



St Joseph's College
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Valdocco Program

Subject Selection Handbook

2024





A GUIDE TO USING THIS BOOK

Year 9 is a time of change for young men as they move from boyhood to manhood. The curriculum at Year 9 is structured to be flexible so that sufficient time can be taken to deal with the questions of adolescence and prepare students for the challenges of the senior curriculum. The Year 9 Campus is staffed by a core group of teachers that will provide students with a curriculum that is engaging, relevant and develops lifelong learning. The curriculum is structured into four distinctive yet interconnecting parts including the Foundations, Discovery, Challenge and Friday Thematic Programs.

The **Foundations Program** focuses on the development of the core skills of Literacy and Numeracy. The Foundations Program also includes Religious Education and Mind & Body (Health & PE). The **Discovery Program** comprises a number of Integrated Units exploring the Humanities and Science curriculum in particular. Discovery units are explored largely through applied learning activities that are grounded in the real-world challenges and encourage the application of higher order thinking skills. The **Thematic Program**, which takes place every Friday, is a series of integrated study units largely supported by incursions and excursions. Finally, the **Challenge Program** is an elective program where each student is able to self-determine part of his Year 9 learning experience.

This Course Selection Handbook aims to provide comprehensive information on each of the Challenge Units offered by the College. Students should select their Challenge Units carefully and be open to trying new subjects. Students should keep in mind their academic strengths and interests, career paths they may pursue (open to change of course) and the advice of others, including College staff and their parents.

With these things in mind, students should read over all the material available in this handbook. This will help them to get an idea of what will be covered in the Challenge Units and the means by which these will be assessed.

A handwritten signature in blue ink, appearing to read "Cathy Livingston".

Cathy Livingston
Principal

A handwritten signature in blue ink, appearing to read "Andrew Cooper".

Andrew Cooper
Deputy Principal (Learning)

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Valdocco Curriculum - Grounded in the Victorian Curriculum

Courses of Study at the Valdocco Campus have been developed to meet the requirements of the Victorian Curriculum. The Victorian Curriculum provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which Victorian schools use to plan student learning programs, assess student progress and report to parents.

In addition to meeting the foundational requirements of the Learning Areas of the Victorian Curriculum, the Valdocco Curriculum program also addresses the Capabilities of the Victorian Curriculum through its interactive and applied learning programs. These capabilities include:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal & Social

Assessment and Reporting 2024

Parents will receive a full Written Report at the conclusion of each Semester. In addition, an Interim Report will be provided as an update of student progress, at the conclusion of Terms 1 and 3.

In addition to the A+ - UG grading system that most parents are familiar with (based on percentage grades), Academic reporting will also include a rating of performance against standard expected for their year level at the time of reporting.

A+ / A	At or Above Standard	An A+ - C grading means that a student is at or above the standard expected at the time of reporting and that his learning is on track.
B+ / B		
C+ / C		
D+ / D	Below Standard	A D+ - D grading means a student is just below the standard expected at the time of reporting.
E		An E+ - E grading means a student is below the standard expected at the time of reporting.
UG	Well Below Standard	An UG grading means a student is well below the standard expected for their year level at the time of reporting.

Who to Contact for Help (Current for 2023)

The following is a list of staff members who can help you with your questions about subject selections, general enquires about all issues and the subject selection process:

Andrew Cooper	Deputy Principal (Learning)	acooper@stjosephs.com.au
Guido Piotti	Deputy Principal (Students)	gpiotti@stjosephs.com.au
Liam O'Keefe	Deputy Principal (Community)	lokeefe@stjosephs.com.au
Vivienne Egan	Director of RTO and Pathways	vegan@stjosephs.com.au
Louis Goutos	Head of Valdocco	lgoutos@stjosephs.com.au
April Rogers	Year 9 Learning Leader	arogers@stjosephs.com.au
Peter Wright	Director of Learning Enhancement	pwright@stjosephs.com.au
Brian Martin	Year 9 Leader	bmartin@stjosephs.com.au
James Whiting	Outdoor and Environment Leader	jwhiting@stjosephs.com.au
Debbie Fowkes	Valdocco Office/First Aid	dfowkes@stjosephs.com.au

Year 9 2022 Team – Term 4

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Gerard Quinn	Occhiena Support	gquinn@stjosephs.com.au

The Year 9 2024 Team will be confirmed later this year.



Year 9 Occhiena Centre

Year 9 - Challenge Units

Students in Year 9 will undertake two Challenge units in each semester (for a total of four units across the year). These units will be selected from two groups of subjects, Group A and Group B.

Group B includes subjects from The Arts, Technology, and VET studies including Languages and Agriculture. Over the course of the year, all Year 9 students must complete a minimum of two group B subjects (more than two is allowed).

Group A subjects include all other Challenge subjects. Students may undertake a maximum of two Group A subjects across the year.

Whilst all other Challenge subjects are semester based, VET Studies including both Language Subjects (Japanese and Italian) and VET Agriculture are year-long subjects and must be undertaken in both semesters (constituting two Group B subject units).

Students will have an opportunity of nominating eight challenge units in order of preference (1-8). Students will be allocated the first two Group B subjects they select (for which there is available space) and then they will be allocated choices in accordance to their order of preference (subject to available space).

Group A		Group B	
Advanced Health and Physical Education		Digital and Information Technology	
Agriculture (VET Cert. II)		Drama	
Australian Money and Markets		Food Studies	
Forensic Science		Italian (VET Cert. II Applied Languages)	
Physical Sciences (Physics and Chemistry)		Japanese (VET Cert. II Applied Languages)	
Psychology		Media	
The Great Escapes: Geographies Of Interconnection		NoiseWorx (Music Performance and Sound Production)	
World History (Global Empires)		Product Design and Technology	
Writers Craft		Visual Art	

Assessment for all Challenge units will include a semester examination. Further, the running of all units is subject to student choice and staff availability.



Challenge - Agriculture

GROUP A – ADVANCED HEALTH and PHYSICAL EDUCATION

Subject Description

This subject will explore many of the topics covered in VCE Health and Physical Education courses, through a series of engaging and relatable theory topics such as: training program design, sports nutrition, sports psychology, and games analysis.

Students are engaged in a range of physical activities to develop competence in making decisions and taking action to promote an active and healthy lifestyle. A wide range of sports and activities are included with the emphasis placed on learning a variety of new skills, whilst applying the newly acquired theoretical knowledge. Students who perform at or above a B+ standard will be considered for acceleration into Unit 1 Health or Physical Education for the following year.



Course Outline

- Practical Application
- Fitness Testing
- Games Analysis and Human Performance
- Sports Nutrition
- Sports Psychology
- Semester Examination

Victorian Curriculum F-10 Links

Health and Physical Education:

- Movement and physical activity
- Health knowledge and promotion

Interpersonal Development

- Working in teams

VCE Links

- VCE Physical Education
- VET Sport and Recreation

GROUP A –AGRICULTURE (VET CERTIFICATE II)

Subject Description

Agriculture (VET Certificate II) is an elective subject aimed at exposing students to the broader worldwide agriculture industry starting with our small-scale animal husbandry program, vegetable gardens and orchards at the College. Viticulture is a large focus of the program where the production of wine from our College vineyard is coupled with applied science and practical day-to-day skills such as pruning plants, fencing, operation of machinery and Occupational Health and Safety (OHS). Students maintain the school vineyard as part of their activities and, depending on seasonal conditions, can produce and bottle the wine that is fermented from grapes harvested around Easter time each year.

This subject has significant links with industry and excursions to large scale vineyards and Agriculture Field Day events provide real life industry experience, as well as that gained in class. Several boys have gone on to secure ongoing positions with primary producers across broad areas in the field as a result of their studies.

Students who choose to undertake Agriculture (VET Certificate II) have the opportunity to complete the certificate across Year 9 and Year 10. This qualification will give students one VCE Unit 3 and 4 sequence prior to the end of their Year 10 studies. Selection of this option will broaden students experience in Year 9 whilst accelerating their future progress in Year 12.

Areas of Assessment

- VET Unit Competency (UoC) e.g., Participate in environmentally sustainable work practices
- Practical Tasks e.g., Operate basic machinery and equipment

Senior School Links

Agriculture (VET Certificate II) is a nationally recognized certificate. There is no additional charge to students wishing to undertake this study. Year 9 VET Agriculture is a prerequisite for continuation and completion of the Certificate in Semester I Year 10.



GROUP A - AUSTRALIAN MONEY and MARKETS

Subject Description

This course gives students the opportunity to further develop their understanding of economics and business concepts by exploring micro-economic concepts and interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for individuals and for Australia to be part of the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

Key inquiry questions

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?
- What are the responsibilities of participants in the workplace and why are these important?

Course Outline:

- Building my Financial Literacy
- How to create and balance a budget
- Credit and Interest
- Smart Investment
- An introduction to the share market
- Trade, Tax and Superannuation



Victorian Curriculum F-10 Links

- Economics and Business Knowledge and Understanding
- Economics and Business Skills

VCE Links

- Legal Studies and Politics
- Economics
- Business Management
- Accounting

GROUP A – FORENSIC SCIENCE

Subject Description

In Forensic Science students concentrate on forensic techniques and the Scientific Method. Through a combination of theory, experiments and audio-visual inputs students are encouraged to develop a skill set that enables them to complete a basic forensic investigation. At the end of the unit the students are presented with a crime scene to solve as part of their assessment.



Course Outline

- Fingerprints
- Anthropometry
- Blood spatter
- DNA
- Entomology
- Forgery
- Chromatography
- Chemical Analysis
- Impressions

Victorian Curriculum F-10 Links

- Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables
- Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data
- Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types
- Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability

VCE Links

This study of forensic science may lead students to undertake pathways in all VCE sciences including Biology, Chemistry, Physics and Psychology as well as subject areas such as Legal Studies.

GROUP A – PHYSICAL SCIENCE (CHEMISTRY/PHYSICS)

Subject Description

The purpose of this challenge subject, Physical Science, is to serve as an introduction to the physical sciences for students who have a keen interest or aptitude for Science.

Students study chemical reactions, with particular attention to those involved in the use of fuels and their environmental consequences. They also learn to describe and predict the motion of objects using the laws of physics through the medium of the study of flight. Students conduct various practical investigations, making hypotheses and drawing conclusions. Students are assessed through written practical reports, tests, research assignments and an exam. This subject aims to develop higher order thinking and problem-solving using Science knowledge, as well as Science inquiry skills, including the ability to investigate real-world phenomena and communicate and explain them.



Course Outline

- Introduction to Physics
 - Kinematics
 - Newton's Laws
- Introduction to Chemistry
 - Elements and the periodic table
 - Chemical bonding
 - Chemical equations
- Extended experimental Investigation



Victorian Curriculum F-10 Links

- Concepts and Skills
- High Order Thinking
- Communicating Scientific Information
- Problem Solving
- Research and Analysis
- Experimental Design

VCE Links

This subject leads to VCE studies in both Physics and Chemistry for those students who have an interest, passion and aptitude for one or both of these areas of the Science discipline.

Subject Description

Psychology is the study of human behaviour, experience, and the mind. During the semester students will gain a better understanding into the human brain and its functions, analyse different models and theories used to predict and explain the development of thoughts, feelings, and behaviours, while also looking at why individuals and groups behave in specific way. Students explore the key theories of individual human behaviour and experience through content, terminology, methodology, and application of the discipline. Students will engage in practical activities and theoretical analysis and as a result, students gain an understanding of the complexities and diversity of human thought and behaviour.



Course Outline

- History of Psychology
- The human brain
- Memory
- Psychology of learning
- Sports psychology
- Perception
- Emotion
- Consciousness
- Artificial Intelligence
- Social Psychology

Victorian Curriculum F-10 Links

- Analysing and Evaluating
- Communicating
- Questioning and Predicting
- Science as a human endeavor



VCE Links

This study leads to continued study in VCE Psychology. Psychology provides pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings.

Subject Description

'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The content of this subject is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Course Outline

- An Interconnected World - Globalisation
- Understanding People, Place and Perspectives
- The Global Effects of Trade
- How has travel changed?
- Global Tourism: Movements and Patterns



Victorian Curriculum F-10 Links

- Geographies of interconnections
- Collecting, recording, evaluating and representing
- Interpreting, analysing and concluding
- Reflecting and responding

VCE Links

- Geography
- Business Management
- Legal Studies
- Food Technology
- Hospitality
- Twentieth Century History



Subject Description

This subject explores the making of nations throughout world history, focusing particularly on the power and politics of Empires and the individuals and events involved in creating a nation. World History: Empire Building looks at some of the most significant empires throughout history, from Ancient Greece and Rome to the Ottoman and British Empires, investigating the key areas of social, political, economic and cultural dominance and the rise and fall of the “empires” at the centre of it all. The course presents students with the opportunity to engage in deep historical thinking, and develop the vital 21st Century skills of communication, collaboration, interpretation and creativity through a journey into the past.

Course Outline

- The Roman Empire (27 BC- AD 476/1453)
- Middle Eastern Empires (1299-1923)
- The Making of Japan (1750 – 1945)
- Age of European Exploration
- The Rise of National Fascism: Germany and Italy
- The (New) American Empire

Historical Concepts and Skills

- Ask questions and conduct research
- Sequence events and use historical terms
- Use historical sources as evidence
- Evaluate short and long-term impacts
- Analyse different perspectives and interpretations
- Communicate and present findings
- Formulate historical opinions

Victorian Curriculum F-10 Links

- Chronology, terms and concepts
- Analysis and use of sources
- Use historical terms and concepts (ACHHS165 - Scootle)

VCE Links

- History: Revolutions
- Modern History
- Legal Studies
- International Politics





Subject Description

The Year 9 Writer's Craft elective is aimed at providing a course for Year 9 students interested in English beyond the classroom who demonstrate a high level of engagement, knowledge, skill and understanding in literacy. This elective subject will introduce a wide range of learners to different styles of modern and classic writing, and aim to provide a pathway to English Literature and English Language. The subject will focus on developing skills and deepening understanding in the key literacy areas of reading, viewing, writing, speaking and listening, through analytical, comparative tasks and activities. Writer's Craft aims to expand students' higher order thinking skills, explore their understanding of language and literary techniques, introduce new styles of literature, inspire critical reading and expressive writing. In this subject, students are encouraged to critically analyse issues, ideas and themes present in a wide range of texts and explore their own literary creativity.

Course Outline

- Introduction to English Language
- Introduction to English Literature
- Poetry and Prose
- Children's Fiction
- Australian Voice and Text
- Lyrics as Literature

Victorian Curriculum F-10 Links

Concepts and Skills

- Higher Order Thinking
- Critical Reading
- Expressive Writing
- Active Listening
- Imaginative Creating
- Collaboration and Cooperation
- Research and Analysis

Subject Description

Students will develop an understanding of different types of ICT and technology-based careers. The students will be designing and creating a variety of interactive programs, projects and apps, giving them the opportunity to acquire and develop skills in various IT devices and software. This subject is a great opportunity to try out different ICT skills and areas. It is also good preparation for students to transition into senior school study.



Course Outline

- Introduction to a range of software skills in various IT software/applications
- Display an understanding of the hardware specifications and needs related to IT software
- Develop creative programs, projects, apps and games
- Analyse and evaluate the uses of ICT in an ethical and secure way
- Creative thinking, problem solving and teamwork

Victorian Curriculum F-10 Links

- Explore a range of digital systems with peripheral devices for different purposes
- Recognise different types of data and explore how the same data can be represented in different ways
- Collect, access and present different types of data to create information and solve problems
- Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols
- Define simple problems, and describe and follow a sequence of steps and decisions involving branching and user input (algorithms) needed to solve them
- Explain how student-developed solutions and existing information systems meet common personal, school or community needs

VCE Links

This subject continues to VCE Units 1-4 (VCE VET Information and Communications Technology), as well as links to the Vocational Education Training program. This study offers a number of opportunities for students to develop employability skills or to continue a further study.

Subject Description

Year 9 Drama is an opportunity to explore drama as an art form through improvisation, scripted drama, rehearsal and performance. Students refine and extend their understanding of character through the manipulation of expressive skills such as voice, movement and gesture. They will have the opportunity to explore current social themes in highly creative ways and present relevant social statements through various styles of performing, from classical to contemporary theatre. The course will also include a creative and critical analysis of live professional theatre performances (streamed and/or in person excursions) to provide students with a broader understanding of industry contexts.



Course Outline

- Creating original pieces of theatre
- Working with scripts
- Manipulating of Expressive Skills
- Engaging with diverse performance styles and ways of presenting drama.
- Developing Performance Skills
- Attending live theatrical performances

Victorian Curriculum F-10 Links

- Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (VCADRE040)
- Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces (VCARD042)
- Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (VCADRP044)
- Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect (VCADRR045)

VCE Links

- VCE Drama
- VCE Theatre Studies

Subject Description

Food Studies provides students with access to life skills. This course will help to provide you with the knowledge and skills to work in a safe kitchen environment and to cook some tasty dishes. Students will have opportunities to investigate, design and produce products and evaluate. Students will be focusing on International Foods and Café Culture. During International Foods, students will be focusing on a different country each week and identify their culture and cuisine. During Café Culture students will learn about the history of Coffee and tea and prepare dishes that would be served in cafes.



Course

Outline

- Recipe Basics
- Food Safety and Hygiene
- The Design Process
- Food Around the world
- Café Style Foods

Victorian Curriculum F-10 Links

- Health knowledge and promotion
- Building social relationships
- Working in teams
- Investigating and designing
- Analysing and evaluating
- Creativity
- Reflection, evaluation and metacognition

VCE Links

This subject continues to VCE Units 1-4, as well as links to the Vocational Education Training program. This study offers a number of opportunities for students to develop employability skills or to continue a further study.

Note: Languages are taken as a year-long study.

Subject Description

Italy has one of the richest cultural heritages of Western Civilisation and over the last 800 years has been a world leader in literature, architecture, painting, sculpture and music. The first university in Europe was founded in Bologna in 1290. Bologna's School of Law was also a first and attracted scholars from all over Europe. Banking and accountancy were also invented in Italy in the late Middle Ages.

Italy is one of the eight wealthiest nations in the world and is an essential international tourist destination. More and more Italian tourists are also visiting Australia. Italian is, after English, one of the most widely spoken languages in Australia. Nearly half a million Italian Australians use the language every day. You can practice and put Italian to use in your own community.

Learning a foreign language helps students to think about the workings of language and to develop mental flexibility and problem-solving strategies.

Completion of Unit NAT10949001 of the nationally accredited VET Certificate II in Applied Languages, should give the student confidence to interact in a social setting.

Continued studies in the language would also make a student eligible to participate in the overseas study tour.

Assessment

Students demonstrate competency in a range of tasks including role-plays, participation in class activities, peer assessment, teacher observation and formal tests. Students will also complete an end of semester examination.

VCE Links

Successful completion of Units: NAT10949001 in Year 9, and NAT10949002, NAT10949003 and NAT10949004 in Year 10, will give the student a VET Certificate II in Applied Languages. Year 9 Italian is a prerequisite for continuation of study of Italian for Year 10 and beyond at St Joseph's.

Students will have the opportunity to complete the Certificate III in Applied Languages in Year 11.



Note: Languages are taken as a year-long study.

Subject Description

Japan is a world economic power and one of Australia's most important trading partners. 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.

Learning a foreign language helps students to think about the workings of language and to develop mental flexibility and problem-solving strategies.

Completion of Unit CALOCS201 of the nationally accredited VET Certificate II in Applied Languages, should give the student confidence to interact in a social setting.

Continued studies in the language would also make a student eligible to participate in the overseas study tour.

Assessment

Students demonstrate competency in a range of tasks including role-plays, participation in class activities, peer assessment, teacher observation and formal tests. Students will also complete an end of semester examination.

VCE Links

Successful completion of Units: NAT10949001 in Year 9, and NAT10949002, NAT10949003 and NAT10949004 in Year 10, will give the student a VET Certificate II in Applied Languages. Year 9 Japanese is a prerequisite for continuation of study of Japanese for Year 10 and beyond at St Joseph's.

Students will have the opportunity to complete the Certificate III in Applied Languages in Year 11.



Subject Description

Students explore how adolescents are viewed by society through media. Students will analyse films from the teen genre as well as exploring how they are viewed through other forms of media. Students have the opportunity to create their own films exploring adolescence through the manipulation of technical and symbolic media codes such as camera angles, costuming and mise-en-scène



Course Outline

- Explore various forms of media
- Analyse the Teen Genre
- Working in teams to create small film projects
- Explore the manipulation of media codes and conventions
- Learning to work to a brief

Victorian Curriculum F-10 Links

- Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text
- Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes
- Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts

VCE Links

- VCE Media

(MUSIC PERFORMANCE and SOUND PRODUCTION)

Subject Description

Noiseworx incorporates the practical, compositional and theoretical sides of music and helps prepare students for future studies in Music performance.

Students enrolled in this subject receive small group tuition on their instruments. Whilst also participating in various workshops they continue to develop their instrumental skills and further expanding their repertoire through rehearsals and performances with larger ensembles.

Through this study, students perform, listen to and respond to a selection of music from different genres and see how they influence contemporary music in Australia and around the world. They will also form a stronger focus on composition and the elements of music such as pitch, rhythm, melody and harmony.

Please note that there is no additional fee for small group instrumental tuition as part of the Noiseworx program.

Course Outline

- One on one instrumental support from the Instrumental Teachers
- Weekly Instrumental Lessons built into the subject
- Performance development
- Composition
- Theory, Aural and Analysis

Victorian Curriculum F-10 Links

- Literacy
- Critical and Creative Thinking
- Personal and Social Capability
- Intercultural Understanding
- Information and Communication

VCE Links

- VCE VET Music Industry (Sound Production)
- Year 10 Music
- VCE Music Performance



Subject Description

Through Product Design and Technologies, students plan and manage projects from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.



Course Outline

- Students plan and manage projects from conception to realisation
- They apply design and systems thinking and design processes to investigate ideas
- Generate and refine ideas, plan and manage, produce and evaluate designed solutions
- They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.

Victorian Curriculum F-10 Links

- Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas
- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions
- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability

VCE Links:

This subject continues to VCE Units 1-4, as well as links to the VCE Vocational Major program. This study offers a number of opportunities for students to develop employability skills or to continue a further study.

Subject Description

Do you want to learn how to draw? Do you want to develop what you already know? Do you want to see what you are capable of creatively?

This semester we will be working on developing your skills and imaginations through a variety of 2-D and 3-D artistic methods. We will study how to draw and explore a range of artistic methods for self-expression including Photography, Printmaking and Sculpture. Be prepared to get your hands dirty!

You will create your own Personal Project Designing and Creating a Skateboard Deck in your preferred style.

We will look at artwork by living artists and learn how they have become the artists they are, as well as understanding how artists in the past have made the Art around us what it is today. Students will also be given an opportunity see how the art industry operates with a visit to a local/public gallery to further develop their understanding of art making and exhibiting.



Course Outline

- How to draw what you see
- Personal Project – Skateboard Deck Design and Creation
- Printmaking – How to create multi-images
- Photography/Media – What we See: Technology today
- Sculpture (3-D Artwork)
- Exhibiting your Artworks
- Art – Past Present and Future

Victorian Curriculum F-10 Links

- Explore and Express ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

VCE Links

- VCE Art Making and Exhibiting
- VCE Art Creative Practice
- Media
- Visual Communication

Challenge Electives - Application Process

- Challenge applications will be submitted using online subject portal.
- The link for this portal will be emailed to you.

Welcome to the Online Subject Selection Portal.

By completing this process, you will nominate your preferred Challenge Subjects for Year 9 2023.

Please READ, and then follow, the instructions written below. Each step needs to be completed CAREFULLY.

Please note: The Online Subject Selection Portal will close at 9am on Friday 19th August.

ALL Subject Preferences MUST be submitted online BY this date and time.

Step 1 Internet Access	You will need a device with an Internet connection. We recommend using Google Chrome browser. You may also use Firefox. If you are using a PC, please ensure you are using Internet Explorer version 6.0 and above.
Step 2 Logging In	<p>Navigate to the Subject Selection Portal by navigating to: https://www.selectmysubjects.com.au/student/UnsecuredPages/HashLogin.aspx?Credential=GcM2nAe5cofDpFUnCqUqso9n2DyC60mpHd6p44MBwGZ3rc8SWm311Xv8Tqiy52bxi5zff1zx9cj70MhMT4Pxxsg%3d%3d</p> <p>Note: This is your individual link to the Subject Selection Portal and should not be used by any other student.</p> <p>If you are asked to enter any login details, enter the following: Student Access Code: STS77-49818-6124047 Password: test</p>
Step 3 Home Page	Select (or change) your preferences by clicking on Add New Preferences at the top right of the screen.
Step 4 Preference Selection	Select your subjects from the drop-down lists. Once complete, click Proceed .
Step 5 Preferences Validation	<p>Double check that the subjects you have selected are correct.</p> <p>If you are happy with your preferences click Submit Valid Preferences which will open your "Preference Receipt".</p> <p>Or if you would like to make changes to your preferences click Cancel and this will take you back to the Preference Selection page.</p>

Example of email to be sent to students.

- Subject portal opens: **Monday Evening 14 August 2023.**
- Students will select 10 preferences in preferences order
- **The first two preferences MUST be from Group B**

- Online subject portal will give you a subject preference receipt upon completion.
- Changes to preferences can be made up until submission closure date **9am Friday 18 August**

All applications must be submitted by **Friday 18 August 2023.**

Challenge Subject Allocation

- We will endeavor to inform students of their Challenge subjects prior to or during HeadStart. (Students will have Challenge Electives during HeadStart).
- The opportunity to change Challenge subjects may occur next year.

Group A		Group B	
Advanced Health and Physical Education		Digital and Information Technology	
Agriculture (VET Cert. II)		Drama	
Australian Money and Markets		Food Studies	
Forensic Science		Italian (VET Cert. II Applied Languages) Sem 1	
Physical Sciences (Physics and Chemistry)		Italian (VET Cert. II Applied Languages) Sem 2	
Psychology		Japanese (VET Cert. II Applied Languages) Sem 1	
The Great Escapes: Geographies Of Interconnection		Japanese (VET Cert. II Applied Languages) Sem 2	
World History (Global Empires)		Media	
Writer's Craft		NoiseWorx (Music Performance and Sound production)	
		Product Design and Technology	
		Visual Arts	

Use The Table Above To Draft Your Selections (1-8 across both groups). Remember Selections 1 and 2 must be from Group B

Example below:

Group A		Group B	
Advanced Health and Physical Education	6	Digital and information Technology	
Agriculture (VET Cert. II)		Drama	5
Australian Money and Markets	3	Food Studies	9
Forensic Science		Italian (VET Cert. II Applied Languages) Sem 1	1
Physical Sciences (Physics and Chemistry)	7	Italian (VET Cert. II Applied Languages) Sem 2	2
Psychology		Japanese (VET Cert. II Applied Languages) Sem 1	
The Great Escapes: Geographies Of Interconnection	8	Japanese (VET Cert. II Applied Languages) Sem 2	
World History (Global Empires)	4	Media	
Writer's Craft		NoiseWorx (Music Performance and Sound production)	10
		Product Design and Technology	
		Visual Arts	

Allocated (example only)

Semester	Semester One		Semester Two	
Units	Italian (VET Cert. II Applied Languages) Sem 1	Australian Money and Markets (Sem 1)	Italian (VET Cert. II Applied Languages) Sem 2	World History (Global Empires) (Sem 2)