



St Joseph's College
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Valdocco Program

Subject Selection Handbook

2026



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.



Cathy Livingston
Principal



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 2.0. 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 2026

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 2025)

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
Melissa Young	Head of Learning	myoung@stjosephs.com.au
Vivienne Egan	Director of RTO and Pathways	vegan@stjosephs.com.au
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Jordan Tailby	Year 9 Learning Leader	jtaily@stjosephs.com.au
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James Whiting	Outdoor and Environment Leader	jwhiting@stjosephs.com.au
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Year 9 Team – (Term 4, 2025)

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James Buck	9 O'Mara	jbuck@stjosephs.com.au
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The Year 9 2026 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 up to 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 and Technology studies (including VET Cert II Agriculture). Over the course of the year, all Year 9 students must complete a minimum of one group B subject (more than one is allowed).

Group A subjects include all other Challenge subjects.

Whilst most Challenge subjects are semester based, both VET Language Subjects (Japanese and Italian) must be undertaken across both semesters.

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

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

Group A		Group B	
Advanced Health and Physical Education		Agriculture (partial completion VET Cert. II)	
Australian Money and Markets		Digital Technologies	
Forensic Science		Drama/Theatre Studies	
Physical Sciences (Physics and Chemistry)		Food Studies	
Psychology		NoiseWorx (Music Performance and Sound Production)	
The Great Escapes: Geographies Of Interconnection		Product Design and Technologies	
VET Cert. II Applied Language (Italian) – Year Long Study		Systems Engineering	
VET Cert. II Applied Language (Japanese) – Year Long Study		Visual Arts	
World History (Global Empires)			
Writers Craft			
Sports Academy			

Notes:

- Students selecting VET Cert. II Applied Language will not undertake the Core Language program (and, hence, will have space for two other electives from either or both of Group A or B).
- Students who select the Group A - Advanced Health and Physical Education Challenge elective unit may also select to participate in the Year Sports Academy class. Participation in the Year 9 Sports is also subject to selection.

GROUP A – ADVANCED HEALTH and PHYSICAL EDUCATION

Subject Description

This Advanced Physical Education Year 9 course is designed to introduce students to the higher-level knowledge and skills required in the subject. It acts as an ideal steppingstone toward VCE Physical Education studies by combining theoretical knowledge with practical experience.

The course is equally divided between classroom theory and active practical sessions. In theory lessons, students explore key concepts such as energy systems, fitness components, training principles and methods, muscular and cardiovascular adaptations, nutrition, and data analysis in sport. These topics are delivered through interactive lessons, case studies, and applied tasks, culminating in a structured written examination at the end of the semester.

Complementing the theory, practical classes provide students with hands-on experiences in fitness testing, resistance training, flexibility training, and sport-specific skill development. Students are also encouraged to analyse their own performance and apply sport science principles in real-time.

This course is ideal for students with a strong interest in sport, health, or performance, and who are considering pursuing VCE Physical Education. It builds confidence, promotes healthy lifestyles, and equips students with valuable knowledge and practical skills that support lifelong engagement in physical activity and further academic success in senior physical education studies.



Course Outline

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

Victorian Curriculum 2.0 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

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 2.0 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 2.0 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 2.0 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.

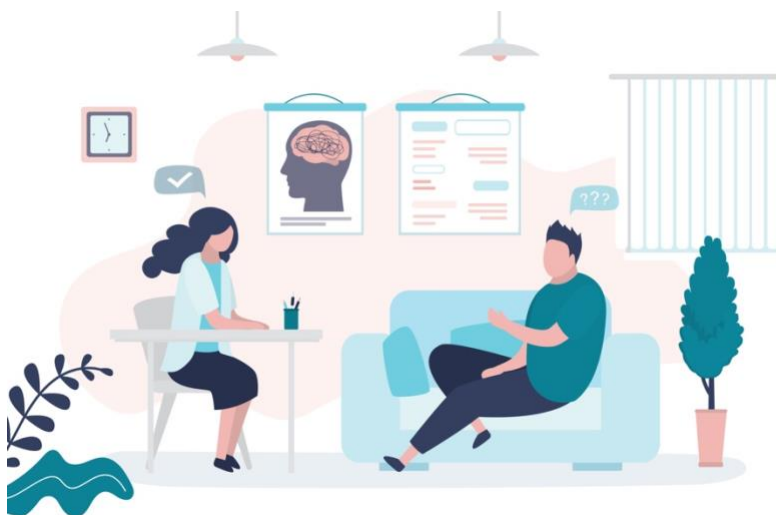


Course Outline

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

Victorian Curriculum 2.0 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 2.0 Links

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

VCE Links

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



GROUP A – ITALIAN (VET Cert. II in Applied Language)

Note: VET. Cert. II in Applied Language (Italian) is taken as a year-long study.

10949NAT Certificate II in Applied Language

This course is delivered at through Ripponlea Institute (21230)

Subject Description

Italy has one of the richest cultural heritages of Western Civilization 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 Language, 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 Language. 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 Language in Year 11.



GROUP A – JAPANESE (VET Cert. II in Applied Language)

Note: VET. Cert. II in Applied Language (Japanese) is taken as a year-long study.

10949NAT Certificate II in Applied Language

This course is delivered through Ripponlea Institute (21230)

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 Language, 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 Language. 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 Language in Year 11.



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 2.0 Links

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

VCE Links

- Modern History (Yr. 11)
- History: Revolutions (Yr. 12)
- 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 2.0 Links

Concepts and Skills

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

Subject Description

The Year 9 Sport Academy course is designed for students who want to gain a deeper understanding of how elite athletes train, perform, and succeed.

In this dynamic and practical subject, you'll explore a variety of training principles and methods used in high-performance sport. From resistance and interval training to flexibility and circuit work, you'll learn how to tailor training programs to meet specific goals – whether it's improving speed, strength, endurance, agility or the many other sport and health related fitness components.

You'll apply what you learn through hands-on sessions, performance testing, and reflective analysis, while also diving into other high-performance topics. Through exposure with elite sporting organisations, you'll gain an insight from professionals in the sport industry, through guest workshops and facility visits. These partnerships provide authentic learning experiences and a glimpse into high-performance environments.



Key Areas of Study

- Principles of training (e.g. specificity, overload, progression)
- Methods of training (e.g. aerobic, plyometrics, resistance)
- Athlete performance testing and analysis
- Goal setting and program development
- Recovery and performance enhancement

Ideal for students who are active in sport or looking to build foundational knowledge in training science.

Subject Details

- | | |
|-------------------------|-----------------------------|
| • Status: Elective | • Length: One semester only |
| • Entry: Open/Selection | • Periods per week: Four |
| • Prerequisites: None | |

Future Directions

- VCE Physical Education
- VCE VET Certificate III Sport and Recreation
- VCE Vocational Major (VCE VM)- Personal Development Skills

VCE Links

- VCE Physical Education
- VET Sport and Recreation

GROUP B –AGRICULTURE (VET CERTIFICATE II)

Note: VET Cert. II Agriculture will contribute to the partial completion of the VET II Certificate only.

Subject Description

Agriculture (VET Certificate II) is a semester-based 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. Students enrolled in this subject undertake this study in Semester One and Semester Two.

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 (but not completion) of the Certificate in Semester I Year 10.



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 2.0 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/Theatre Studies is an opportunity to explore this 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 2.0 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 equips students with essential life skills and a deeper understanding of food, nutrition, and sustainability. This hands-on course empowers students with the knowledge and confidence to work safely and effectively in a kitchen environment while developing their ability to prepare a variety of delicious and nutritious meals.

Throughout the course, students will investigate food systems and apply critical thinking to explore topics such as nutrition, sustainability, and food production. They will design, create, and evaluate food products, building both practical and theoretical skills.

Students will design and create meals linked to these themes, gaining practical skills and a deeper understanding of the role food plays in our lives.



Course Outline

- Food Safety and Hygiene
- Recipe Basics and Practical Cooking Skills
- Nutrition and the Australian Guide to Healthy Eating
- The Digestive System and How the Body Processes Food
- Sustainable Food Practices
- Designing Meals Using the Design Process

Victorian Curriculum F-10 Links

- Understand how the sensory and functional properties of food affect the design and preparation of healthy, ethical, and sustainable meals.
- Make choices about materials, tools, and processes to create safe and ethical food solutions.
- Explore how food is produced, marketed, and consumed in ways that are ethical and safe.
- Follow a design process to plan, create, and evaluate food solutions.
- Apply food safety and hygiene practices to keep yourself and others safe.
- Think critically about health and food information and use it to make informed decisions.

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.

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 2.0 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

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 2.0 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.

GROUP B – NOISEWORX

(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 VCE Music.

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 2.0 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

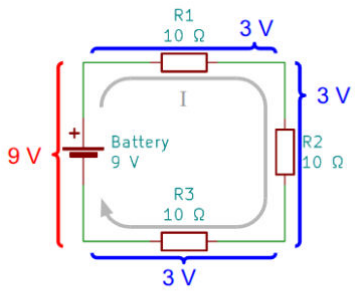
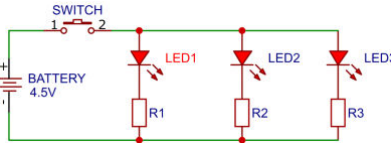
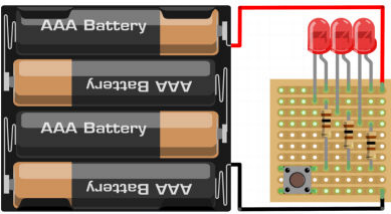
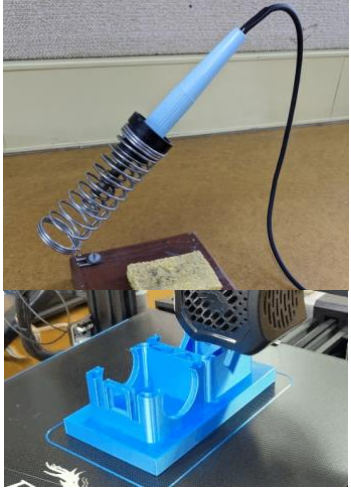

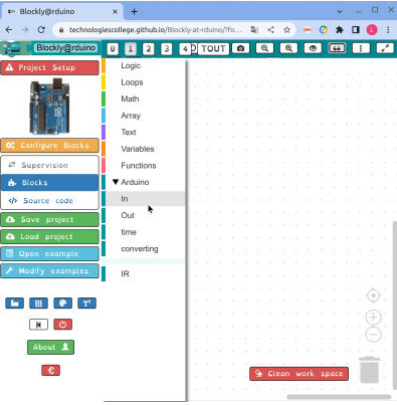
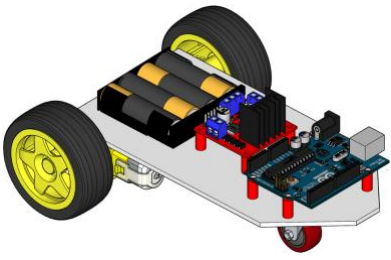

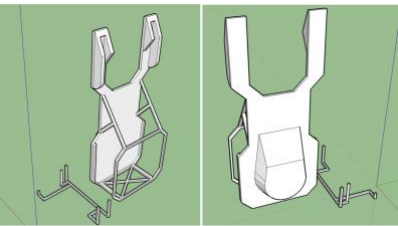
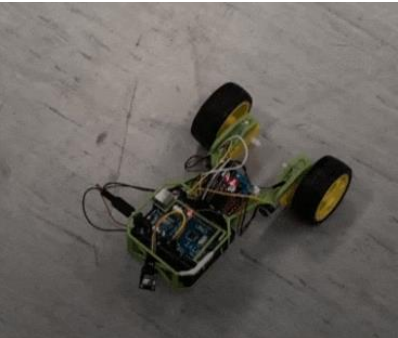


Subject Description

Students will learn basic electronics including simple circuit theory, Ohm's Law, soldering skills, and microcontroller (Arduino) programming. They will apply their knowledge to design and construct an LED torch, and an infrared remote controlled toy car.

In constructing their designs, students will develop skills in using tools and equipment safely such as drill presses, scroll saws, soldering irons, and 3D printers. They will also learn how to utilize Computer Aided Design (CAD) applications in designing their system and develop basic planning skills in order to take their projects from concept through to completion.

The knowledge and skills acquired through this course will provide students with a strong foundation should they wish to pursue Systems Engineering for VCE.

 <p> $I = 9 / 30 = 0.3 \text{ A}$ $V_{R1} = I \times R1 = 0.3 \times 10 = 3 \text{ V}$ $V_{\text{battery}} = V_{R1} + V_{R2} + V_{R3} = 3 + 3 + 3 = 9 \text{ V}$ </p> <p>Electronics theory</p>	  <p>Circuit design and construction</p>	 <p>Tools and equipment</p>
  <p>Arduino programming</p>	  <p>Actual student example</p>	  <p>Actual student example</p>

Course Outline

- Duration: Semester long
- Skills development: Theory: Voltage, current, resistance, resistor colour codes, Ohm's Law, series and parallel circuits, and microcontroller programming.

Assessment:

- Workshop safety assignment
- LED torchlight project
- Infrared RC car project
- End of semester exam

Victorian Curriculum 2.0 Links

- Technologies Contexts
- Creating Designed Solutions

VCE Links

- VCE Systems Engineering
- VCE Physics
- VCE VET Information Communications Technology

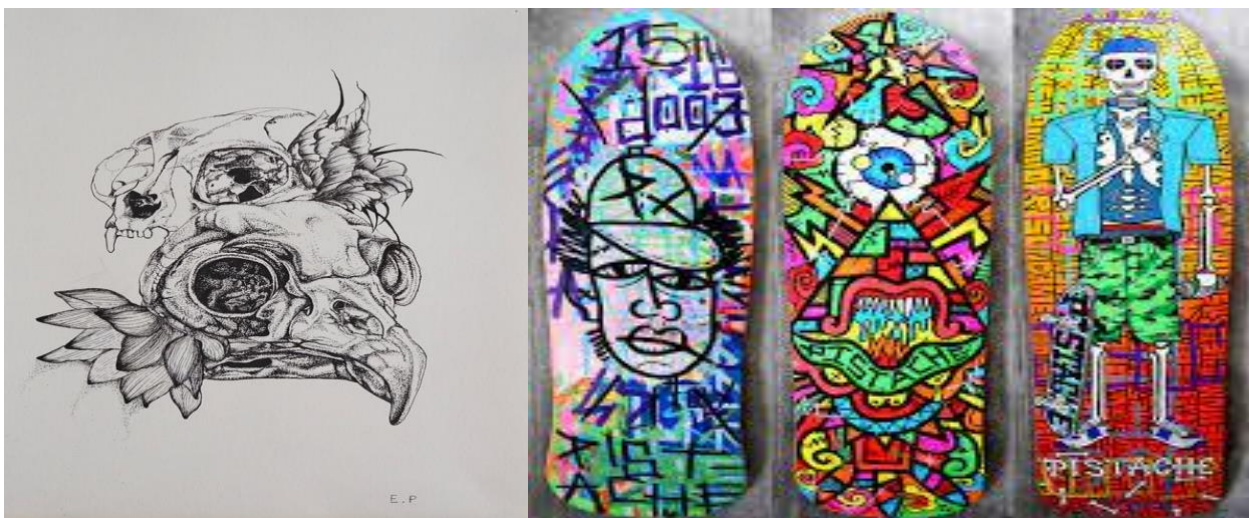
Subject Description

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 2.0 Links

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

VCE Links

- VCE Art Creative Practice
- Media
- Visual Communication and Design

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 2026.

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 August 8

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	Navigate to the Subject Selection Portal by navigating to: https://www.selectmysubjects.com.au/student/UnsecuredPages/HashLogin.aspx?Credential=0cM2nAe5cofDpflnCquso9n2DyCe0mpfN6pg44MBwGZ3rc85Wm311xv8Tqiy%2kx1%3f1zx9cj20MhMT4Pxxog%3d%3d Note: This is your individual link to the Subject Selection Portal and should not be used by any other student. If you are asked to enter any login details, enter the following: Student Access Code: ST577-49818-6124047 Password: test
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	Double check that the subjects you have selected are correct. If you are happy with your preferences click Submit Valid Preferences which will open your "Preference Receipt". Or if you would like to make changes to your preferences click Cancel and this will take you back to the Preference Selection page.

Example of email to be sent to students.

- Subject portal opens: **Wednesday, July 30** (following the conclusion of the Information Night).
- Students will select 8 to 10 preferences in preferences order (depending on Language study)
- The first 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, August 8**.

All applications must be submitted by **9am Friday, August 8**.

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.

Use the table below To Draft Your Selections (1-10 across both groups). Remember, Selection 1 must be from Group B

Group A		Group B	
Advanced Health and Physical Education		Agriculture (VET Cert. II)	
Australian Money and Markets		Digital Technologies	
Forensic Science		Drama	
Physical Sciences (Physics and Chemistry)		Food Studies	
Psychology		NoiseWorx (Music Performance and Sound Production)	
The Great Escapes: Geographies Of Interconnection		Product Design and Technologies	
VET Cert. II Applied Language (Italian) - Year Long Study		Systems Engineering	
VET Cert. II Applied Language (Japanese) - Year Long Study		Visual Arts	
World History (Global Empires)			
Writers Craft			

Example below:

Group A		Group B	
Advanced Health and Physical Education	8	Agriculture (VET Cert. II)	
Australian Money and Markets		Digital Technologies	10
Forensic Science	6	Drama/Theatre Studies	4
Physical Sciences (Physics and Chemistry)	2	Food Studies	
Psychology		NoiseWorx (Music Performance and Sound Production)	
The Great Escapes: Geographies Of Interconnection		Product Design and Technologies	7
VET Cert. II Applied Language (Italian) - Year Long Study		Systems Engineering	1
VET Cert. II Applied Language (Japanese) - Year Long Study	3	Visual Arts	
World History (Global Empires)	9		
Writers Craft	4		

Allocated (example only)

Semester	Semester One		Semester Two	
Units	Italian (VET Cert. II Applied Language) Sem 1	Systems Engineering (Sem 1)	Italian (VET Cert. II Applied Language) Sem 2	Physical Sciences (Sem 2)