Welcome to Year 10

At Western Port Secondary College our mission is to provide excellence in education and opportunity for all. This publication outlines the Teaching for Learning programs and organisational procedures of Year 10.

The Nature of the Program
We commit ourselves to provide enjoyable, relevant and rigorous Teaching for learning programs that reflect the development stages of our students as they move through their adolescent years.

We aim to provide a broad and rigorous curriculum that provides both preparation for Year 11 and 12 along with the training and guidance for future careers.

Parents and Guardians
• Parents and Guardians are the biggest factor affecting how well students want to do at school
• All students need the active encouragement and support of their parents/guardians. Parents/guardians can help in many ways: College Council, parent groups, our reading programs, working bees, camps and excursions or simply supporting work at home
• We want you to be involved and we encourage you to contact the College if you have concerns or wish to discuss any aspect of your child’s education
• We seek and welcome parents and guardians into a partnership. Together we will assist students to work towards achieving their potential
• We look for full support in implementing our College’s Student Code of Conduct. This includes our College Uniform Policy.

The College
Information about the college and its operational procedures should be read closely so that our expectations are clearly understood.

The Costs
In 2011 there will be an Essential Education Items charge and the College council have requested a Materials and Services charge be applied. Please be aware that some of the subjects detailed in this handbook may attract additional charges for materials. Participation in a charged elective is dependent on full payment of the additional materials charge.

Other Publications to be read
• Student diary

Making a Sensible Selection
A balanced study program is provided within the curriculum. Students only need to concentrate on choosing an area of interest within the elective curriculum. Things they like to do! Carefully consider the subject descriptions and fill out the elective sheet after due consideration.

Communication
The college will keep contact in a variety of ways:
• Reports by staff to College Council
• Monthly newsletter sent home via mail
• Special notices for unexpected events
• Diary entries, phone calls and notes
• SMS messages to alert student absence

Please keep in close touch with the school.
Student free days are always clearly publicised to parents and guardians.
Student Organisational Procedures

Daily Schedule
Students should be at school by 8.30 am and be punctual to their form meeting at 8.45 am. If students miss form assembly they must sign in at the general office, with a note from a parent/guardian stating why they are late.

Absences
If a student is absent, a signed note must be sent stating the date and reason for the absence. This should be sent with the student on their return to school and handed to the form teacher.

A call to the College Absence Line on 5979 3511 on the day of absence could avoid the need for a note. Students are expected to catch up on work missed. A medical certificate is needed for extended absences.

Youth Allowance
• It is the responsibility of each parent/guardian to provide the college with reasons for all absences
• It is the college’s decision to deem these reasons as acceptable or not
• The college is obliged to notify the responsible authority of students’ absences
• Please avoid embarrassment

Out of School Passes
No Year 10 student is permitted to leave the school grounds without first obtaining written permission from a Sub-School Co-ordinator or an Assistant Principal. Please do not ask for a lunch pass as these are not issued. Students must sign out at the General Office before leaving. If a student is to return during the day they must sign in at the General Office immediately on their return. We encourage students to stay at school to spend time with friends.

Schoolwork at Home
Work at home needs to be a regular activity. It will include set homework; catch up, research and production of projects and assignments, completion of class work and study. Year 10 students are expected to do on average; about two hours work at home per weeknight. This is a minimum.

Valuables
Students are advised not to bring valuables to school. The College does not accept any responsibility if they are lost, stolen or mislaid.

Mobile phones should not be taken to class. If parents/guardians need to contact a student they should do this by contacting the General Office. If it is absolutely essential that a student bring some form of valuables then they should give it to the teacher or take it to the General Office for safe keeping, first thing in the morning.

Lockers
All students are expected to have their own locker. Locks supplied by the college will be available for purchase at the beginning of the school year. Students will not be permitted to use other locks. Students must keep their locker locked and in a neat and unmarked condition.

Locker Times
Students should collect books and equipment:
• Before form meetings for periods 1 and 2
• At recess for periods 3 and 4
• At lunchtime for period 5
• Bags are not to be taken into class

It is expected that students have written permission to be at their lockers at other times.

School Diary (an essential)
Each student is expected to have a school diary. As well as providing space to record homework, due dates for work, the diary contains important information on college rules and consequences. The diary is a direct means of communication between home and the school. It should be maintained in a neat fashion so parents and teachers can use it.
Students must report all accidents to a teacher or to the college office immediately. If a student is injured at school, teachers may: Give first aid treatment, call the parent or emergency contact number or arrange an ambulance to take the child for medical treatment. If your child has a disability requiring special treatment or if there is any medical information that may be needed in an emergency, please ensure that this is entered on the admission records.

Please be aware that ambulance costs can be expensive. It is important that the school has your most up to date information. Please ensure that you notify the college promptly of any change of address, home, work or mobile telephone number, place of work, emergency contact, doctor or any change to family circumstances.

Usual Disciplinary Procedures
The College has developed a consistent set of consequences for common breaches of expectations (e.g. use of music players/mobile phones/incorrect uniform etc). These expectations are consistent with our College values of Honesty and Integrity, Respect, Challenge and Opportunity. The severity of the consequence will depend on:
• The seriousness of the breach
• Repeat Offences and
• The impact on the victim (if any)

What will happen?
• Discussion and counselling from a teacher
• A warning will be given and an explanation about the next step if the offence is repeated or if considered serious enough, suspension or expulsion
• In the case of serious or repeat offences, yard duty (at recess or lunchtime), after school detention, mediation, restorative justice, suspension, or expulsion may be initiated

Classrooms
Within a classroom Management Plan and consistent with Expectations and Consequences set out in each classroom, a process of rules, consequences and rewards will be set by the classroom teacher early in the semester. Negotiation with students may occur to develop these. The consequences will be logical and be implemented step by step.

The Co-ordinators
The Year 10 Co-ordinator will oversee all matters related to this year level. The Co-ordinator will assist classroom teachers by mediating towards solutions to problems, sanctioning consequences and involving parents and guardians in an effort to modify a student's behaviour so they and others can continue working in a congenial atmosphere. The Year 10 Co-ordinator will monitor student progress and participation and will make contact with parents/guardians wherever necessary. The Year 10 Co-ordinator is the first contact person for all enquiries regarding Year 10.

The Co-ordinators are available to:
• Discuss subjects and courses with students and parents
• Assist with career pathway plans
• Discuss progress and provide guidance and assistance
• Provide a link between school, work and further education

Managed Individual Pathways
To assist to develop ideas of future careers we provide a wide range of information about jobs, courses and places where learning and training take place. Computer programs, exploring job and course requirements are available. An individual pathway plan will be developed during Year 10.

Work Experience will be undertaken by all Year 10 students, at set times throughout the year. Work experience can be undertaken by any Year 10 students at other times if it is a part of a planned program.

Year 10 Camp
A Year 10 camping program will be offered in 2011. Information will be provided at a later date.
Uniform

All students are expected to be neat and tidy. The College uniform is designed to achieve a neat and tidy appearance for students. Experience has shown that the wearing of uniform improves both the general appearance and behaviour of students and contributes markedly to the college tone. It is also shown that uniform is the most economical form of college dress because of its durability. Most clothing is labelled with the Western Port Secondary College logo.

The wearing of uniform is compulsory and strongly endorsed by the College Council and the staff. Failure to wear uniform is regarded as a serious breach of the College rules.

Breaches of uniform

All students out of uniform are expected to follow the process of bringing a note from home and obtaining a pass from their coordinators. Failure to follow this procedure may well result in after school detention.

Uniform is supplied by Primary School Wear and the college uniform shop is in the foyer of the Arts Centre. **Hours:** Wednesdays 8.30 – 9.30am and 1.30 – 5.00pm, during school terms only.

All items of clothing are required to be clearly marked with the student’s name.

- **Jumper:** Green woolen jumper labelled with College logo
- **Shirt:** Long or short sleeved polo: white striping on collar and Forest Green in colour with College logo.
- **Socks:** Plain White/Black socks
- **Shoes:** Completely Black polishable, lace up school shoes or t-bars. If unsure please contact the college.
  - **No runners, (except for PE) no open footwear and no slipper type shoes**
- **Shorts:** Dark Grey Melange School shorts including College logo
- **Pants:** Girls: school slacks in Dark Grey. Boys: Grey Melange School slacks (including College logo)
  - **No cotton track suits, cords or denim**
- **Frock/Summer Skirt:**
  - **Green check “Cleolene” Material**
- **Winter Skirt:**
  - **Mckinnon Hunting Tartan**
- **Tights:**
  - **Black (not leggings)**
- **Blazer:**
  - **Optional item**
- **Caps:**
  - **Plain Forest Green or Grey No other caps/ No Beanies**
- **Jacket:**
  - **Official WPSC jacket – No “Hoodies” or non-school uniform jumpers are to be worn underneath the school uniform**
- **Scarf:**
  - **Plain Forest Green or Black**

Please note: Non school clothing visible under the school uniform is not acceptable

Sports Uniform

This is available from the College uniform shop. This consists of a polo–shirt in black with a green and white stripe. (Singlets are not accepted), black shorts or black/green pleated skirt, white socks and non marking runners. Dark track suits may be worn during the winter months.

- Any student out of uniform is expected to bring a note. It is preferred that students bring a substantial change of clothes rather than not participate
- No note and no uniform means that the student will be required to do theory associated with the curriculum.
- Students competing in events representing the college are expected to be in full college/sports uniform for the event

Second-Hand Uniform

No second hand uniform shop exists. However, parents wishing to sell or exchange items are welcome to place ads in the college Newsletter by contacting the General Office.

Pre Apprenticeship Program

This program is specifically designed for students who wish to enter a trade. The successful completion of the Year 10 Pre-Apprenticeship Program can lead to a traineeship, apprenticeship, TAFE or VCAL. Please be aware that students who undertake this program WILL NOT gain entry into VCE the following year and hence WILL NOT be eligible to attend university. There is a $250.00 materials charge to enter this program, however there is no booklist. Students are advised to purchase a USB as there can be some use of the internet and computers.

There is an interview process in semester two to determine a student’s eligibility. Both students and parents should be aware that there can be a high demand to enter this program and twenty (20) students is the maximum. Students need to ensure they follow the correct procedure to apply for this course.

**Materials Charge: $250.00**
VCE Studies
Students entering Year 10 may have the opportunity to undertake a VCE subject. This enables a number of Year 10 students to experience the VCE early. If students continue into Year 12 the following year they can gain an extra credit for tertiary entry. If you are interested in studying a VCE subject, talk seriously with your subject teachers and Footprints teacher. **A Placement in a VCE class is contingent on a position being available.**

Promotion to Year 11
Promotion to Year 11 is not automatic. Students must have:
- Minimum of 80% attendance of school days and classes (explained absence not included)
- Satisfactory effort and progress of skills in English, Maths and Footprints
- Students pass 8 of their 12 subjects to successfully complete Year 10 to earn promotion to Year 11

If students fail to meet these requirements they will not be guaranteed promotion to Year 11. Students who fit this description will be required to attend a meeting with the ‘Promotion Panel’ to discuss their future.

Beacon Program
Western Port Secondary College is a BEACON school. This means we are committed to ensuring all students leave school with a pathway, whether that is work or further study. We work together with BEACON and the community to provide jobs and work training for our students. Each year the Year 10 students sign a charter agreeing to do everything possible in their power not to go on the dole.

Western Port Secondary College has been a successful Beacon School since 2005 and has won numerous awards including:
- Most outstanding first year No Dole School 2005
- Most outstanding leadership within a school 2007
- Most outstanding co-ordinator in the No Dole School program 2008
- Best No Dole School in Australia 2008
- Membership as a Platinum Beacon School 2009 and 2010

We provide opportunities through the support of the Beacon program, and students have been able to access Women in Careers Days, Year 11 Girls Day Out, Year 10 Mock Interviews, Fitted for Work, Lonely Planet excursion, Year 10 Charter Signing, Beacon Polish Program, World of Work Day and the Year 9 Big Day Out.

**For more information about this program and you might be able to become involved contact a member of the Senior School team or Gina Mathers, the Senior School Assistant.**
### Year 10 Materials Charges 2011

<table>
<thead>
<tr>
<th>Subject</th>
<th>Materials Charge</th>
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<tbody>
<tr>
<td>English</td>
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<td>Health and Physical Education</td>
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<td>English</td>
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<td>Healthy Living</td>
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<td>Major Games</td>
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<td>Mathematics</td>
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<td>Advance</td>
<td>$150 plus the cost of camp at most $350</td>
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<td>$300 plus cost of camp at most $700</td>
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<td></td>
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<td>Ceramics</td>
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<td>You are What You Eat and International Foods</td>
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**Please Note:** English, Mathematics, LOTE (Indonesian) and Certificate II Information Technology are whole of year subjects. All other subjects offered at Year 10 are semester length subjects.
English
All enquiries to Mr Craig Belkin

Note – Students are required to study an English unit in each semester

The English course is designed to develop an ability to read and analyse complex texts. It aims to improve understanding and control of language, creative writing and the structure and relevance of essay work. It assists students to gain confidence in speaking in small groups and to larger audiences.

Teaching and learning activities are structured around students developing complexity as they work towards achieving set outcomes in the areas of reading, writing and speaking and listening, building on the skills established in Year 9 and contributing to their preparation for the VCE. The year is broken into two contexts: Semester 1: “Love and Life” and Semester 2: “People in Conflict”.

English
Students study a range of contemporary and traditional short texts, the set novel ‘Night’, the personal account of Eli Wiesel’s experience in concentration camps during WW2 and current issues as well as developing their writing and speaking and listening skills.

English Literature
This unit is designed to extend the more able students. It will move more quickly through set tasks and develop additional tasks at a more complex level of understanding. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form.

The study of Literature encourages independent and critical thinking in analytical and creative responses to texts, which will assist students in the workforce and in future academic study. The focus is on the development of skills for the study of English and English Literature at VCE level.

Pathways
Year 11 English
Year 11 English Literature

Mathematics
All enquiries to Ms Jacqui Smith
All students are required to study Mathematics for the entire year

Mathematics
It is expected that, at the conclusion of the year, the majority of students will have achieved a level of numeracy that will equip them for the transition to further study and/or preparation for work.

The purpose of Mathematics at Year 10 is to develop each student’s potential in basic manipulative skills, knowledge of mathematical facts, understanding concepts and being able to apply those concepts and skills. The course is designed to prepare all students for further studies in Maths.

The Curriculum takes account of different emphases, which are shaping distinct pathways leading to Maths choices in Year 11 and 12. The VELS framework has five dimensions in mathematics which are number, measurement incorporating statistics and probability, space, structure involving logic and process; working mathematically and especially problem solving.

All students are expected to purchase the specified calculator. Use of phones as calculators is NOT permitted.


Note: students who excel in Mathematics could consider completing Year 11 VCE General Mathematics in Year 10. Please discuss this with your mathematics teacher and the Mathematics co-ordinator.

Pathways
Year 11 General Maths
Year 11 Maths Methods
Year 11 Foundation Maths
Science

All enquiries to Ms Kara Dunstan

The science units at Year 10 consolidate and develop the skills and knowledge introduced in Years 8 and 9, and constitute a coordinated program with three broad aims.

• To develop each student's awareness and understanding of the world around them as well as empowering students to make informed decisions about themselves and their environment
• To develop skills in ICT, practical investigation, library research as well as written and oral communication
• To complete the necessary groundwork to enable students to successfully undertake a VCE course including science subjects

All students are required to study Core Science for semester one and then may select Psychology, Marine Science or Extension Science (semester 2 only)

Core Science
This unit includes:
• Biology
• Chemistry
• Physics
• Environmental Science
• Earth Science.

There will be an emphasis on experimental design, research skills, ethics and careers in science, problem solving and safety.

Pathways
Year 11 Biology
Year 11 Chemistry
Year 11 Physics
Year 11 Environmental Studies

Psychology

Students will investigate:
• Psychology and research methods
• Different areas of psychology (sport, clinical, forensic etc)
• Psychological assessment

Unit Outline
• Students will be able to apply research methods to all areas of the course using empirical research analysis
• Construct a model of the brain and describe the important structures and functions
• Human relationships and can you spot a liar
• Sports psychology including goal setting, mental skills, stress and relaxation
• Forensic psychology including crimes in Australia, stalkers, psychopaths and serial killers
• Mind and health psychology including intelligence, personality, psychological assessment, body image and positive psychology

Pathways
Year 11 Psychology
Marine Science
This elective focuses on investigations of the oceans, seabed and surrounding coast including their physical and biological attributes drawing on many local instances relating to both Western Port and Port Phillip Bay. Future careers in this field will also be investigated.

Content
Students will undertake local investigations which incorporate marine biology, ecology, oceanography, as well as ocean and coastal management.

Rational
Career pathways in this field are set to change. The total area of oceans managed within our exclusive economic zone (stretching some 320kms from shore) exceeds the total land area of the Australian mainland. With growing concerns for the protection and wise use of our natural resources there is an increased need for skilled personnel to advise on organise and control the development of marine resources and activities.

The schools proximity to bays and coastlines serves to increase the relevance and highly topical nature of Marine Biology leading to the inclusion of this elective in Western Port Secondary College’s curriculum.

Pathways
Year 11 Biology
Year 11 Environmental Studies

Extension Science – second semester only
This elective is specifically targeted at students who intend to pursue VCE studies in the areas of Physics and or Chemistry in 2011. Students taking this elective will be exposed to the key concepts that underpin Unit One Physics and Chemistry.

Rational
On completion of this elective students will have had real exposure to the rigors and expectations required to succeed when studying the VCE. Students (and parents through the interview and reporting process) will also walk away with a realistic idea of their capabilities and likelihood of successfully coping with VCE Physics and Chemistry.

Pathways
Year 11 Biology
Year 11 Chemistry
Year 11 Physics
Humanities

All enquiries to Ms Gail Miller

20th Century History

Several major events of the 20th Century are studied in this unit – the sinking of the Titanic, the rise of Nazism in the 1930s, World War 2 in Europe and Asia, including the dropping of the atom bomb in 1945, the Kennedy assassination and the Middle East crisis in the 1990s. The unit is to give students an understanding of the major turning points in 20th Century history:

• Analyse the impact of significant events in shaping World History in the 20th century
• Explain the key changes in the social and political attitudes and values in Modern Western Society

Key Topics
• The sinking of the Titanic
• The rise of Nazism
• World War 2
• Terrorism
• Kennedy assassination

Pathways
VCE History
VCE Sociology

Geography and Environmental Studies

This unit gives students a background into the way that ecosystems operate and the importance of maintaining balance in the environment. With emphasis strongly on how humans impact both negatively and positively on their environment, students investigate local and global issues. Students will participate in studies of human interference on native vegetation through a focus on weeds involving field work around Hastings. Students will also investigate the dynamics of local beaches.

Key Skills
• Research
• Field work
• Excursions
• Mapping
• Analysis and Reporting

Key Topics
• Ecosystems
• Endangered species and the threats of poaching and deforestation
• Feral Animals
• Suburban Investigation on vegetation
• Beach investigation

Pathways
VCE Geography
VCE Environmental Science
**Small Business and Accounting**

This course involves a wide range of theory and practice of small business both on a national and global scale. Students will be involved in the application of business and enterprise skills in the workplace. This course explores the nature of business enterprise and looks at its current application in the business world.

**Unit Outline**

- Analyse a proposed change in the law in Australia and explain the legal processes to implement change
- Demonstrate an understanding of personal and business financial management and identify and apply enterprise skills and attributes
- Case studies from business enterprise – worksheets for McDonalds, Nike, JAG Australia, Mazda, etc
- The advertisements and promotion of various concepts that are generated on the Mornington Peninsula
- Marketing techniques
- Target markets
- Theme Parks – why are they so successful, how do they do their research? Movie World, Sea World, Dream World, Fox Studios, etc
- What is enterprise and application of enterprise
- Small beginnings, Marathon Foods (Footscray)

**Pathways**

VCE Business Studies
VCE Accounting

**Legal Studies - The Motor Vehicle, Society and the Law**

Students will explore the history and impact of the motor vehicle on society. This unit will cover aspects of:

- Manufacturing, design and safety of Motor Vehicles
- Buying and selling of Motor Vehicles
- Development of Road laws and sanctions. In particular case studies relating to:
  1. Culpable Driving
  2. .05 & Drug Laws
  3. Road Rage
  4. Hooning
- Social Implications
  1. Road Trauma
  2. Urban sprawl & infrastructure
  3. Leisure
- Driver Education
  1. Licensing Requirements
  2. Learners Permit
  3. Basic Maintenance

This unit will also include an excursion in a driving related area.

**Pathways**

VCE Legal Studies

**International Studies**

This unit focuses on Australian and International groups who are fighting for the rights of human and non-human groups.
Did you realise that there is as much slavery in the world today as there has been at any time in history?
Are you aware that laboratory testing on animals to evaluate hair shampoo continues?
In many countries people can be jailed, tortured and killed without committing a crime let alone being charged with one.
How do people survive when their lives are destroyed by war, famine and natural catastrophe?
Why are so many of the planets animals being hunted to extinction?
This subject will take a balanced view of international groups and their role in society today. Examples of groups include Amnesty International, Red Cross, Green Peace, World Wildlife Fund and the Salvation Army.

Unit Outline
Major ideas will be the investigation of an International organisation and their areas of involvement, the study of selected animal species and their treatment by humans and comparison of the living conditions of a poor country with those of Australia. Students will analyse major social issues. Learning tasks will include workbook, research, document analysis and case studies.

Assessment
Tasks include evaluation and presentation of data, interpretation of evidence, report writing, letter writing and research.

Pathways
VCE History
VCE Sociology
Health and Physical Education

In order to achieve a satisfactory result each student must complete all set tasks and participate in a minimum of 90% of the practical sessions.

All enquiries to Mr Steve Walsh

Core Physical Education
This H and PE elective is an extension of the Year 9 Core Physical Education elective. It is a generalist subject with an activity focus on minor games. In this unit students will be encouraged to participate in various physical activities. The activities will vary from mainstream sports and athletic pursuits to simple games with a specific emphasis on minor game play. Students will also be challenged to develop their own type of game including rules of play and scoring systems.

Possible Activities
• Minor games
• Mainstream Sports
  • Athletics
  • Cross Country

Pathways
VCE Physical Education
VET Community Recreation
VCAL Personal Development Skills

Healthy Living
This unit is an extension of the Year 9 Healthy Living and is primarily a theory based subject with a minor focus on practical activity. Students will explore a range of physical, social and emotional aspects of health issues relevant to young people in our society. They undertake a more in depth examination of the issues, topics and concerns relating to nutrition and exercise, drug education and human development. They will consider the responsibilities of parenting and the role of family and the community in the growth and development of individuals. Students also examine the Australian public health system as well as other health related support structures within their community. Students may be introduced to low impact exercises.

Unit Outline
• Introduction to the human lifecycle
• Exploration of health issues for adolescents including major causes of illness, injury and death in various groups
• Human sexuality within the context of responsible decision making
• Pregnancy and birth
• Family and community support for individuals and groups
• The Australian health system

Pathways
VCE Health and Human Development
VCE Physical Education
VET Community Recreation
VCAL Personal Development Skills
**Major Games**
In this unit student's engage in a variety of mainstream sporting activities. They examine individual and group tactics, rules and movement patterns employed in different sports to improve performance. They develop an understanding of the many and various roles of the coach in catering for the needs of athletes including the identification of skill error and modification of athletic movement. Event management, player rankings and tournaments are also a focus.

**Unit Outline**
- Participation in a variety of mainstream sporting activities
- Increase knowledge of the rules and regulations of various sporting activities
- Examine basic strategies and tactics used in game play
- Investigate the roles of individuals other than the player in sporting activities
- Engage in peer coaching and modification of movement for improved performance

**Possible Activities**
- Australian Rules Football
- Badminton
- Basketball
- Netball
- Soccer
- Touch Football
- Volleyball

**Pathways**
- VCE Physical Education
- VET Community Recreation
- VCAL Personal Development Skills

**Individual Conditioning**
This unit is an extension of the Year 9 Individual Pursuits elective. Emphasis is placed on the development, implementation and evaluation of individual training programs, incorporating pre and post testing, fitness components, training principles and methods. Various forms of fitness training are examined and students identify how to train more specifically for their chosen sports.

**Unit Outline**
- Introduction of the fitness components
- Introduction of the energy systems
- Examination of training principles
- Examination and participation in different training methods
- Development and implementation of training programs

**Possible Activities**
- Athletics
- Circuit Training
- Cross Country
- Self Defence
- Weight Training

**Pathways**
- VCE Physical Education
- VCE Human Development
- VET Community Recreation
- VCAL Personal Development Skills
**Advance (Surf Lifesaving)**

Note: Students must have participated in the Year 9 Advance program.

In this unit students will develop a range of skills related to community projects around the College and local area as well as specific surf lifesaving skills. Activities are conducted at Point Leo/Lorne Surf Club and local swimming pools. The aim is for students to be trained as young lifesavers who are skilled enough to patrol our local beaches. Students will complete the Surf Bronze Medallion. Additionally students will be completing the Bronze Duke of Edinburgh's Award which recognises student efforts throughout the program.

**Unit Objective**
- To develop student's teamwork, co-operation and leadership skills
- To allow students the opportunity to gain awards in Duke of Edinburgh’s Award and Bronze surf medallion

**Unit Outline**
- Students are encouraged to develop personal abilities in aquatic and land based activities
- For the Surf Bronze Award this involves swimming and surf lifesaving skills (includes rescues using tube, boards and IRB, first aid, resuscitation and patrolling a beach)
- The Duke of Edinburgh’s Award offers students a personal challenge in developing new skills in sports/recreation, camping and expeditions
- Students must also offer service to Pt. Leo Surf Club or another community organisation
- Students will also participate in the Lorne Surf Life Savings Camp. *(The camp is an additional cost)*

**Assessment Tasks**
- Skill development in pool and surf environment
- Bookwork on modules
- Community Project
- Surf Lifesaving Theoretical/Practical Exam

**Pathways**
Silver Duke of Edinburgh Award
VCE Year 11 Outdoor Education and Environmental Studies

Selected Year 10 students may nominate to study a VCE subject:
**VCE Outdoor and Environmental Studies**

**Unit 1: Understanding Outdoor Experience**
This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and the personal relationship with the natural environment. The unit provides the opportunity for students to explore the many ways in which nature is understood and perceived. Through related outdoor experiences, students develop the practical skills and knowledge required to live comfortably with minimal impact in natural environments.

**Areas of Study**
1. Motivations for outdoor experience
2. Humans and nature

**Activities may include:**
- Bushwalking
- Sea Kayaking
- Snorkelling

**Unit 2: Environmental Impacts**
This unit focuses on characteristics of natural environments, human impacts on natural environments and how changes to nature affect people. It includes analysis of historical and contemporary conceptions of nature and human interactions with nature, including nature’s impact on humans.

**Areas of Study:**
1. Discovering Natural Environments
2. Impact on nature

**Activities may include:**
- A Camping Program

**Pathways**
Unit 3 and 4 Outdoor and Environmental Studies

**VCE Health and Human Development**

**Unit 1: The Health and Development of Australia’s Youth**
This unit examines the components of health and the types of development. It focuses on the health and individual development of youth by examining their health status, investigating the main determinants of youth health and researching a specific health issue related to youth.

**Areas of Study:**
1. Understanding health and development
2. Youth health and development
3. Health issues for Australia’s youth

**Unit 2: Individual Human Development and Health Issues**
This unit focuses on the health and individual development of children as well as adults. It also examines the Australian health system and the many emerging issues that are impacting on the health and development of Australian’s, currently and into the future.

**Areas of Study:**
1. Health and development of Australia’s children
2. Adult health and development
3. Health issues

**Pathways**
Unit 3 and 4 Health and Human Development
Philosophy

Do you enjoy arguing, debating, discussing, and expressing your ideas? Are you curious about the great questions in life like: Who made the universe, and does the universe have any end or beginning? Do aliens actually exist? Is greed good? Are men really from Mars and woman from Venus? Does life have any meaning? Which came first, the chicken or the egg? Can you lie and tell the truth at the same time? Does time actually exist? What is Love? Is there a God? If a tree falls in the forest and there’s no one there to hear it, does it make a sound? Why does the Easter bunny carry eggs? What is beauty?

Pathways

Introduction to philosophy will equip students with essential critical thinking skills necessary to excel in core curriculum areas including English, History, Maths and Science. In addition, the course provides a clear pathway to:

VCE History

VCE International Studies

VCE Philosophy

VCE Sociology

VCE Units 1 and 2 - 20th Century History

VCE Units 3 and 4 - Revolutions History

(A fold out chair may be useful for outside circle discussions in the park and a few dollars to buy a soft drink at the local coffee shop would be handy)
L.O.T.E.
All enquiries to Bu Thuy

**Indonesian**

Students may choose to study Indonesian for one semester or both. If they wish to take Indonesian as one of their VCE subjects, then they must study both semesters in Year 10. Year 10 Indonesian establishes and extends further the language skills developed in middle years 7, 8 and 9. This course consists of seven topics:

1. *Di rumah teman* – At a friend’s house
2. *Jalan Kami* – Our street
3. *Ayo, Kita ke restoran!* – Come on, we are going to the restaurant!
4. *Perlu ke docter?* – Need to see the doctor?
5. *Tempat berbelanja di kota Yogyakarta* – Shopping places in Yogyakarta
6. *Berkunjung ke daerah pedesaan* – Visiting the villages

These topics are built around Nicky – a girl that has been met by Year 9 students. Nicky is living with her parents, though she remains in contact with her former school friends and Indonesian teacher in Australia. In *Keren 2* Nicky travels to the city of Yogyakarta and finds this place a fascinating city which is very different from the hustle and bustle of Jakarta.

The objective of this course is to represent everyday situations that students are likely to encounter in Indonesia. Students will gain a greater understanding and appreciation of the language, culture, etiquette and lifestyles of Australia’s closest neighbours.

Students will be equipped with a wide range of vocabularies and grammatical components to enable them to communicate effectively beyond the basic level.

The approach taken in level 6 according to the Victorian Essential Learning Standard (VELS) is:

- Activities that involve real communication
- Activities in which language is used for carrying out meaningful tasks
- Language that is meaningful to the learners

**Pathways**

Year 11 LOTE
The Arts

All enquiries to Ms Jean Sheridan

Art
This subject will:
• Introduce students to a range of practical skill areas as a foundation for VCE Art studies. Current and past VCE art works will be used as stimulus
• Introduce students to simple theoretical concepts underlying Arts Practice. These will relate to both practical and written work
• Encourage students to develop a responsible attitude and working habits and to consider the art room as a personal studio space
• Clearly outline Rights and Responsibilities so that students will develop a sense of personal ownership of facilities

Practical work will consist of:
• Drawing and drawing extension
• Painting in acrylic on paper and canvas
• Water colour techniques
• Printmaking processes – lino, screen, acetate
• Mixed media experimentation

Theoretical work will comprise:
• Examining design elements in practice in both traditional art and multi media
• Finding out why artists in different times produce different kinds of art
• What is different about the art produced
• What influenced them to paint this way
• Learning the easy way to analyse a painting
• Presenting - participation in school and community exhibitions
• Research into artworks and how they mirror their cultural and historical contexts

Pathways
Year 11 Art
Year 11 Studio Arts

Ceramics
This subject will:
• Introduce students to a range of practical skill areas in ceramics and sculpture
• Encourage students to develop a personal style
• Teach students the skills to develop ideas from a given theme
• Teach students analysis of sculptural and functional works

Unit Outline
Students are given specific themes for which they are to develop ideas. They should demonstrate a development of their own ideas in their sketchbook. Sketchbooks are used to show the working process from drawings, through processes used in production, to the finished article. Traditional ceramics activities and sculpture using Hebele will be available. Safe use of tools, equipment and facilities are demonstrated and expected.

Pathways
Year 11 Studio Arts
Year 11 Art

Visual Communication and Design
This subject will:
• Develop awareness of the production process through a developmental folio
• Introduce technical skills through pictorial drawing such as perspective and paraline drawing and to develop the system of orthogonal drawing
• Encourage the ability to draw and render from direct observation
• Develop a basic understanding of computer graphics through the Production Process to produce a design folio

Unit Outline
• To explore technical and creative freehand drawing skills
• Developing rendering styles and a range of media
• Production of images using the Design Process – symbols, maps, explanatory diagrams
• Visual Communication in Industry

Pathways
Year 11 Visual Communication and Design

Photography
This subject will:
• Introduce students to basic photographic processes and develop an appreciation and knowledge of design concepts
• Develop research skills to enable a sound basis and knowledge of other artists and techniques

Unit Outline
• Introduction and revision of correct care and use of equipment and facilities
• Development of ideas from original sources, through a design process model
• Finishing methods – traditional and innovative
• Completion and presentation of finished photographic work
• Research tasks related to the history of photography as an art medium
• Analysis and critique of photographic works

Pathways
Year 11 Photography

Music
This subject will:
• Develop skills and knowledge through music technology
• Develop and enhance musical skills on a chosen instrument through group and solo performance
• Explore various compositional techniques through unconventional notational methods
• Develop critical, analytic and reflective listening skills through various musical performances
• Further develop understanding and musical knowledge that is relevant to today’s social and cultural context

Unit Outline
• Music at Year 10 allows for students to develop their skills on an instrument and within a group
• Students explore composition via a range of mediums such as music software and unconventional notation

Students develop their listening skills and respond to a variety of music plus participate in activities such as learning how to set up PA systems, balance ensembles, attend live performances and record own music.

Pathways
Year 11 Music

Technology
All enquiries to Mrs Lynne Lee
All students are required to study a Technology unit for one semester and then may select another unit. Below are the Technology units that may be selected.

**Wood**

This subject will:

Extend students’ knowledge and safe usage of hand and power tools with limited access to machinery. Students will also investigate the appropriateness of a variety of materials related to this area.

**Unit Outline**

This study is designed to enable students to:

- Become aware of characteristics and suitability of various materials
- Prepare designs and working drawings
- Produce articles from said designs
- Display skills and safe working practices in the use of appropriate tools and machinery
- Effectively evaluate the finished product

**Glass**

Students will cover a range of techniques and practice the safe use of glass as a creative medium. Students’ knowledge and safe usage of hand tools will be extended. Students will also investigate the appropriateness of a variety of materials related to this area and use glass for creative purposes.

**Unit Outline**

This study is designed to enable students to:

- Make decisions with regard to characteristics and suitability of various materials
- Prepare designs and working drawings
- Produce articles from said designs
- Display skills and safe working practices in the use of appropriate tools and machinery
- Effectively evaluate the finished product

**Small Engines**

This course is designed to give students, male or female, an introduction to the workings of small engines. Students will do both practical and theoretical work on either 4 stroke or 2 stroke engines. Practical work will include the sectioning of both a 4 stroke and a 2 stroke engine. This will give students a mechanical appreciation of the workings
of both engines. There will be a considerable amount of theory work covering the principles of 4 and 2 stroke engines. We will look at parts identification and the safe use of using workshop tools and their identification. Safety first will be covered early in the course and the main theme will be maintenance of small engines and trouble shooting of why a motor isn't working.

Students will be able to:
• Maintain a theory work book (including all class notes)
• Sectioning a 4 stroke motor
• Sectioning a 2 stroke motor
• Other practical tasks as requested by your teacher
• Complete a compulsory assignment of 500 words minimum
• Do an evaluation sheet for each motor
• Complete a safety poster
• Complete all class notes
• Pass a written test on small engines

Units of work covered:
• Safety
• 2 stroke and 4 stroke motors
• Identification of workshop equipment and tools
• Trouble shooting

Potential Pathways:
This course gives students a good basic understanding of how an engine works and/or how to fix an engine that is not working. Students may wish to continue their further studies at TAFE by completing their automotive studies by doing the VET Automotive course. This is a starting point for apprenticeship studies, VET automotive studies etc and technician studies could also follow.

Pathways
Technology subjects lead to VET Electrical, VET Engineering, VET Horticulture, VET General Construction and/or VET Automotive

Food - You Are What You Eat and International Foods.
Students study a range of foods and their role in various recipes. Dieting and diet related problems are covered to enable students to make wise choices and be aware of how the body uses food. Students will investigate the development of Australia’s cuisine and a range of countries, which have had influences on our diet. A variety of foods from countries studied will be produced

Unit Outline
For one term- You are what you eat
• Practical skills/participation
• Workbook
• Material testing
• Dietary Guidelines investigation
• Recipe evaluations
• Nutrition Investigation

For second term- International foods
• Practical skills/participation
• Workbook
• Country investigation
• Essay
• Recipe Evaluations

Pathways
VET certificate II in Hospitality

Textiles
To give students the opportunity to develop design concepts in fashion drawing and investigate appropriate clothing construction techniques. At all times students will be expected to follow safe work practices.

Unit Outline
The semester will comprise of two major units of practical work and an assignment.

Work undertaken will cover the following:

• **Investigation** – researching current fashion trends. Simple materials analysis
• **Fashion Design** – development of simple and effective fashion drawing, designing, annotating and colouring techniques
• **Recycling** – students will revamp/embellish a pre-loved garment
• **Production** – using appropriate tools and machinery, students will produce at least one item of clothing, and a fashion accessory, further developing basic construction techniques
• **Evaluation** – students will effectively evaluate their finished garments

Students are supplied with art materials for all folio work; cover paper, pencils, paints and adhesives. For garments research and production students are provided with magazines, a selection of patterns, some notions as well as fabrics for accessories.

Additional Costs
As the selection of fabric for garments is a personal choice, students are required to provide their own fabric for their garment. Patterns are supplied however some students may prefer to supply their own.

Pathways
VET Certificate II and III in Applied Fashion Design and Technology
This unit is designed to enable students to operate a computer efficiently and effectively, and to develop their skills in various software applications. Other technological applications may also be investigated.

Unit Outline
Skills will be developed in:
• Word processing
• Database
• Webpage Design
• Problem Solving
• Decision Making

Pathways
VET Certificate II and III in Information Technology

Certificate II in Information Technology
This qualification provides fundamental skills in Information Technology. These skills include computer maintenance, computer operations, documentation and use of a range of computer applications such as the Microsoft Office suite and multimedia.

Certificate II in Information Technology is a nationally recognised TAFE qualification (started in Year 9). Students should complete the certificate in one year.

If students have not completed the Certificate at the end of the year a statement of attainment will be provided as evidence of units successfully completed that can be credited toward completion at a later date.

Unit Outline
The units of Learning Tasks to be completed in this certificate are:
• Operate computer hardware
• Operate computing packages
• Design organisational documents using commercial computing packages
• Integrate commercial computing packages
• Connect hardware peripherals
• Communicate in the workplace
• Follow workplace safety procedures
• Maintain system integrity
• Work effectively in an information technology environment
• Install software applications
• Maintain equipment and consumables
• Access and use of the Internet
• Use computer operating system
• Detect and protect from spam and destructive software

Pathways
VET Certificate III in Information Technology
Subject Selection Sheet Year 10 2011 – Student Copy (Sample Page)  

Name: ____________________________________ Form: ___________________

Please choose the subjects you want to study next year (2011) in preference order. Number all subjects starting with 1 being the subject you most want to study. Please note you will be placed in most subjects of your first choice however some subjects will not run if there is little interest in that subject. More importantly if you do not get your choices in by the due date this will also affect whether you get your first choices. Important: English, Mathematics and Core Science are compulsory therefore they are already chosen for you. You MUST choose one subject in each of the Humanities, Physical Education, Arts and Technology. LOTE (Indonesian) is a whole of year subject and recommended for those going on to university. Please indicate an interest in the Pre-Apprenticeship Program by ticking that box. You may want to study a VCE subject other than those listed please write these in the column as indicated.

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<td>Textiles: Design &amp; Technology</td>
<td>Due Date: Monday 16th August</td>
<td>Parent Name:</td>
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<td></td>
<td>Information Technology</td>
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<td>Parent Signature:</td>
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</tbody>
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| | Pre-Apprenticeship Program | | | |
| | You are What you Eat & International Foods | | | |
| | Textiles: Design & Technology | | | |
| | Information Technology | | | |
| | Cert II Information Technology | | | |

Due Date: Monday 16th August