Curriculum Handbook
Year 9
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Excerpts of this handbook have been taken from:

- The Victorian Curriculum and Authority Website
  and/or
- The Victorian Curriculum Website
Dear Students and Parents/Guardians,

The senior years of secondary schooling offer great opportunities for students to extend and focus their learning. This curriculum handbook is designed to assist students and their parents or guardians to understand the complexities of possible courses of study and therefore, to make good choices for their individual needs and future pathway.

The choices made at the senior years are critical in ensuring positive educational outcomes for the final stage of secondary education and provides the necessary direction for the important transition to post compulsory education and training or work. Whether the choice is to complete the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and/or Vocational Education and Training (VET) courses, it is important to enter into that learning with enthusiasm, commitment and clarity of purpose.

At John Paul College, we offer a wide range of subjects and opportunities for our students. Committed teachers support student learning and wellbeing along with caring support staff members who dedicate themselves to assisting our students identify and reach their goals. Our College motto “With Him is the Fullness of Life” provides the basis for our commitment to ensuring that every member of our community is empowered to achieve success, act with integrity and contribute to the common good.

As they consider their options, I encourage students to gather as much information as possible, ask questions, listen to advice from teachers and parents or guardians and choose carefully based on subjects that they enjoy, have achieved success in and will lead to a positive future pathway beyond John Paul College. It is also important for students to engage in the many co-curricular and extra-curricular offerings at the College, which broaden and enrich their personal school experience and develop relationships with other students and staff.

I wish you all the best as you consider the opportunities and options before you and as you enter the senior years of education at John Paul College

John Visentin
Principal
Mission Statement

Inspired by the Gospels’ values, John Paul College provides an exemplary and holistic education within the Catholic tradition.

Our community welcomes students and their families from the parishes and communities of the greater Frankston region.

We believe every student’s success is grounded in quality learning and teaching, and a school culture that fosters wellbeing, promotes resilience and inspires faith in action.

With Him is the fullness of life.

Jn 10:10

Our motto is our vision - the commitment to ensure every member of our community is empowered to achieve success, act with integrity and contribute to the common good - Christian discipleship for a just world.

Values

We treasure our spirit of community and the values that flow from it - courage, perseverance and generosity.

The strength of our House system is anchored in these values and the charism we inherit from the lives of our founders.

Today, we live by our values and animate them within a culture that:

- Respects the dignity of every person
- Is inclusive, compassionate, just and forgiving, and
- Honours the integrity of creation through careful stewardship
Leadership

John Visentin  Principal
Lynette Helisma  Deputy Principal Learning
Craig Judkins  Deputy Principal Wellbeing
Paul Owssianka  Business Manager
John Riddle  Director of Faith and Mission
KJ Maan  Director of ICT
Fiona Sedick  Director of College Organisation

Careers and Pathways

Jan Caratello  Careers Advisor, Years 7 to 10
Rachel Cresp  Careers Practitioner, Years 11 and 12
Carmel Girolami  Senior Student Learning Coordinator
Donna Matthews  VCAL and VET Coordinator

Learning Area Leaders

Mark Barnett  The Arts
Georgia McMullan  English and Language
Chloe Mace  Health and Physical Education
Lauren Moore  The Humanities
Steve Smollen  Mathematics
Heidi Colombani  Religious Education
Mel Norris  Science
Dean Lambert  Technology

Senior House Coordinators

Tom Senior  Chaminade
Louise Ward  D’Houet
Malcolm Thomson  Olsen
Kate Sutton  Turner

Support Services

Jacqui Moore  Arts Coordinator
Trish Fiore  College Nurse
Bronwyn Keane  Head of Resource Centre
Peter Griffin  Liturgy and Spirituality Coordinator
Brendan Newcomb  Sports Coordinator
Susan Wood  Student Programs Coordinator
Jacqui Duffee  Student Wellbeing
Kathleen Holmes  Head of Stewart Centre
Lisa Meddings  College Registrar
A Community of Learners

All members of John Paul College are learners who:

- honour the sacred dignity of each person, believing that everyone can experience success and be supported to see their lives as being shaped by the God who is at work in all of creation
- search for truth, continuously critiquing, questioning, inquiring, imagining and re-imagining themselves and their world in an ongoing engagement with Catholic belief and practices
- embrace difference and diversity as the context for dialogue, engagement and a deeper understanding of self, others and God
- build a culture of learning together through collaboration, partnerships and life-giving relationships which enable all to flourish
- engage with the deep questions of life, constantly opening up spaces of meaning which engage Catholic faith with what matters most in the minds and hearts of the students
- honour equitable access and opportunity for all, with a particular commitment to those most in need
- commit to achieving the highest standards possible based on reflective practice, using data, research and evidence to ensure progress and growth in learning
- make a difference in the world, inspired by the Gospel and led by the Holy Spirit to grow in virtue and act for justice and the common good

Catholic Education Melbourne, 2016. Horizons of Hope Vision and Context, p.6
Year 9 is an exciting year for students being the first year where students study core subjects and elective units of their choice. In offering the Year 9 curriculum, the College is emphasising:

- a well-balanced approach in the offering of subjects that adequately suit the wide range of abilities of students,
- that students need to recognise that they take responsibility for their learning, and
- that there is a need for some compulsory elements of learning during the compulsory years of schooling.

This system allows flexibility for student learning and provides a pathway for post-compulsory schooling.

Curriculum Overview

The approved curriculum frameworks for the Year 9 Curriculum are the Victorian Curriculum and Catholic Education Melbourne Religious Education Curriculum.

Year 9 students study a combination of core and elective units.
Year 9

Year 9 Core Units

The core units are:

- Religious Education
- English
- Mathematics
  - Advanced Mathematics, or
  - Core Mathematics, or
  - Consolidation Mathematics
  *The student’s level in Year 9 Mathematics is determined by Year 8 academic results.*
- History, and
- Science.

The core units over one semester are:

- iFocus, and
- Health

Year 9 Elective Units

*In order of preference, students select six semester based elective units (three per semester). At least two electives must be selected from Group A and one elective from Group B.*

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
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<tbody>
<tr>
<td>(at least two must be selected with a least one of these being a Health and Physical Education elective)</td>
<td>(at least one must be selected)</td>
</tr>
<tr>
<td>The Arts</td>
<td>English and Language</td>
</tr>
<tr>
<td>- Media</td>
<td>- Extension through Writing</td>
</tr>
<tr>
<td>- Music Industry and Performance</td>
<td>- Italian <em>(Italian counts as 2 elective units as it is studied all year)</em></td>
</tr>
<tr>
<td>- Studio Arts</td>
<td></td>
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<tr>
<td>- Theatre Studies</td>
<td></td>
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<tr>
<td>- Visual Communication Design</td>
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<td>The Humanities</td>
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<td>- Game Sense and the Human Body</td>
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<td>- Product Design and Technology</td>
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<tr>
<td>- Textiles</td>
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</tbody>
</table>

- Digital Technologies
Subject Selection and Careers Expo

All families are invited to attend the Subject Selection and Careers Expo on Wednesday 31 July 2019 3:30pm to 7:30pm in the John Paul College Kealy Centre Gymnasium. This invaluable opportunity will enable students to explore the wide range of subjects on offer as well as gain up to date advice regarding pathways, tertiary courses and Vocational Education and Training (VET) courses. The evening is suitable for students in all year levels with a greater focus for students currently in Years 8 to 12. Light refreshments will be provided throughout the evening.

Various displays will be set up in the Kealy Centre showcasing subjects and opportunities in each of the learning areas. Students will have the opportunity to talk with teachers to gain greater insight into each subject on offer.

Families will be able to discuss different University and TAFE options directly with representatives from various institutions including the Australian Catholic University, Australian Defence Forces, Chisholm TAFE, Deakin University, Engineers Australia, Federation University Australia, La Trobe University, Melbourne Polytechnic, Monash University, RMIT University, Sabrina Russo Group, Swinburne University of Technology, Victoria Police, Victoria University and William Angliss Institute. This is an excellent chance for students to start planning their pathway beyond school.

Computers will be set up so students can enter their 2020 subject selections online.

The following information sessions will also be held in the Donn O’Connor Room:

- **5:30pm: Planning your pathway – a snapshot for Year 10 2020.**
  Highly recommended for students currently in Year 9.

  Do I choose a VET course? Do I enrol in a Victorian Certificate of Education (VCE) Unit 1 and 2 subject? What elective subjects do I choose? These are some of the big decisions Year 9 students are faced with. This brief presentation will endeavour to give you some information to assist both student and parent in making these big decisions. At John Paul College we endeavour to support and give guidance to students about their individual career pathways.

- **6:00pm: Vocational Education and Training (VET)**
  Highly recommended for students currently in Years 9 and 10 who are interested in VET.

  What is VET? How does a VET course contribute to my senior secondary years? What are the benefits of these programs to students? How does VET multiply your opportunities as a student? Classroom learning is combined with structured hands-on training and practice in industry. This session will provide answers to these questions and many others.
Online Procedures for Selecting Subjects

Subjects are selected via a Web Preferences Student Portal.

TIMELINE

Friday 26 July  
Passwords and logins for subject selection emailed to students.
Web Preferences open for subject selection.

Monday 5 August  
Signed Web Preferences printout for subject selection submitted to Main Office Reception by 8:30am.
Web Preferences for subject selections closed 8:30am.

Monday 14 October  
Students advised of subjects for 2020

WEB PREFERENCES

Carefully follow each step and ensure all required sections are completed.
If you want to change a selection, simply go back into Web Preferences and adjust your selections. You have five opportunities to make alterations.
Once you are satisfied with your selections the receipt page must be printed, signed by a parent/carer and submitted to Main Reception.
For further information regarding the Web Preferences Student Portal, please contact Fiona Sedick, Director of College Organisation on 9784 0200.
**My Year 9 Selections**

**STEP ONE**

In the table below, list the six elective units you wish to study in 2020 in **order of preference 1 to 6**:

Please note:
- The order of preference is important as your timetable will be built accordingly.
- If you wish to study Italian, it must be listed twice in the table above as it is studied all year.

<table>
<thead>
<tr>
<th>Electives</th>
<th>Rank 1 to 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group A</td>
<td></td>
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<tr>
<td>2. Group A Physical Education</td>
<td></td>
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<tr>
<td>3. Group B</td>
<td></td>
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<tr>
<td>4. Group A or B</td>
<td></td>
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<tr>
<td>5. Group A or B</td>
<td></td>
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<tr>
<td>6. Group A or B</td>
<td></td>
</tr>
</tbody>
</table>

**STEP TWO**

Now list two reserve electives:

Reserve Elective 1 from Group A or B:  
Reserve Elective 2 from Group A or B

**STEP THREE**

Using your choices in Steps 1 and 2 as above, complete the white rows to view a sample of your timetable in 2020.

<table>
<thead>
<tr>
<th>Year 9 Semester One</th>
<th>Year 9 Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Religious Education</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
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<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>iFocus</td>
<td>Health</td>
</tr>
<tr>
<td>Elective 1:</td>
<td>Elective 4:</td>
</tr>
<tr>
<td>Elective 2:</td>
<td>Elective 5:</td>
</tr>
<tr>
<td>Elective 2:</td>
<td>Elective 6:</td>
</tr>
<tr>
<td>Reserve Elective 1:</td>
<td>Reserve Elective 2:</td>
</tr>
</tbody>
</table>
Year 9 Core Units

Religious Education

The teachings of the myths and stories in the Bible inspire deeper understanding. Ritual and liturgies of celebration create opportunities for students to investigate the power of prayer and active participation in campaigns for justice.

Students will be assessed on:
- Literary Forms in Scripture
- Key Church Teachings
- Wisdom and Prophetic Literature
- Commandments and Beatitudes

CAREER PATHWAYS

Click here to explore the various occupations that are related to Social Sciences.

English

Through critical analysis, students explore the use of language and literary device to gain deeper insight into author voice and style, content structure, and how a text is open to multiple interpretations depending on context of time, place, and audience. Students learn to utilise a variety of language features to effectively convey meaning, creating a variety of texts to articulate complex ideas.

Texts chosen for study invite students to explore and reflect on their personal understanding of the world and significant human experience to extend them as conscientious, considered readers.

Students will be assessed on:
- Reading and Viewing
- Writing
- Speaking and Listening

CAREER PATHWAYS

Click here to explore the various occupations that are related to English.

Mathematics

Through critical analysis, students explore the use of language and literary device to gain deeper insight into author voice and style, content structure, and how a text is open to multiple interpretations depending on context of time, place, and audience. Students learn to utilise a variety of language features to effectively convey meaning, creating a variety of texts to articulate complex ideas.

Texts chosen for study invite students to explore and reflect on their personal understanding of the world and significant human experience to extend them as conscientious, considered readers.

Students will be assessed on:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

CAREER PATHWAYS

Click here to explore the various occupations that are related to Mathematics.
History

Students study the making of the modern world from 1750-1945. This includes the period of industrialisation and rapid change in the ways people lived, worked and thought, the era of nationalism and imperialism, and the colonisation of Australia, which was part of the expansion of European power. Students also cover World War I, World War II and The Holocaust.

Students gain understanding of societies, events, movements and developments that have shaped humanity from earliest times. They gain appreciation of how the world and its people have changed, as well as the significant continuities that exist to the present day.

Students will be assessed on:
- The Industrial Revolution
- Australia and Asia
- World War I
- World War II

CAREER PATHWAYS

Click here to explore the various occupations that are related to History.

Science

Students explore concepts related to the four fields of Science; Biology, Chemistry, Physical Science, and Earth and Space through lab and field based experiments. An analysis of how species interact within various ecosystems in extended through student designed investigation and independent research. Concepts covered include ecosystems, photosynthesis, tectonic plates, electricity and electromagnetism, the hormonal and nervous system of the human body, as well as the history of atomic science discoveries.

Scientific research extends the ability to communicate scientific understanding and findings, to justify ideas on the basis of evidence, and to evaluate scientific arguments and claims.

Students will be assessed on:
- Science as a Human Endeavour
- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

CAREER PATHWAYS

Click here to explore the various occupations that are related to Biology.

Click here to explore the various occupations that are related to Environmental Sciences.

Click here to explore the various occupations that are related to Chemistry.

Click here to explore the various occupations that are related to Social Sciences.

Click here to explore the various occupations that are related to Physics.
iFocus

Allows students to develop a preferred pathway that matches their interests, values and personality across three units of work.

UNIT 1: INCREASING PERSONAL EFFECTIVENESS

Students will get to know themselves well. They will assess and evaluate what sorts of things suit them and what is important to them. They will reflect on their personality, values, skills and goals.

UNIT 2: WHY WORK?

Students will investigate the world of work now and into the future. Occupations are changing through technology, global forces and a range of other influences. It is important to know where to find the information and understand what is happening in the labour market.

UNIT 3: PREPARE FOR EMPLOYMENT

Students practice the skills needed to be successful in the labour market. A resume and cover letter will be prepared, focusing on talents, skills and attributes.

Students will be assessed on:
- Role Models
- STEM
- Preparing for Employment

Health

Students focus on developing their awareness of the risks of alcohol consumption and other activities that could impact negatively on health and wellbeing. The unit aims to promote beneficial strategies for physical and mental wellbeing and to give all students an understanding of risk taking behaviours so they can make safe choices in the future.

Students will be assessed on:
- What is Health?
- Risk Taking
- Nutrition

CAREER PATHWAYS

Click here to explore the various occupations that are related to Health.
Year 9 Group A Elective Units

The Arts

Media

Students develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story and convey meaning through deliberate stylistic choices. They draw from acquired understanding of editing, special effects, lighting, camera angles and framing, music and sounds developed practically and theoretically through the study of film in order to produce their own short film.

Students will work with Adobe Premier Pro, and will also apply concepts of composition, colour and lighting through the development of photographic techniques and manipulation skills using Adobe Photoshop.

Students will be assessed on:

- Media Production
- Film Analysis
- SLR and Photoshop
- Cyberbullying

CAREER PATHWAYS

Click here to explore the various occupations that are related to Media Studies.

Click here to explore the various occupations that are related to Entertainment.

Music Industry and Performance

Learning in Music involves students using their voices, instruments and technology as they make and respond to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing, developing a personal voice as composers, performers and audience.

Students draw on music from a range of cultures, times and locations, and evaluate performers’ and composers’ success in communicating ideas intentions and the use of performance conventions and technical and expressive skills in music they listen to and perform. They identify characteristics of performance styles and genres and learn about ways that musicians influence and challenge ideas and contribute to cultural expression in their local communities and at national and international levels.

Students will be assessed on:

- Live Music Performance or Industry Research
- Music Language
- Music Investigation

CAREER PATHWAYS

Click here to explore the various occupations that are related to Music.

Click here to explore the various occupations that are related to Performing Arts.

Click here to explore the various occupations that are related to Entertainment.
**Studio Arts**

Students analyse and evaluate how Australian and International Artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate sculptural materials, painting techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. Students analyse and evaluate artworks and exhibitions from different cultures and discuss how ideas and beliefs are interpreted by audiences.

Students will be assessed on:
- A Visual Art Practice and Workbook
- Sculptural Art Forms
- Analyse and Interpret Artwork

**CAREER PATHWAYS**

Click [here](#) to explore the various occupations that are related to Art.
Click [here](#) to explore the various occupations that are related to Entertainment

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**Theatre Studies**

Students develop more sophisticated approaches to making and responding to drama independently, in small groups, and with their teachers and communities. They continue to explore drama as an art form through improvisation, scripted drama, rehearsal and performance.

Students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences. Students continue to engage with diverse performance styles and ways of presenting drama. They explore and drama from a range of cultures, times and locations as sources of ideas for their practice.

Students maintain safety in drama and in interaction with other actors and extend their exploration of ways that they and others nurture, develop and sustain drama practice.

Students will be assessed on:
- according to their contribution to ensemble performances
- a written record of their creative process in the form of a folio

**CAREER PATHWAYS**

Click [here](#) to explore the various occupations that are related to Performing Arts.
Click [here](#) to explore the various occupations that are related to Entertainment.
Visual Communication Design

Students create visual communications in response to design briefs with targeted audiences and specific purposes from the three fields of design (Communication, Industrial and Environmental). Students build on their awareness of the design process by using all six stages including design brief, research, idea generation, idea development and idea refinement as well as 2D and 3D printed final presentations. This in-depth process allows students to improve their creative design skills and critical thinking abilities while considering sustainable practices. Students develop their freehand, perspective and isometric drawing skills and utilise the eight design elements and principles successfully. They use this understanding of the design elements and principles when analysing works from influential designers in their research assignment. In the development of their final presentations students continue to develop skills using Adobe Illustrator, Adobe Photoshop, SketchUp and 3D printing software.

Students will be assessed on:
- Industrial Design
- Communication Design
- Environmental Design

CAREER PATHWAYS

Click here to explore the various occupations that are related to Art.

Click here to explore the various occupations that are related to Media Studies.

Click here to explore the various occupations that are related to Entertainment.
Health and Physical Education

Game Sense and the Human Body

Students will develop proficiency in a range of team and individual activities. They will learn and practice tactics and strategies relevant to the sports, games and activities being undertaken. The sports undertaken are less mainstream than the traditional sports covered in SIS, giving students the opportunity to engage in a broader range of physical movements and applications.

Through this engagement, students gain understanding into the various systems of the human body and how they relate to physical activity and sporting performance.

Students will be assessed on:
- Bodily Systems
- A Variety of Ball Sports

CAREER PATHWAYS

Click here to explore the various occupations that are related to Physical Education.

Sport and Skill Analysis

Students develop knowledge and skills related to physical activity, growth and social development, to achieve competence and confidence in a variety of motor skills. They participate in physical activities that can develop social skills, which will enable students to function effectively in interpersonal relationships.

This unit provides an environment to have fun and enjoy school life through participation in physical activities establishing favourable attitudes towards physical activities that will last a lifetime. Sports include fitness, golf, badminton, European Handball, indoor hockey, and volleyball.

Students will be assessed on:
- Proficiency of Movement
- Variety of Sports

CAREER PATHWAYS

Click here to explore the various occupations that are related to Physical Education.
**Food Studies**

Students develop the knowledge and skills to investigate and make judgements on food safety, preservation, preparation and presentation. They refine sensory perceptions that influence the creative process of food solutions for healthy eating.

With greater autonomy, students identify the sequences and objectives of a design task, developing management plans, accounting for safety, responsible use of tools and equipment, available ingredients and time management to successfully complete design tasks.

Students will be assessed on the:
- Design Process
- Key Foods
- Practical Skills

**CAREER PATHWAYS**

Click [here](#) to explore the various occupations that are related to Food Studies.

Click [here](#) to explore the various occupations that are related to Home Economics.

Click [here](#) to explore the various occupations that are related to Hospitality.
**Product Design and Technology**

Students engage more deeply in the design process, working closely with a client or end-user to design and manufacture a number of products to meet unique specifications. Throughout the process students demonstrate they are critical users of a range of technologies and can investigate, generate and critique design solutions.

In this unit students will develop innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.

Students will be assessed on:
- Creating a Phone Stand
- Creating a Multi Wall Frame
- Folio Work

**CAREER PATHWAYS**

Click [here](#) to explore the various occupations that are related to Industrial Arts.

**Textiles**

Students work with a range of fabrics and materials to design and manufacture a number of products as part of an assessed folio of work. They are introduced to the industry tools, equipment and technologies and their safe and responsible use. Students apply learned techniques and production methods in creative ways to meet set design tasks.

Students enhance their creative and problem solving skills, evaluating proposed design features for functionality, likely environment and target demographic and, within this scope, expressing innovation and desired aesthetic.

Students will create:
- A Soft Toy
- A Pencil Case
- Cushion Cover

**CAREER PATHWAYS**

Click [here](#) to explore the various occupations that are related to Textile and Design.
Group B Electives Units

English and Language

Extension through Writing

Provides students access and opportunity to explore through a writer's workshop format, ideas, views, values and concerns found in the wider community. Students will explore their own creativity through engaging with various writing experiences.

Students present poetry, micro lessons, and develop a series of written pieces across various genres and styles through the keeping of a Writer's Notebook, with the ultimate intention of one work being selected and presented for publication in the Victorian Schools Anthology: 'Live Simply, Simply Live'. This publication will be made available at a lunch where Victorian schools combine to celebrate young writers across the wider Victorian community.

Students will be assessed on:
- Short Story
- Journal
- Writing Folio

CAREER PATHWAYS

Click here to explore the various occupations that are related to English.

Italian

Students expand their range and control of the linguistic systems to develop a more sophisticated functional vocabulary. They learn to choose appropriate tenses and terms to convey identity and create tone. Through a greater control of the language structures, students become more confident in communicating in a range of contexts.

This unit also explores intercultural experiences, noting the influence of technology, media and globalisation on language and communication.

Students will be assessed on:
- Reading Comprehension
- Cultural Investigation
- Listening and Writing
- Speaking

CAREER PATHWAYS

Click here to explore the various occupations that are related to Languages.
Financial Literacy

Students will investigate some of the important financial decisions that they will make in the next few years, for example operating a phone, paying superannuation, operating a bank account and internet shopping. They will also investigate some of the “big picture” economic and financial issues that will impact on their choices.

In the process students will develop their understanding and awareness of how they learn best, their ability to work both independently and collaboratively, apply their learning to real life situations and reflect on their learning. Students will develop a knowledge and understanding of how to effectively manage their money so that they can achieve their personal goals.

Students will be assessed on:
- Budgeting
- Credits
- Investing

CAREERS PATHWAY

Click [here](#) to explore the various occupations that are related to Economics.

Geography

Students investigate the role of the biotic environment and its role in food and fibre production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

Students examine 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.

Students will be assessed on:
- Biomes and Food Security
- An Interconnected World

CAREER PATHWAYS

Click [here](#) to explore the various occupations that are related to Geography.

Travel and Tourism

Students investigate the financial and economic influences of travel and tourism in Victoria and Australia. They then consider the geographical aspects of travel across the world examining climate, food, time zones and other features of international travel.

Students consider the issues and concerns relating to travel and tourism. Issues may include natural disasters, terrorism, environmental and sustainability concerns, and personal health and safety matters.

Students will be assessed on:
- Tourism and its Economic Impact
- Travelling the World
- Issues in Tourism

CAREER PATHWAYS

Click [here](#) to explore the various occupations that are related to Geography.
Click [here](#) to explore the various occupations that are related to Business Studies.
Digital technologies

Students are given broad exposure to various aspects of IT and how it is used in daily life and society. Through exploration of Desktop Publishing and website development students investigate the application of various design techniques to target a particular audience and gain an understanding of successful methods and strategies for maximum engagement. Students develop coding skills in both HTML and CSS to facilitate the design and production of a website.

Students cover data and spreadsheets including the collection, presentation and interpretation of data as it pertains to businesses and explore the impact of IT and digital technologies on society, communities and the environment.

Students will be assessed on:
- Publishing and Design
- Data and Information
- Sustainability
- Website Development

CAREER PATHWAYS

Click here to explore the various occupations that are related to Computing.
Appendix One: Student: Academic Progress Policy

Preamble

The John Paul College Mission Statement speaks of the commitment of all members of the community to recognising the essential dignity of the person and of the need for all to experience the ‘fullness of life’ promised in John 10.10.

Rationale

It is important that students access curriculum and learning activities that are at an appropriate level for their current abilities. Students will also need guidance from teachers and parents to ensure that they can achieve at their best academically. It is clear that the best opportunities for positive outcomes eventuate when students, parents and teachers work together.

Objectives

- To ensure that all students are supported to achieve academically at an appropriate level.
- To ensure that each student has access to learning that meets their learning needs.

Students at Academic Risk

Students are at risk of failing to achieve positive academic outcomes if they are not showing acceptable progress in various aspects of their schooling. Indicators that a student may be at academic risk include the following:

- An average overall result of less than 50% across all subjects
- An overall result of less than 50% in English
- Average learning skills and work habits across all subjects of less than 3
- A pattern of late or non-submission of common assessment tasks
- Poor attendance

John Paul College Pathways Meeting

Students at academic risk will require intervention and support to assist them to achieve better outcomes. Any student who shows one or more of the indicators above will be assessed on an individual basis and may be required to attend a College Pathways Meeting along with parents/guardians. College Pathways Meetings will be convened by the Senior Student Learning Coordinator, Careers Staff, VET and VCAL Coordinator and/or House Coordinator depending on the support required. The meetings will focus on learning skills, work and study habits, appropriate subject selection and individualised learning pathways suited to the student’s abilities and proposed vocational directions.

A Deputy Principal, Student Wellbeing Coordinator, Head of Stewart Centre for Individual Learning, Teacher and Pastoral Teacher will be consulted and attend the meeting as appropriate.
VCE Entry Requirements

VCE UNITS 1 AND 2
The following VCE subjects are available for selection by Year 10 students entering Year 11.

Note:
• Additional entry requirements are based on Year 10 semester one results.
• Students who do not fulfill entry requirements may appeal to the Senior Student Learning Coordinator.

The Arts
• Media Studies Units 1 and 2
• Music Performance Units 1 and 2
• Experience in learning an instrument and/or voice is highly recommended due to the performance component of the curriculum
• Studio Arts Units 1 and 2
• Theatre Studies Units 1 and 2
• Visual Communication and Design Units 1 and 2

Health and Physical Education
• Health and Human Development Units 1 and 2
• Physical Education Units 1 and 2

The Humanities
• Accounting Units 1 and 2
• Business Management Units 1 and 2
• Geography Units 1 and 2
• Legal Studies Units 1 and 2
• Twentieth Century History Units 1 and 2

English
• Literature Units 1 and 2
• English Units 1 and 2

Language
• Italian Units 1 and 2
  o An overall result of at least 50% in Year 10 Italian

Mathematics
• General Mathematics Units 1 and 2
  o An overall result of at least 60% in Core Mathematics is recommended
• Mathematical Methods Units 1 and 2
  o An overall result of at least 85% in Core Mathematics and at least 70% in the VCE Mathematics preselection test
  o An overall result of at least 70% in Advanced Mathematics and/or at least 70% in the VCE Mathematics preselection test
• Specialist Mathematics Units 1 and 2
  o An overall result of at least 80% in Advanced Mathematics and/or a result of at least 80% in the VCE Mathematics preselection test

Religious Education
• Youth Academy Units 1 and 2; or
• VCE Religion and Society Unit 2

Science
• Chemistry Units 1 and 2
  o An overall result of at least 75% in Core Science, 85% in Core Mathematics or at least 70% in Advanced Mathematics
• Biology Units 1 and 2
• Physics Units 1 and 2
  o An overall result of at least 75% in Core Science, 85% in Core Mathematics or at least 70% in Advanced Mathematics
• Psychology Units 1 and 2

Technology
• Computing Units 1 and 2
• Food Studies Units 1 and 2
• Product Design and Technology Units 1 and 2

VCE UNITS 3 AND 4
Year 11 students need to achieve a satisfactory unit result, an overall result of at least 50% and learning skills and work habits of at least 3 or more in the VCE Unit 1 and 2 to gain automatic entry to the VCE Units 3 and 4 subject. If the criteria for automatic entry has not been met, a College Pathways Meeting will be convened.

Students wanting to study a VCE Unit 3 and 4 without the study of the VCE Unit 1 and 2 or VCE Unit 2 may be required to attend a College Pathways Meeting.
Academic Acceleration

Students who consistently achieve high academic results and demonstrate excellent learning skills and work habits may be permitted to accelerate their studies by:

- studying a Victorian Certificate of Education (VCE) Unit 1 and 2 in Year 10
- studying one or two VCE Unit 3 and 4 subjects in Year 11
- studying a University Extension subject in Year 12

Students are required to submit an Individual Learning Plan – Application for Acceleration Form by the due date for their application to be considered. Students studying a three-year VCE program are expected to study six VCE Unit 3 and 4 sequences. This provides opportunity for an additional 10% of the scaled score in the sixth study to be used in the calculation of the Australian Tertiary Admissions Rank (ATAR).

ACCELERATION FOR A YEAR 10 STUDENT ACCESSING A VCE UNIT 1 AND 2

Students who consistently achieve high academic results and demonstrate excellent learning skills and work habits may be permitted to study a VCE Unit 1 and 2 subject in Year 10. Entry requirements, based on Year 9 semester one results, include:

- an overall result of at least 80% in English
- an average overall result of at least 75% across all subjects
- learning skills and work habits averaging 4 or more across all subjects
- exemplary record of submission of work

ACCELERATION FOR A YEAR 11 STUDENT ACCESSING A VCE UNIT 3 AND 4

Students who have studied a VCE Unit 1 and 2 in Year 10 need to fulfill the following requirements to continue their study of the VCE Unit 3 and 4 subject in Year 11:

- an average overall result of at least 75% across all Year 10 subjects
- an overall result of at least 60% in the VCE Unit 1 and 2
- learning skills and work habits averaging 4 or more across all subjects
- exemplary record of submission of work

Notes:

- Only in exceptional circumstances will a student be approved to study more than one VCE Unit 1 and 2 subject in Year 10.
- Only in exceptional circumstances will a student be approved to study more than one VCE Unit 3 and 4 subject in Year 11.
- VCE Outdoor and Environmental Education is only offered to Year 11 students as a Unit 3 and 4 sequence. Approval for entry will be based on the student’s response on the Application for Acceleration form, academic results, learning skills and work habits.
- Students who fulfill the following entry requirements may study VCE Further Mathematics Units 3 and 4 in Year 11:
  - at least 75% in Advanced Mathematics
  - learning skills and work habits averaging 4 or more across all subjects
  - exemplary record of submission of work
- VCE Religion and Society Units 3 and 4 is available for students who fulfill acceleration requirements in Year 11. Students need to discuss the viability with the Learning Area Leader or subject teacher.
- A small number of high achieving students who demonstrate excellent learning skills and work habits may apply to study other VCE Unit 3 and 4 sequences without the study of VCE Units 1 and 2. Students need to discuss the viability of particular subjects with the Learning Area Leader or subject teacher.

ACCELERATION IN YEAR 12

High achieving Year 11 students who have already completed one or more VCE Unit 3 and 4 sequences may wish to apply to study a University Extension subject.

Policy Created: February 2018
 Reviewed: February 2019
 Person Responsible: Deputy Principal Learning and Staff
### Appendix Two: Tear Out Checklist for Selecting Subjects

<table>
<thead>
<tr>
<th>STEPS</th>
<th>CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read the Curriculum Handbook and identify subjects you are good at, are interested in, will lead to future employment and will help you get into your planned university course or TAFE.</td>
<td>☐</td>
</tr>
<tr>
<td>2. Attend the <strong>Subject Selection and Careers Expo on Wednesday 31 July 2019 3:30pm to 7:30pm</strong>. Learn more about the subjects offered at the College by talking to Learning Area Leaders, teachers and students.</td>
<td>☐</td>
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<tr>
<td>3. By Monday 5 August 8:30am</td>
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<tr>
<td>▪ Submit the signed Web Preferences printout to Main Office Reception</td>
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</tbody>
</table>

**NOTE:** All forms must be signed by the student and a parent/guardian with the hardcopy submitted to Main Office Reception by Monday 5 August 8:30am