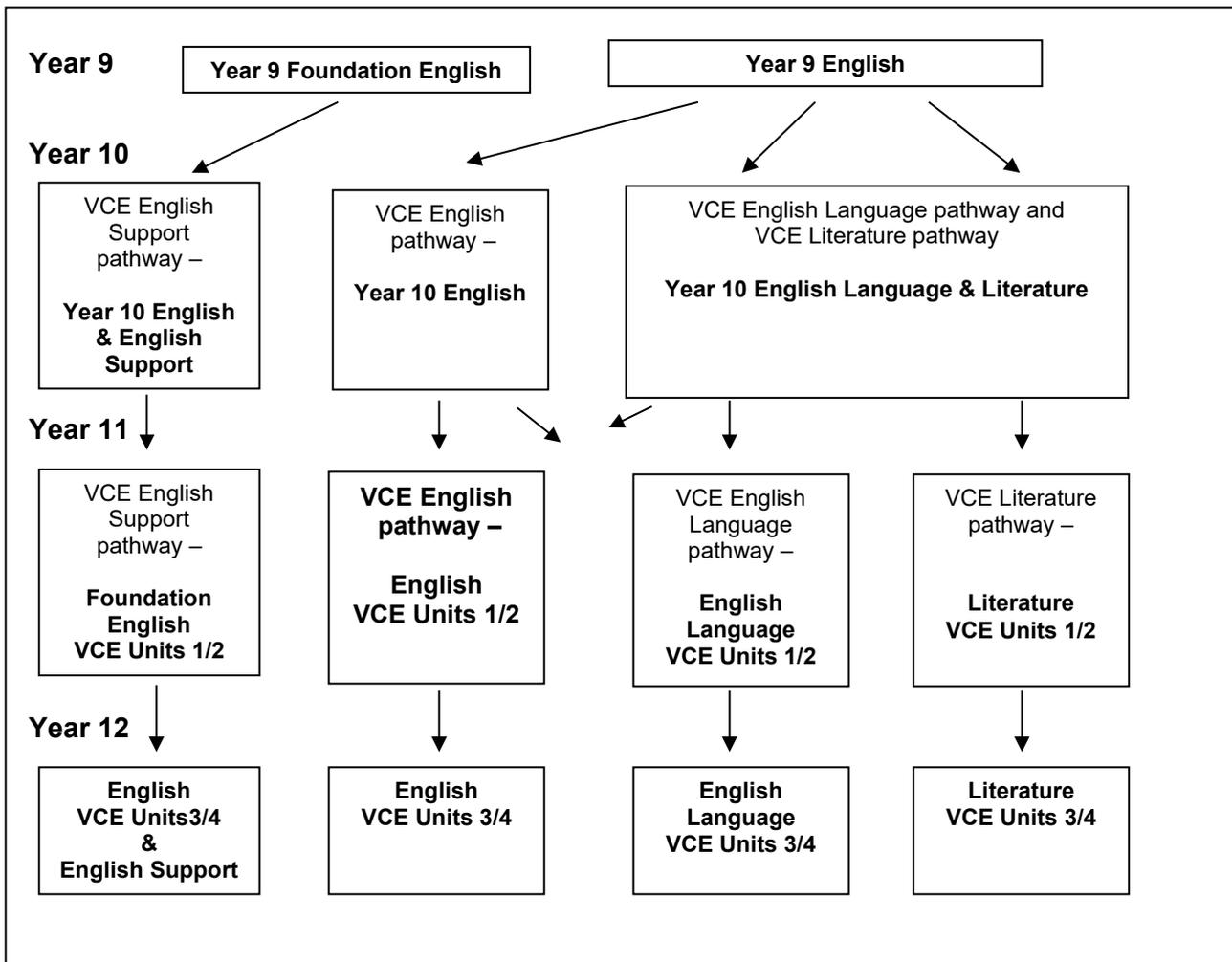
Year 10 students must choose at least one of the three core English choices available to them:

- 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:



## Studies of English (Core) Option One: English

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### 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 oral presentations, analyse various media texts and produce writing for a variety of purposes and audiences. Students will also sit an end of semester exam.

### Activities in the English classroom:

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, Miss Sarah Slater (Head of EAL/D and SPC's senior English Language teacher), or Mr Magee (Head of English).

## **Studies of English (Core): Option Two: English Language and Literature**

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In this year-long subject, students will study a semester of English Language and a Semester of Literature. The College will invite students who may benefit from this offering. Students who take English as a core subject may also undertake 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?**

While English involves reading and viewing a range of literary and media texts and developing a range of written and oral communication skills, English Language is more content-focused. English Language studies different kinds of texts to those studied in English, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use and consider a range of historical and contemporary written and spoken texts.

#### **What knowledge and skills will you gain?**

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.

#### **Classroom activities 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

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## 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 and thoughtfully 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 study of 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**

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

### **Why study English Support?**

For identified students' English Support is a targeted intervention program designed to support boys who benefit from the teaching of explicit literacy skills. 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 as well as 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.

### **How will English and English Support be assessed?**

- Written activities (including short and longer responses to questions)
- Reading activities (including 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 considers the needs and aspirations of a wide range of students.

### **What mathematics subjects are there?**

Senior School Mathematics is based on four pathways, each catering for a different level of mathematical ability:

- A pathway to VCE Foundation Mathematics
- A pathway to VCE General and Further Mathematics
- A pathway to VCE Mathematical Methods
- A pathway to VCE Specialist Mathematics (also involves doing VCE Mathematical Methods)

Year 10 students must be enrolled in at least one of the three core mathematics choices available:

#### **• YEAR 10 MATHEMATICAL METHODS**

*Mathematical Methods is known as the "pure" mathematics. There is more focus on theory and the various methods that can be used to solve problems. The topics covered include various algebra topics, geometry, trigonometry, probability, measurement and some statistics. Methods is often a prerequisite to university courses like Engineering, IT, Medicine etc.*

- Students who study Mathematical Methods in Year 10 will have all mathematics options open to them in the VCE.

#### **• YEAR 10 GENERAL MATHEMATICS**

*General Mathematics continues to build upon the general maths skills that students have developed through years 7-9. The topics cover basic algebra and its applications, financial mathematics, geometry, measurement, graphing and analysis of statistics. General/Further Mathematics is often the minimum mathematics required for many university courses and trades.*

- 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.

#### **• YEAR 10 FOUNDATION MATHEMATICS**

*Foundation Mathematics is a basic course that shows students the practical applications of mathematics and provides the knowledge that they will require in order to be successful in the workplace, with finances and with their own interests and hobbies.*

- 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)

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).

PLEASE NOTE: **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. More information on Specialist Mathematics can be found at the end of the Maths section.

### **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:

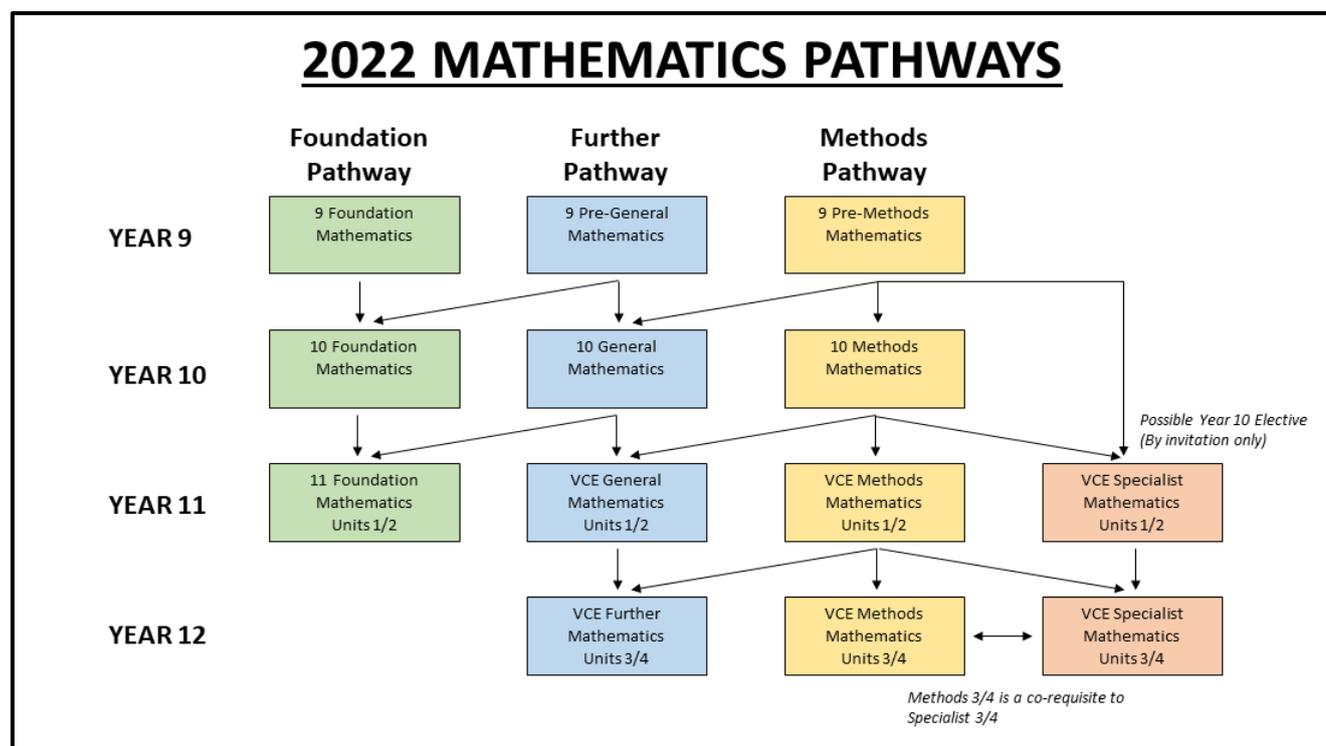
- The majority of Mathematics classes will entail students listening to instruction from the teacher and practicing new work
- CAS calculator work for students in Mathematical Methods and General Mathematics.

### 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?

The diagram below shows the natural progression of each subject. Some changes are possible throughout the journey, however these should only be made in consultation with your teacher or with Mr Corden (Head of Mathematics).



### Who to ask:

Your Year 9 Mathematics teacher or Mr Luke Corden (Head of Mathematics).

# **Science (Core)**

## **Science (Core) Option One: Extended Science**

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### **Why study Extended Science?**

Extended Science is a year long Science course that is designed to prepare students for VCE Units 1-4 Chemistry, Biology and Physics. Classroom theory, practical exercises and assessment tasks are all based on the VCE model. Students who enjoy topics such as cellular functions, genetics and human evolution, chemical symbols, chemical equations and calculations, motion and forces, energy and waves

### **Prerequisite Information:**

Year 10 Extended Science is a **compulsory** prerequisite subject for the following VCE Science Subjects:

- VCE Unit 1 – 4 Chemistry
- VCE Unit 1 – 4 Biology
- VCE Unit 1 – 4 Physics

Students who have **NOT** completed Year 10 Extended Science will not be able to enroll in these VCE units in either Year 11 or Year 12.

Year 10 Extended Science will also allow students to gain an understanding of the academic and practical skills required to successfully complete:

- VCE Unit 1 – 4 Psychology
- VCE Unit 1 - 4 Environmental Science

### **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.
- 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.
- 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 magnets and magnetic fields.

### **How will Extended Science be assessed?**

- Practical reports
- Research tasks
- Calculation worksheets
- Topic tests
- End of semester examination

**Examples of the types of classroom activities you will be doing in Extended Science:**

- DNA extraction
- Research poster outlining the processes of meiosis and mitosis.
- 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.
- 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 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, Biology and Physics. Students studying this subject will gain an understanding of the academic and practical skills required to successfully complete any VCE Science subject, including VCE Psychology and VCE Environmental Science.

**Duration:**

Extended Science is a year long subject and is offered at the beginning of the academic year only. Extended Science is studied for ten, 45-minute sessions per fortnight.

**Who to ask:**

Your Year 9 Science teacher or Mrs Stephanie Young (Head of Science).

## Science (Core) Option Two: Applied Science

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### Why study Applied Science?

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.

### Prerequisite Information:

Year 10 Applied Science is a semester long, general science course which meets the minimum requirements of Level 10 of the Victorian Curriculum. Students who choose this subject will only be able to enroll in the following VCE Science subjects:

- VCE Unit 1 – 4 Psychology
- VCE Unit 1 – 4 Environmental Science

**Please note: Year 10 Applied Science is a general science and is not intended to prepare students for VCE Chemistry, Biology or Physics.**

### 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 Applied Science be assessed?

- Assignments and Research Tasks
- Practical work
- Tests
- End of semester examination.

The course will be made up of short units that cover the major disciplines of Science: Biology, Physics and Chemistry.

### Examples of the types of classroom activities you will be doing in Applied Science.

- 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)

### 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 Applied Science would **NOT** be considering moving into VCE Biology, VCE Chemistry or VCE Physics in Year 11 and/or Year 12. To be eligible to enrol in these three subjects, students must study the Extended Science course for the entire year.

Students who study Applied Science are able to enrol in VCE Psychology or VCE Environmental Science **ONLY** in Year 11 and/or Year 12

### Duration:

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

### Who to ask:

Your Year 9 Science teacher or Mrs Stephanie Young (Head of Science).

## Science (Elective): Psychology

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### 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 the purpose, nature, and cycles of sleep.
- 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.

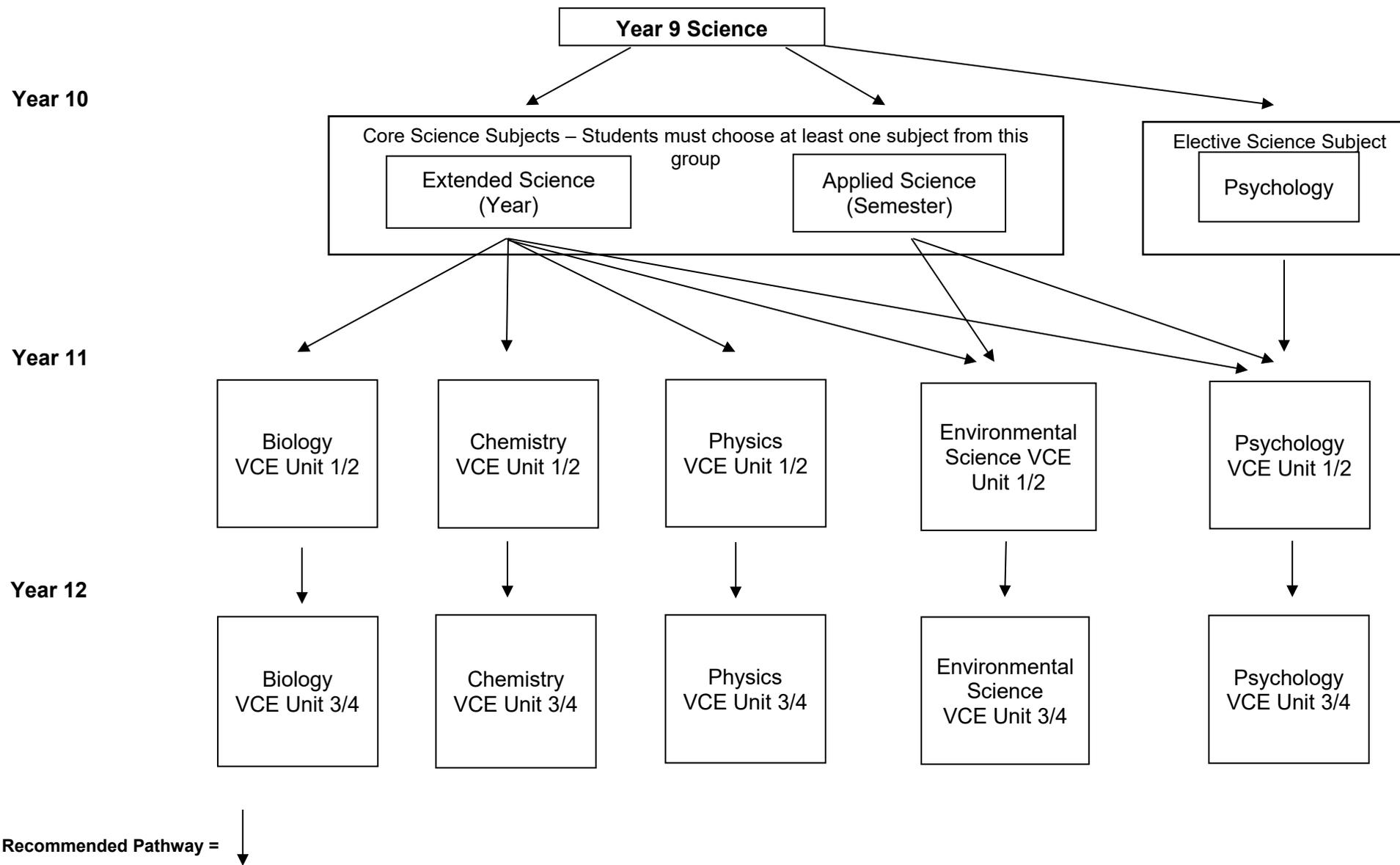
### Duration:

Psychology is offered each semester and students can study it in either Semester One or Semester Two. Students **MUST** choose one of the Core 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 Mrs Stephanie Young (Head of Science).**

# Science Pathways



## **Humanities (Core)**

### **Humanities (Core) Option One: Twentieth Century History - Australia**

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#### **Why you will study Twentieth Century History: Australia?**

This unit provides a solid foundation for related VCE History studies i.e. VCE units 1 and 2 History. Classroom theory, practical exercises and assessment tasks are all set at a Year 10 level. 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 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 Twentieth Century History: Australia be assessed?**

- Topic tests
- Source analysis
- 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 Modern History, VCE Units 3 and 4 Australian History and VCE Units 3 and 4 Revolutions.

#### **Duration:**

Twentieth Century History: Australia 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 - Twentieth 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: Legal and Political Studies

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### Why 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:

- 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

### 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 Three: Commerce

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### Why study Commerce

This unit provides a solid foundation and direct pathway into several VCE subjects such as Business Management, Economics, Accounting and/or Industry and Enterprise. Students can 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:

- 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:

- 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 VCE Units 1 and 2 Business Management, VCE Units 1 and 2 Economics, VCE Units 1 and 2 Accounting and VCE Units 1 and 2 Industry and Enterprise.

### 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

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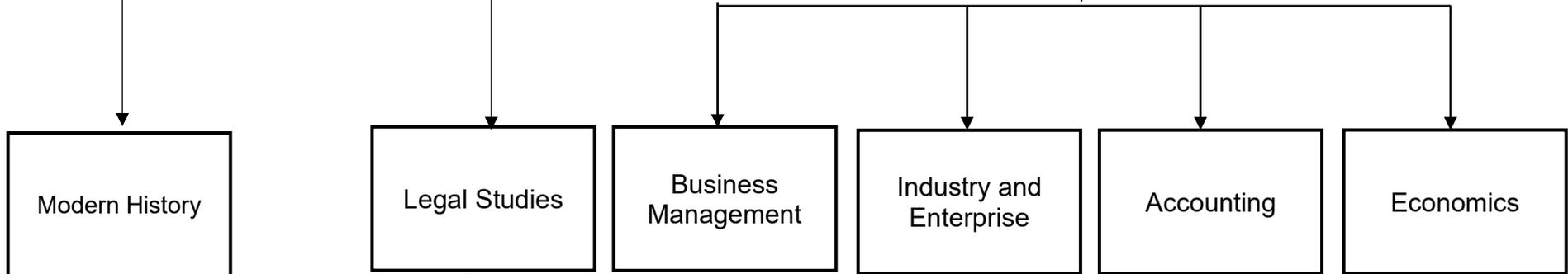
**Year 9**



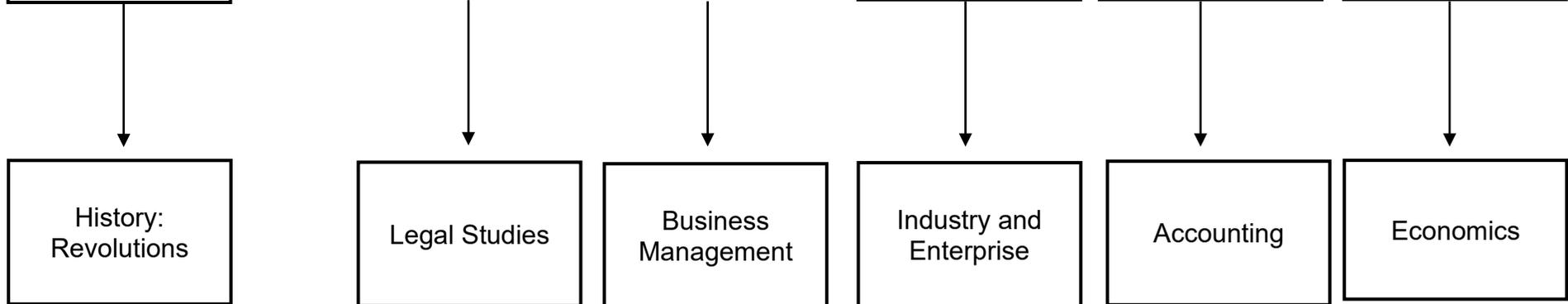
**Year 10**



**Year 11**



**Year 12**



**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 in 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 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 VCE 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 A**

## **Architecture**

(Elective Group A)

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### **Why study Architecture?**

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 ICT

### **How will Architecture 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 Architecture:**

- 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 Design in Year 11, and then VCE Units 3/4 Visual Communication Design in Year 12.

### **Duration:**

Architecture 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 Jared Lynn (Head of the Arts Faculty).

**Why study Media?**

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 be assessed?**

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:**

- 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 at Year 10 prepares students for the study of VCE Units 1/2 Media Studies.

**Duration:**

Media 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 Media teachers or Mr Jared Lynn (Head of the Arts Faculty).

## 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 making and (2) exploring and responding. Students will have an exam at the end of the semester for this subject. Assessment tasks 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:

- Group rehearsal and performance of selected musical compositions
- Solo performance
- Composition activities using various notation programs
- Aural and theory analysis of music
- End of semester aural and written exam

## Time spent doing practical activity:

Students will spend approximately 50 percent of class time completing practical activities.

## 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 as a semester or yearly subject. However, students choosing only to complete one semester must do this in semester 1.

## Who to ask:

Ms Fiona Wilson (Head of Music Faculty).

## Why study Studio Art- Photography?

Studio Art- 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. Many of the skills practiced in this subject can also be used in study of VCE Media.

## What knowledge and skills will you gain?

Knowledge and skills students will gain include:

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

## How will Studio Art- 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 Studio Art- 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 Studio Art- Photography prepares students for the study of VCE Studio Art.

## 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- Traditional Artforms?

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
- Improved skill development in making sculpture
- 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- Traditional Artforms be assessed?

Each area of drawing, painting, printmaking and photography will have a folio and visual diary assessed for each unit. 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 Studio Art- Traditional Artforms:

- Drawing, painting, printmaking, ceramics, sculpture and photography. Using various artists as inspiration and exploring how they use the same materials.
- 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- Traditional Artforms prepares students for the study of VCE Studio Arts.

### Duration:

Studio Art- Traditional Artforms 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 Theatre Studies?

Students engage in workshops based on theatre styles, dramaturgy, improvisational activities, character development, text interpretation and analysis. 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 the sophisticated application of production roles as they interpret solo and ensemble performances
- An ability to develop a successful actor-audience relationship
- Skills in editing and rehearsing performances
- An understanding of acting skills and production roles
- Skills in improvisation strategies
- An understanding of various Modern and Pre-Modern Theatre Styles
- How to undertake dramaturgical research across the three stages of the production process.

## 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 design production roles (lighting, sound, costume, props, set, make-up)
- 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 spent studying 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 teacher Ms Monique Allen or Mr Jared Lynn (Head of the Arts Faculty).

## **Why study Visual Communication Design?**

This is the communication of information by visual means. It leads not only into graphic and commercial art and related design areas, but also media, construction 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 the final presentation of quality 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 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 Design teachers or Mr Jared Lynn (Head of the Arts Faculty).

**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 health promotion and the Ottawa Charter and how it can help improve health and wellbeing including the 5 dimensions.
- 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).

## 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. Students participate in some practical classes.***

## 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
- The role of energy systems and use of food fuels in physical performance
- Identification and testing of fitness components
- Devising training sessions that incorporate specific fitness components and training methods.

## How will Physical Education be assessed?

- Laboratory Reports - Body Movement Analysis and Fitness Analysis (fitness components and energy systems)
- Anatomy and Physiology Tests
- Energy Systems video review
- Components of Fitness, Training Methods and Training Principles Test
- 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

## 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 as well as 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) or your classroom PE teacher

**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 in a culturally appropriate manner.

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, a large trading partner with Australia and an important foreign investor. 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 that is culturally appropriate in the workplace. Students learn to use the Japanese language 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 work 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 Mr Tucker (Head of Language Faculty)

## **VET Certificate II in Skills for Work and Vocational Pathways (Elective Group A)**

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### **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?**

This VET course 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
- Through the use of workplace communications

### **Examples of the types of classroom activities you will be doing in Certificate II in Skills for work and vocational pathways :**

- Web searches
- Role plays
- Online OH & S activities

### **Time spent doing practical and theory activity:**

Students will spend approximately a third of their classroom time completing practical activities and two thirds doing applied 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. It leads towards the VCE Industry and Enterprise subject in preparing for work.

### **Duration:**

This course is a year-long subject. Students wishing to study Certificate II in Skills for work and vocational 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 the Director of Pathways and Applied Learning, Mr Kinnersly.

## 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., Virtual Reality & 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 also has a specific pathway through VCE Units 1/2 Philosophy in Year 11 and VCE Units 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 Mr Nathaniel Winfield, Mr Daniel Willey or Mr Mitchell Leviston Head of Religious Education.

## Why study Computing?

Technologies enrich 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 21<sup>st</sup> 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).

## 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 their computer. 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 activities.

## 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 21<sup>st</sup> Century skills (communication, collaboration, problem-solving & ICT skills)
- Use tools to design and manage projects
- Develop 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 21<sup>st</sup> Century skills
- Understand 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 or solution development
- Oral and visual presentations of a solution to discuss the idea and function of a 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:

- Students 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 activities.

## Time spent doing theory:

Twenty per cent 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 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:

Mr Fernée (Head of Computing Faculty)

**Entry requirements:**

Entry to VCE Units 1/2 Specialist Mathematics is by invitation only. Invitations will be made by letter early in Term Three to considered Year 9 students. Students not invited into VCE Units 1/2 Specialist 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 Specialist Mathematics?**

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

Specialist Maths is recommended for students planning to undertake further study in mathematics – or those who have a strong interest or aptitude in maths. Students looking to undertake university courses specialising in engineering and/or sciences would benefit from this course.

**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 in mind. The course provides the background to several 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 Specialist 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 Specialist Mathematics:**

The majority of Mathematics classes will entail students listening to instructions 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 Specialist Mathematics is a year-long subject. Students wishing to study VCE Unit 1/2 Specialist Mathematics 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 folio 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 Technologies faculty)

## 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.

## 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 Technologies faculty).

**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 with concrete and associated tools, equipment and materials

### 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.

### 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 Mike Kent or Mr Peter Ryan (Head of Technologies faculty).

## Why study Pathways in 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.
- Understanding of hospitality industry
- Front of house operations

## How will Pathways in Hospitality be assessed?

The Pathways in 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 Pathways in 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
- Front of house skill and operations.
- Excursions to local venues

## 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 Pathways in 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.

## 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 Technologies faculty).

## 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 activities.

## 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 Technologies faculty).

# VCE VET Certificate II in Building and Construction – Carpentry

**(Partial completion)**

**(Elective Group B)**

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## Why study 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
- Levelling
- Safe handling and use of plant and power tools
- Workplace documents and plans
- Building structures
- Calculations 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

## Examples of the types of classroom activities you will be doing in VET Building and Construction:

- Building a range of projects using common carpentry hand tools
- Conducting an OH&S audit
- Working as a team member
- Completing theory from a VET text book

## How will 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).

**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. It is studied for ten 45 minute sessions per fortnight.

**Who to ask:**

VET Building and Construction teacher, Mr Ferguson, Mr Kent or Mr Ryan (Head of Technologies faculty).

**VCAA information:**

<http://www.vcaa.vic.edu.au/vet/programs/building/buildconst.html>

*Please note: A student can only do **one** VET Certificate at the same level per year (e.g. a student cannot enrol in 1<sup>st</sup> Year VCE VET Engineering and 1<sup>st</sup> Year VCE VET Building and Construction. But a student can do 1<sup>st</sup> Year VCE VET Engineering and 2<sup>nd</sup> Year VCE VET Building and Construction.)*

## **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 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.
- Machining operations (Centre Lathe and Vertical Milling Machine).
- 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
- Increased marketability
- Increased 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 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. Students wishing to study Engineering Studies must choose it in both the first and second semester. 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 Technologies faculty).

## **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 Years 9 and/or 10 to be eligible for this subject in Year 11.*

## **Why study VCE VET Sport and Recreation?**

VCE VET programs are vocational certificates approved for senior secondary school students and endorsed for recognition in the VCE by the Victorian Curriculum and Assessment Authority (VCAA). This two-year program leads to nationally recognised qualifications as well as contributing towards the attainment of VCE Units 1-4 which may also contribute towards an ATAR score at the completion of Year 12.

## **What knowledge and skills will you gain?**

Knowledge and skills students will gain include:

- Occupational Health and Safety in sport and recreation
- Conducting risk analysis
- Conducting a sport and recreation session for participants

## **How will VCE VET Sport and Recreation be assessed?**

A study score is available for VCE VET Sport and Recreation. To be eligible for a study score, students must achieve all the units of competence designated as the VCE VET Unit 3-4 sequence.

The study score is derived from

- Completion of three assessable tasks designed to determine competence of the cluster units of competency within each task
- Completion of an examination in the end-of-year examination session, based on the underpinning knowledge and skills in the evidence guide of the units of competence.

## **Examples of the types of activities you will be doing in VET Sport and Recreation:**

- First Aid
- Instructing activity sessions
- Structured workplace learning with sport and recreation industry
- Umpiring

## **Time spent doing practical activity:**

The amount of time undertaking practical activities is approximately 40%. Please note that there are some requirements for practical activities regarding assessment and structured workplace learning that need to be completed outside of class time.

## **Time spent doing theory:**

The amount of time undertaking theory is approximately 60%. This time is focused upon developing the required underpinning knowledge and skills required by someone employed in the Sport and Recreation industry.

## **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 and provides the context for:

- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of modules, as determined by the RTO
- Increased marketability
- Increased 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 VCE:**

Students who complete the VCE VET Certificate III in Sport and Recreation 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 VCE VET Certificate III in Sport and Recreation 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?**

This course is an industry-based course designed to develop certain skills and competencies within the Sport and Recreation industries. There are many opportunities such as:

- Sports administration/officiating
- Athlete career education
- Outdoor recreation
- Sports training and conditioning
- Commercial tour companies running adventure and recreation activities
- School-based fitness and outdoor recreation programs
- Corporate programs
- Community health and fitness centres

**Entry requirements;**

VCE VET Sport and Recreation has no specific academic pre-requisites for entry into the first year of the course. However, students should carefully note the following:

- This is a VET subject and as such requires a degree of maturity to cope with the academic and workplace demands both in the classroom and during structured workplace learning opportunities.

To be eligible to enrol in the VCE Unit 3 and 4 sequence at SPC students are required to complete all units of competency of the first year of the course (therefore being awarded VCE Units 1 and 2).

**Notes:**

*Students should avoid selecting VET Sport and Recreation together with Outdoor and Environmental Studies due to the time required for external activities.*

*A student can only do **one** VET Certificate at the same level per year (e.g. a student cannot enrol in 1<sup>st</sup> Year VCE VET Certificate III in Sport and Recreation and 1<sup>st</sup> Year VCE VET Building and Construction).*

**Who to ask:**

VET Sport and Recreation teacher Mr Kinnersly

**VCAA information:**

<http://www.vcaa.vic.edu.au/vet/programs/sportrecreation/sportrec.html>

# **VET - Vocational Education and Training**

## **General information:**

VET combines nationally recognised training with the Victorian Certificate of Education (VCE). 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.
- 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
  - Sport and recreation
  - Skills for work and vocational pathways
2. VCE VET Courses – offered through the Ballarat Schools Cluster (subject to availability)  
Examples include:
  - Agriculture
  - Animal Studies
  - Automotive
  - Community Services
  - Electrotechnology
  - Music Industry
  - Plumbing
  - Screen and Media
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.

With the exception of Certificate II Skills for work and vocational pathways, all other VET certificates are two-year courses. Students commencing any of these programs in 2022 would be expected to complete the second year in 2023. 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 Coordinator.

## 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 session per week).
- May require students to participate in classes outside of normal school hours.
- May require students to purchase specific Personal Protective Equipment (PPE) or ensure that they have a full SPC sports uniform for classes.

### Ballarat Schools Cluster arrangements:

VET certificates offered through the Ballarat Cluster:

- Are delivered off-campus (outside of St Patrick's College). Students attend a Registered Training Organisation (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. Typically, students will be permitted to leave the College at approximately 1:00 pm to attend these classes. Some programs have classes that do not meet this schedule and this information will be provided by the VET cluster.
- Some VET cluster programs will include excursions and/or full day programs at various times through a school year.
- Year 10 students participating in an external VET program do so in addition to their full Year 10 timetable. They do not have study sessions to compensate for Year 10 class time missed while attending the external VET programs.
- Students may be required to complete compulsory structured work-placements in some VCE VET programs. For St Patrick's College students, these should be arranged to take place during the school holiday term breaks over the two years of the program so there is no further impact on classes.

### **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 \$1000 to \$4,000 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 2022) 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.
- Transport to the external VET programs will be the responsibility of the families. This may include additional public transport costs.

### **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 *2022 Subject Selection Guide*.
2. Students must meet for an interview with the relevant VET teachers before submitting the Selection Guide.
3. Submit the Selection Guide to the College by the required date.

**External (Cluster) VET applications:**

- At the time of printing, the application process has not been finalized. All students wishing to apply for the external programs must see the Director of Pathways and Applied Learning for further information.

**More information:**

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

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**Useful websites:**

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

<http://www.highlandsllen.org/programs>

## VET Ready-Reckoner

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

### For St Patrick's internal offerings:

Faculty	Certificate Title	VCE Recognition	Study Score and contribution to ATAR
Languages	Certificate II in Applied Languages (Japanese)	VCE Units 1 & 2 (only by completing both years)	Nil
Technology	Certificate II in Building & Construction Pre-Apprenticeship	VCE Units 1 & 2 VCE Units 3 & 4 (continuing students only)	Students who receive a Units 3 & 4 sequence will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four).
Technology	Certificate II in Engineering Studies	VCE Units 1 & 2 VCE Units 3 & 4 (continuing students only)	Students wishing to receive an ATAR contribution for the Units 3 & 4 sequence must undertake scored assessment and an end of year examination for the purpose of achieving a study score.
HaPE	Certificate III in Sport and Recreation	VCE Units 1 & 2 VCE Units 3 & 4 (continuing students only)	Students wishing to receive an ATAR contribution for the Units 3 & 4 sequence must undertake scored assessment and an end of year examination for the purpose of achieving a study score.
Career Pathways	Certificate II in Skills for work and vocational pathways	Nil	Nil

## **Australian School Based Apprenticeships and Traineeships (SBAT)**

A school-based apprenticeship or traineeship (SBAT) is an 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).

### **What is the impact of a SBAT on my Year 10 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 sessions. Students are required to negotiate any missed class work and assessment with their Year 10 teachers and work independently to meet all timelines.

Missing regular classes has a marked detrimental effect on a student's capacity to engage fully in the typical Year 10 program. It may also impact on a student's likelihood of being able to successfully study any VCE subject they want or need. Students undertaking an SBAT in Year 10 need to be organised and take a proactive approach in liaising with their classroom teachers and catching up with missed classwork. To undertake a SBAT, students need to:

- Have made 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 compromised and subjects requested may not be available;
- Be aware that all work associated with a SBAT will impact on class attendance. This may include time spent at the workplace and any required time spent undertaking training at a VET provider (TAFE or private RTO) associated with the SBAT;
- 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
  - Covered by the minimum terms and conditions of Part 21 of the Workplace Relations Act. For more information visit Further Education and Training on the Department of Education and Early Childhood Development (DEECD) website at [www.education.vic.gov.au/training](http://www.education.vic.gov.au/training).
  - 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 sessions 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 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. SBAT students may also be required to pay additional costs associated with their employment and training – this is not facilitated by the College.**

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

### Year 10 Subject Selection Planner (for students entering Year 10 in 2022)

#### 2022 Year 10:

Semester	RE/Sport (compulsory)	English (one of)	Mathematics (one of)	Science	Humanities	Elective	Elective	External VET or SBAT
Semester 1	Religious Education Text and Traditions	English  English and English Support	Foundation Maths  General Maths	At least one of:  Extended Science	At least one of:  History – 20 <sup>th</sup> Century Australian			
	Sport	English Language and Literature	Math Methods	Applied Science	Legal and Political Studies  Commerce			
Semester 2	Religious Education Text and Traditions	English  English and English Support	Foundation Maths  General Maths	Extended Science	<b>Elective</b>			
	Sport	English Language and Literature	Math Methods	<b>or Elective</b>				

#### 2023 Year 11:

Semester	Religious Education (one of)	English (one of)	First Preference or External VET	Second preference	Third preference	Fourth preference	Fifth preference
Semester 1	Religion and Society  Text and Traditions	English  Foundation English  English Language Literature					

2024 Year 12:

Semester	Religious Education (one of)	English (one of)	First Preference or External VET	Second preference	Third preference	Fourth preference	Fifth preference
All whole year subjects	Non-VCE Religion Text and Traditions Religion and Society	English English and English Support English Language Literature					Usually private study

