



FCJ College Year 9 Handbook 2020



faith
tradition
companionship
achievement

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FROM THE PRINCIPAL

St Irenaeus was a second century Father of the Church. A wise and holy man, he maintained that ‘the glory of God is a person fully formed.’ So do we.

Welcome to FCJ College, a Catholic College, located on Arundel Street in Benalla, where in 1900 the Society of Sisters, Faithful Companions of Jesus, established their first school in regional Victoria. Over 115 years later, we continue to welcome families from Benalla, Mansfield and Euroa districts. Our reach is broad. Our mission is clear. Over 350 students from Years 7 to 12 attend the College which is permeated by the richness and traditions of the Catholic faith and the Ignatian heritage of the Sisters and where intellectual pursuits flourish in a climate of excellence and inquiry.



As such FCJ College offers a comprehensive school experience to young people informed by the scriptures, modelled on Christ's love and intent on working in partnership with families. Our aim is to see our students leave us ready to play their part in the world as persons of competence, conscience and compassion formed in the Christian tradition.

We do this by placing our trust in Jesus, our confidence in positive relationships between students and staff, a reliance on a rigorous expectation of personal excellence and a belief that we can all exceed our potential through diligence and courage.

An education FCJ-style invites our young people to consider others and not just themselves as they strive to understand their responsibility to make the most of their gifts as part of a learning community.

Blessed with exceptional facilities, FCJ students can realise their potential in the broadest of settings, whether it is in the classroom, on stage, the sports field, in the many outdoor education programs or within our \$1m Trade Training Centre. Our status as a non-government school allows us as a community to shape our own destiny.

Our Foundress, Marie Madeleine d’Houet believed in the unique talents of each individual and we, through education, have the opportunity to inspire the values of our Foundress in developing ‘courage and confidence’ in each of our students. This challenges each student to be faith filled, gentle, determined, humble and always looking for companionship within this search.

Our success as a school will be measured by how influential the values we place before the students are part of their lives five, ten and twenty years after school. Our success as a school is visible in our students when they accept they have a responsibility to not simply be successful personally but act so that their giftedness and success enriches the lives of others within the communities in which they live.

The students of FCJ College enjoy coming to school and their connectedness to our community continues well into their adult life. To be part of the FCJ family is a gift that calls on each of us to use our talents to the full. We invite you to come along to one of our Open Days or school tours conducted throughout the year and experience FCJ first hand. For more information contact the college office on 03 5762 1222.

I look forward to meeting with you in the near future.

Joanne Rock
Principal

VISION STATEMENT

Who We Are

FCJ College is an inclusive Catholic Educational Community of Companions living in faith, nurturing with hope, serving with compassion and fostering the unique giftedness of each person, so that they are able to live For God Always.

At FCJ College, we believe that:

1. Our welcoming community finds its inspiration in companionship with Jesus.
2. Each member of our community should be a witness to the Gospel values of compassion, courage, integrity and hope.
3. Education is a partnership between the school, teachers, students and families, which involves a curriculum that offers students an authentic avenue to prepare themselves for the challenges of life ahead.
4. We should engage, encourage, nurture and include all students, in a safe, respectful and positive environment, so that they have an equal opportunity to become the best persons they can be.
5. All members of our community are equally valued for their unique contribution.

Graduate Outcomes:

At FCJ College, we commit to educating students to be:

1. People of faith, courage and integrity who live the values of compassion, honesty and justice.
2. Confident young adults whose inner strength and positive self-belief make them resilient in a challenging world.
3. People who have an appreciation and respect for everyone;
4. Members of society who have a capacity to be engaged in the community and who demonstrate social and environmental responsibility;
5. Adults growing in faith and awareness of God's love as life-long learners and critical thinkers.

FCJ COLLEGE LEADERSHIP STRUCTURE

Executive Team

Principal – Ms Joanne Rock

The Principal is responsible for the leadership and management, good order and quality of performance of the College and the educational, pastoral and religious welfare of the College, its students and staff.

Deputy Principal – Mr Joseph Mount

The Deputy Principal is responsible for leading and enhancing Student achievement, including the development of a Professional Culture incorporating Professional Learning, Performance and Development. The Deputy Principal is also responsible for leading and supporting the development of an innovative Wellbeing program that integrates the values of the Gospel and allows staff and students the provision of opportunities to develop academically, physically, emotionally, socially and spiritually.

Director of Learning & Teaching – Mrs Kirsty Renkin

The Director of Learning and Teaching, through the Learning Coaches Team, is responsible for leading student's academic, emotional and social progress through developing and implementing strategies and processes that focus on improving student outcomes and engagement. The Director of Learning and Teaching is responsible for the development and implementation of new initiatives that focus on delivering an innovative and engaging curriculum through the development of a Professional Culture incorporating Professional Learning, Performance and Development.

Director of Catholic Identity – Mrs Jane Branigan

The Director of Catholic Identity is responsible for overseeing the Catholic Identity (CI) of the College and the delivery of a meaningful, relevant and engaging RE curriculum. This includes activities that promote Catholic Identity, Youth Ministry and the FCJ charism within and beyond the classroom. The Director of Catholic Identity also takes on the role of Religious Education Learning Coach.

Director of Wellbeing – Mrs Catherine Burton

The Director of Wellbeing, through the Learning Leaders Team, is responsible for leading and supporting the development of an innovative Wellbeing program that integrates the values of the Gospel and allows staff and students the provision of opportunities to develop academically, physically, emotionally, socially and spiritually. The Director of Wellbeing also takes on the role of Positive Education Learning Coach.

Learning Leaders

The Learning Leaders ensure that the wellbeing philosophy and practice are consistent with the College's Vision and Mission statements and the school's strategic plan. To ensure that within the Year Level, each student's academic, emotional and social progress is monitored. They provide high quality support to the staff, students and parents within their Year Level in the ongoing development and implementation of the College's Wellbeing policy including the use of restorative practices to recognise and challenge behavioural issues and restore relationships.

2019 Learning Leaders:

- Year 7 – Mrs Renae Hughes
- Year 8 – Ms Denise Cooke
- Year 9 – Ms Donna Willcock
- Year 10 – Mrs Julieann Richardson
- Year 11 – Mr Guy Durance
- Year 12 – Mr Jason Boyle

Learning Coaches

The Learning Coach is responsible for the implementation of an innovative curriculum that integrates the values of the Gospel and allows students the opportunity to experience a broad, challenging and stimulating curriculum that caters for individual needs across the full range of student abilities at Years 7 to 12 (including VCE and VCAL).

2019 Learning Coaches:

- Mathematics/Numeracy – Mrs Caroline Birnie
- English/Literacy – Ms Joanne Hewitt
- Humanities/Languages – Mrs Renae Hughes
- Science – Mrs Annabelle McBride
- Arts/Technology – Mrs Mandy Stephens
- Health and Physical Education – Mrs Julieann Richardson

2019 Coordinators

VCE Coordinator – Mr Brendan Walsh

The VCE Coordinator work with staff, students and parents to ensure that procedures are put in place, are adhered to, and meet VCAA requirements for VCE and the College. They work with Learning Leaders to guide and support students and families in relation to the VCE Pathway.

Applied Learning Coach – Mrs Erin Crook

The Applied Learning Coach is responsible for organisational matters within the Applied Learning Area including VCAL, VET and School Based Apprenticeships.

Performing Arts Coordinator – Mr Guy Durance

The Performing Arts Coordinator ensures our Performing Arts program is of the highest standard and caters for the needs of the full range of students. The program includes a biannual production along with other performances, workshops and activities.

Sport Coordinator – Mr Luke Morgan

The Sport Coordinator is responsible for developing and facilitating a sport program for all students consistent with the ethos of the College. This includes College sports days along with interschool, zone and state competitions.

AREAS OF STUDY

The ten areas of study are:

Religious Education	Languages	Science
Positive Education	Mathematics	Humanities
Arts	Health & Physical Education	Technology
English		

The Year 9 Program

The focus for Year 9 is inquiry and engagement. A stand-alone Year 9 program allows for greater flexibility in learning approaches and opportunities.

All allocations are based on a two-week cycle

- PBL – a Project Based Learning program provides students with a hands-on learning approach, teaching them skills and knowledge that covers Victorian Curriculum standards (18 periods a cycle) including the following subjects:
 - Humanities
 - English
 - Religious Education
 - Positive Education
- Mathematics (9 periods a cycle)
- Science (6 periods a cycle)
- Health and Physical Education (6 periods a cycle)
- Language –Japanese
 - **NOTE: in order to study Japanese at Year 10 a student must have undertaken a whole year of study in Japanese in Year 9. Japanese is part of our Elective program.**
- Electives – 2 per semester with 9 contact periods for each
- Elective options include:

Food Studies	Outdoor Education	Visual Communication
Design Technology Wood	Music	Engineering Studies
Art	Design Technology Textiles	Media Arts
Japanese	Drama	

PROJECT BASED LEARNING (PBL)

At Year 9 all students study our project based learning (PBL) program. This is a specially designed course which integrates the areas of English, Humanities, Positive Education and Religious Education.

Throughout the year students will cover the necessary components of each subject as described in the Victorian Curriculum, however, they will do so within projects which aim to engage students and develop 21st Century learning skills.

The outcomes for students in this program are:

Critical Thinking – students are asked to think creatively and innovatively, analyse, synthesize and apply new information to concepts.

Teamwork skills – students need to cooperate and manage relationships appropriately to achieve a common goal.

Literacy skills – along with the skills normally covered in a mainstream English class, students are required to deconstruct an understanding of how to complete a task, focusing on reading and writing. This helps students to make the connections between subjects and to realise that literacy skills are not only for the English classroom.

Presentation Skills – Students present their projects to a variety of audiences in a confident manner using a wide range of resources to enhance the presentation.

Organisational Skills – Student must meet deadlines by planning their projects, holding each other accountable and setting achievable goals.

Student Reflections on PBL

“PBL is a really good and new experience, we learn many different new techniques that will be used in the future”
(Mary Frewan)

“PBL is a great experience and creates many opportunities”
(Simon Weidemann)

“Being able to be in a separate space to the rest of Year 9 helps bring out the best work in the students by giving them the opportunity to work independently or in groups using the facilities we have in this space.”
(Nathan Tolliday)

“I like the way it allows everyone to learn in their own way which allows them to acquire more knowledge”
(Lia Greenhalgh)

“I like that we start each lesson with reading”
(Makayla Murphy)

“I like experiencing PBL because it is different to mainstream classes”
(Claire McCauley)

“A new experience which allows students to become better humans and better learners for the future.”
(Holly Morrison)

“PBL is a great opportunity for our students to shine in areas that they may not have before. They gain valuable life skills as well as academic challenges”
(Erin Crook [PBL Teacher])

WORLD WAR I – Year 9 Project Based Learning at FCJ College

This term, World War 1 has been the focus. Students were asked to create a presentation which incorporates a timeline of significant events, a map of significant event locations, create a propaganda poster as well as displaying both sides of the conscription debate.

Students were able to present their research in many different forms such as maps, care packages, books, and letters. Students even burned the edges of paper and used tea bags to give everything the 'aged' effect.

Designing the propaganda posters gave the students an insight into how young men and women were convinced to join the war using images and quotes to appeal to people's feelings and emotions.

The students have really enjoyed learning about this significant event in Australia's history.

Madi Hearmon & Georgia Bromley

Over the past few weeks in Year 9 Integrated Studies we have been looking at the topic of World War 1. We were asked to create a presentation to display a number of aspects of the First World War. We created a timeline, world map, made a propaganda poster and we looked at the worlds opinions of conscription. We used a nurti-grain box and painted it brown to display the timeline. We decorated the box with poppies and Australian flags, along with the Ode on one of the sides. We displayed our propaganda poster on the back of the box along with our conscription debate and extra information about our timeline, all of this folding out into a book.

We used a T-chart and persuasive paragraphs to display our conscription debate and along with the 150-word explanation about our propaganda poster, we created a fold out book that we attached to the back of the box, using a piece of string and a hot glue gun to secure the pages. We used tea bags to make the paper in the timeline look old and rustic.

We really enjoyed this topic, we loved learning about the First World War and exploring the ways that they used to get young men and women to join the war by using propaganda posters. We split the amount of research evenly and managed to complete this task before the due date, leaving lots of time to continue decorating our box. We also enjoyed that this task was quite hands-on and that we were able to think outside the box on how we presented our work.

In the end, we are satisfied with the end result of our project and we are now much more educated on the fright World War 1.



Phoebe Howard & Emily Sims

WW1 was our topic. We were asked to investigate the 'when' and 'where' components of the First World War. We had to make a timeline from beginning to finish of all the significant events, a map of where the significant events happened, make up a propaganda poster and display both sides of the conscription debate.

First off we started on our timeline where we researched 11 significant events in world war one. It was great to learn what started the war and what happened during it. Then we made a map and pinned our timeline around our map. On the map we used pins and string to show where the significant events happened. After we finished all of that we moved onto our propaganda poster. On the propaganda poster we thought up a quote ourselves that said "defend your country like you would defend your mate, fight for Australia before it's too late."

We chose to display this on a poster with a picture of a soldier holding his mate which was injured. We used this picture to appeal to people's emotions and feelings. Also to make the poster look old we used tea bags and burned the edges a little to give the effect of it being old. After we finished decorating the poster we wrote a 150-word paragraph why we chose the picture and the quote.

Finally, we started to research the conscription debate which divided Australia. It was really interesting to learn the two sides of the debate. We displayed the 'for and against' sides in a diary by writing some arguments for and some arguments against. To bring this all together we wrapped our map, propaganda poster and diary with the conscription debate in old paper to make it look like a care package that one of the soldiers. We also added a letter from his wife to her husband.

We found this project very fun and interesting and we now know so much more about the First World War than we ever thought we would.



Bailey Kubeil and William Tilton



In order to produce a successful World War 1 project, including original content and a unique design, we had to really put our heads together and try to come up with something "different." We wanted to show our representation of what we believed war was like in the format of a map.

Our map displays the significant events and major turning points in the war, a timeline of the significant events, a propaganda poster and a debate on "conscription, for or against." We sat around for one period planning our design and then we were straight to work. We began by writing all of the information that we needed to include such as the significant turning points in the war, the conscription debate and the timeline, to get most of the hard work done first. We then began to work on a map that we could attach to a pin board that was supposed to resemble a battle plan or plan of attack.

Our project slowly began to take shape and we began to include all of the necessary Information. Through trial and error, we continued to print out our map. We somehow managed to eventually divide one map of the world into 4 separate pictures and printed them off all in A3 size. Our map then began to slowly come together into a presentable piece of work that we were proud of.

PATHWAYS PLANNING - HELPFUL RESOURCES

VCAA: Victorian Curriculum Assessment Authority (www.vcaa.vic.edu.au)

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY



The VCAA is a statutory authority primarily accountable to the Minister for Education, serving both government and non-government schools. They provide in depth information on all curriculum and assessment programs for Victorian students including VCE, VET and VCAL programs.

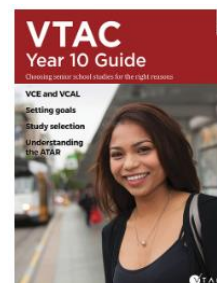
VTAC: Victorian Tertiary Admissions Centre (www.vtac.edu.au)



VTAC is responsible for handling applications in Victoria and some interstate institutions, for undergraduate degree and full-time TAFE courses at Certificate IV level and above.

VTAC provides the following for [download](#):

- publications for secondary students (including [VTAC Year 10 Guide](#))
- fact sheets
- VTAC Bulletin
- VTAC Gazette



CourseSearch lists over 1,700 courses offered by VTAC. It's a powerful search tool and contains essential information such as prerequisite studies and application requirements for each course.

CourseSearch is available on the VTAC website (vtac.edu.au/coursesearch) or the VTAC App, which you can download for free from Google Play or the App Store. A VTAC fact sheet 'How to use CourseSearch' is available online at

[http://www.vtac.edu.au/files/pdf/publications/fact_sheets/How to use CourseSearch fact sheet.pdf](http://www.vtac.edu.au/files/pdf/publications/fact_sheets/How_to_use_CourseSearch_fact_sheet.pdf)

My Future website (www.myfuture.edu.au)



'My Guide' includes activities to build your career profile, explore career ideas, consider career options and develop your career plan. 'The Facts' includes occupation profiles, courses, job seeking tips and lots of other career resources.



AREA OF STUDY: RELIGIOUS EDUCATION

Religious Education is a part of the Project Based Learning program.

Students explore the resurrection and eternal life through a study of the life, death and resurrection of Jesus. They are encouraged to reflect on the beliefs in forgiveness, healing and hope that Christians celebrate. Students also investigate and study the life and teachings of Jesus through a study of Luke's Gospel.

Students explore the historical context and the stories of the Old Testament to develop an understanding and appreciation of the messages of the prophets. They also study 'The Church Through Time' focusing on the Australian story and the effect of immigration within the Catholic community.

AREA OF STUDY: POSITIVE EDUCATION

Positive Education is a part of the Project Based Learning program.

Positive Education is a proactive approach that offers a clear structure and a cohesive language to teach wellbeing skills.

Everyone, can learn to better manage their emotions, no matter their age. They can develop healthier thinking styles and enrich their understanding of themselves. It follows that this will lead to people, in our case, students, having greater confidence and learning to thrive.

At FCJ College all of our students study Positive Education for one lesson per week. Years 9 covers areas that include: character strengths and kindness. Included in the teaching of Positive Education are Mindfulness practices and reflection.

AREA OF STUDY: THE ARTS

Drama

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. Through role and dramatic action students explore, imagine and take risks to communicate ideas, experiences and stories. Students also learn about a variety of theatre styles and practitioners from both a theoretical and performance perspective.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.



Media Arts

The Media Arts curriculum encompasses the fields of media, art and design. Students create visual representations that communicate, challenge and express their own and others' ideas, as both artist and audience. They develop their perceptual and conceptual understandings, critical reasoning and practical skills through exploring the world through the media arts. Students learn about the role of the artist and designer, their contribution to society, and the significance of the creative industries.

Media Arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to develop their creative and intellectual potential.

Students make and respond using Media Arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Media Arts engages students in discovery, experimentation and problem-solving, and the development of perception about visual images, sound and text. Students utilise techniques, technologies, practices and processes with images, sound and text and become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciating and valuing that of others.

Media Arts supports students to view the world through various lenses and contexts. They recognise the significance of Media Arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply Media Arts knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in the Media Arts help students to develop understandings of their own and other cultures, and their responsibilities as global citizens.

Music

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped; new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding, which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive and understand music. As students' progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

Art

In Year 9, students develop skills in analysing and evaluating how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and begin to analyse connections between techniques, processes and visual conventions in artworks. They can then begin to use these skills to develop their own art practice. These arts practices include:

- Drawing and Printmaking
- Painting
- Sculpture and Ceramics

They select and manipulate various materials and techniques to express ideas and viewpoints in their artworks.

Students analyse and evaluate their own and other artists' work from different cultures, times and places and they discuss how ideas and beliefs are interpreted by audiences.

Visual Communication Design (VCD)

Throughout Year 9 and Year 10 Visual Communication Design conveys ideas and information to an audience through visual language. Students develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs.

Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to learning in Visual Communication Design. Students learn about design, and the role of the visual communication designer and their contribution to society.

VCD allows students to investigate the world through the practices of designers. Students explore the significance of visual communication design in different times, places and cultures. They build an understanding of the important role of visual communication design in contemporary society and apply this knowledge in their own visual communications.

Students use visual communication design knowledge, understanding and skills to communicate ideas and information with a specific purpose. They use visual communication practices and technologies to generate ideas, and develop and refine visual communications. Students develop an appreciation of the means by which others visually communicate ideas and information.

AREA OF STUDY: ENGLISH

English is a part of the Project Based Learning program.

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

It is broken into three major strands:

- Reading and Viewing
- Writing
- Speaking and Listening

AREA OF STUDY: HEALTH AND PHYSICAL EDUCATION

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active. In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves.

The Health and Physical Education curriculum addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Outdoor Education

The focus of Outdoor Education is to provide individuals with the opportunity to explore the outdoor environments. It is aimed at those who enjoy a challenge and like bush walking and camping. The subject addresses the following areas: safety, leadership, orienteering and first aid. The theoretical components of the subject are reinforced with a variety of class practical activities and overnight hikes.



AREA OF STUDY: LANGUAGES OTHER THAN ENGLISH (LOTE)

Those who intend studying Japanese at a Year 10 and VCE level need to study Japanese in both semesters of Year 9.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world.

Japanese

In this course, students consolidate and extend their ability to communicate in Japanese and build on their knowledge and understanding of aspects of Japanese culture. Students are engaged in learning activities that address a range of learning and thinking styles.

Topics

- Seasons
- Homestay
- Restaurant
- Family and friends
- My home, my town
- Giving directions
- Sports and leisure

Students who elect to continue their Japanese language study can look forward to opportunities to enhance and apply their language skills in authentic situations. These include interaction with visiting exchange students, participation in the North East Region Japanese Speech Competition and the **biennial immersion experience to Japan**, which involves a home stay with families of students from Sacred Heart School in Tokyo.



AREA OF STUDY: MATHEMATICS

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

At Year 9, Mathematics is compulsory and all students will study a common course. The Year 9 Mathematics curriculum covers the following dimensions within the Victorian Curriculum.

- Number and Algebra
 - Mathematical Techniques
 - Index Laws
 - Linear Relationships
 - Expansion
 - Factorisation.
- Measurement and Geometry
 - Measurement
 - Pythagoras' theorem
 - Trigonometry
 - Geometry
- Statistics and Probability

AREA OF STUDY: SCIENCE

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

The Science curriculum has two interrelated strands:

- Science Understanding
 - Science as a Human Endeavour
 - Biological
 - Physical
 - Chemical
 - Earth Sciences
- Science Inquiry Skills

Together, the two strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

AREA OF STUDY: HUMANITIES

Humanities is a part of the Project Based Learning program.

In the Victorian Curriculum Humanities include:

- Civics and Citizenship
- Economics and Business
- Geography
- History

Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

AREA OF STUDY: TECHNOLOGY

In an increasingly technological and complex world, it is important students develop knowledge and confidence to critically analyse and respond creatively to design challenges. Technologies can play a crucial role in both enriching and transforming societies, and in the management of natural and constructed environments.

In the Design and Technologies curriculum, students create quality designed solutions across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future.

Students take into account the ethical, legal, aesthetic and functional factors that inform the design processes.

Through 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.

Design and Technology – Food Studies

In Food Studies, students learn how to apply knowledge of the characteristics and scientific and sensory principles of food to food selection and preparation. They do this through the design and preparation of food for specific purposes and consumers. They also develop understandings of contemporary technology-related food issues such as convenience foods, highly processed foods, food packaging and food transport.

Design and Technology – Textiles

The study of Textiles follows the Technology process, which comprises:

- Investigation – of materials, decorative techniques, equipment and commercial products
- Design – Student's design and plan for production
- Production – making the design
- Evaluation – students evaluate their learning, achievement and the function of their production

Textiles protect, provide comfort, have social meaning, respond to cultural influences and perform a range of necessary functions in the textiles industry and other industries. Particular attention is paid to sustainable use of fibres and recycling with the students recycling an oversized T Shirt.

This syllabus investigates the science and technology of textiles through a study of properties and performance, allowing students to make informed consumer choices in the textiles area.

Technological and practical skills are developed and enhanced through the use of textile-related technologies, including those that are computer-based. The concept of design elements and principles, as being both functional and aesthetic and as part of the creative design process, are examined within the specialised field of textiles. Students have to work within fabric guidelines and budgets to shop for fabrics to complete their designs.

Design and Technology – Wood

The study of Wood follows the Technology process, which comprises:

- Investigation – of materials, equipment and commercial products
- Design – Student’s design and plan for production
- Production – making the design
- Evaluation – students evaluate their learning, achievement and the function of their production

This subject continues on from the skills developed in Years 7 and 8. The students are encouraged to solve problems by applying their knowledge and skills to produce each article using the technology process. Using wood, students work safely and cooperatively. The subject aims to teach students how to work with various timbers and related materials to create useful articles. Students choose a product from a range of options.

Engineering Studies

The study of Engineering follows the Technology process, which comprises:

- Investigation – of materials, equipment and commercial products
- Design – Student’s design and plan for production
- Production – making the design
- Evaluation – students evaluate their learning, achievement and the function of the production

Students are encouraged to solve problems by applying their knowledge and skills to produce articles using the technology process. The importance of working co-operatively in a workshop environment and complying with Occupational Health and Safety requirements is a strong emphasis in this course.

Students study the theory of materials used within the subject and produce a range of useful articles using sheet metal and mild steel. Articles produced demonstrate a combination of increasing skill and complexity.

APPENDIX A: PATHWAYS OPTIONS

Mathematics			
Year 9 subjects	VCE studies	Related courses	Career options
Mathematics	Maths Methods General Maths Specialist Maths	Business Science Computer programing	Accountant, actuary, bank officer, book keeper, credit officer, economist, financial planner, statistician, stockbroker, taxation agent, teacher, surveyor, business owner, teacher, mathematician

English			
Year 9 subjects	VCE studies	Related courses	Career options
English	English	Arts	Author, book editor, broadcaster, copywriter, journalist, librarian, public relations officer, publisher, teacher, writer

LOTE			
Year 9 subject	VCE studies	Related courses	Career options
Japanese	Japanese	Arts Education	Interpreter, foreign correspondent, tour guide, travel consultant

Arts			
Year 9 subjects	VCE studies	Related courses	Career options
Drama	Drama	Dramatic Arts	Actor, scriptwriter, theatre director, producer, director, screen writer, stage manager, arts administrator
Music	Music Performance Music Industry	Music Education	Musician, conductor, musical director, musical therapist, piano technician, singer, sound technician, announcer, critic
Art	Studio Arts	Visual Arts	Photographer Artist, teacher
Visual Communication	Visual Communication	Graphic Design	Graphic designer, graphic artist
Media	Media Studies	Arts – Media studies	Publisher, multimedia developer, writer

Technology			
Year 9 subjects	VCE studies	Related courses	Career options
Food Studies	Food Studies	Cert II in Hospitality Chef	Chef, cook, maitre de, waitress, sommelier, butcher, catering manager, dietician, nutritionist, food technologist
Textiles	Design Technology: Textiles	Design, Fashion	Clothing pattern maker, craftsperson, dressmaker, fashion designer, interior decorator, tailor, retail buyer
Woodwork	Certificate II Furniture Making	Builder Cabinet maker	Builder, cabinetmaker, carpenter, joiner, wood machinist, framer
Year 9 Engineering	Cert II in Engineering	Trade Engineering	Boilermaker, fitter, engineer, metal fabricator, sheetmetal worker, panel beater

Humanities			
Year 9 subjects	VCE studies	Related courses	Career options
Year 9 Humanities	Geography	Geography	Outdoor Education leader, camp director, nature guide, ecotourism, outdoor travel manager, geologist
	Legal Studies	Law	Solicitor, political advocate, lawyer, lobbyist, clerk
	History	Arts: History	Diplomat, historian, foreign policy analyst, political advocate

Health and Physical Education			
Year 9 subjects	VCE studies	Related courses	Career options
Health and Physical Education	Health and Human Development Physical Education	Physical Education Human movement Sport management	Fitness instructor, personal trainer, PE teacher, Sports instructor, coach, team marketing manager, teach coach
Outdoor Education	Outdoor Education	Outdoor Education	Outdoor Education leader, camp director, nature guide, ecotourism, outdoor travel manager

Science			
Year 9 subjects	VCE studies	Related courses	Career options
Year 9 Science	Physics	Engineering Medicine Architecture Building Mechanics Electronics	Aerospace engineer, Architect, Audiologist, Biophysicist, Electrical/ Mechanical /civil engineer, Geologist, Hydrographer, Town planner, Pilot, Radiologist, Motor mechanic, Audiometrist, Automotive, Film and lighting technician, computer science, Astronomer, Supercomputing, Sheet metal worker, Telecommunications
	Chemistry	Chemistry Biochemistry Pharmacy Pharmacology Medicine Health	Chemical engineer, Environmental Scientist, Dietitian, winemaker, nurse, pharmacist, doctor, chemist, chemical engineer, agriculturalist chemist, agronomist, horticulturalist, forensic scientist, Clinical psychologist, counselor, statistician, Veterinarian, Geologist, Civil engineer, radiologist, Food technology, Industrial engineer, Podiatrist
	Biology	Science Genetics Biotechnology Microbiology Forensics Science Nursing Medicine Veterinary Science Horticulture	Occupational Therapist, Optometrist, Pathology Nutritionist, Dentistry, Marine Biologist Aquaculture Nursing, Laboratory / researcher, Zoologist, Horticulturalist Entomologist, Ecologist, Obstetrician, Microbiologist, Animal technician, Geneticist, Health Services, Winemaker, Cheese maker, Naturopath, Myotherapist, Museum technician, Sports medicine, Plastic surgeon, Tree surgeon, Beekeeper, Audiologist, Optometrist, Dietician, Landscape architect, Sports coach, Agricultural scientist
	Psychology	Science Psychology	Clinical Psychologist, Psychiatry, Speech pathology, Life scientist, Human resources, Health industry, Occupational Therapist, Welfare support, Counselor, Pediatric services, Therapist