2016
Year 11 and 12 Handbook

A student guide to subjects offered and course selection
INTRODUCTION

The purpose of this booklet is to provide students with information about Years 11 and 12 and the subjects that will be offered in 2016.

It is our goal that all students have a successful pathway to university, TAFE or full time employment. It is essential that students commencing the senior years plan carefully and make informed decisions that enable them to fulfil both academic and personal goals.

The best advice is to choose studies:
- which the student enjoys
- in which the student achieves success
- that the student may need for future study (prerequisites) or work
- which maintain and develop the student’s special skills and talents

At Western Port Secondary College excellence is valued and recognised, including academic, creative, sporting, practical, and vocational achievements as well as community involvement. The College has delivered highly regarded vocational education and training (VET) programs in Hospitality, Information Technology and Engineering, Fashion Design, Building and Construction and Community Recreation, as well as assisting students to participate in other VET courses off campus. We provide a range of programs, which allow our students to take up a broad range of post-school options.

The College provides senior Students with numerous leadership opportunities, including College Captaincy, Student Leadership Council, House Captaincy, Environmental, Art and Sport Captaincy and Peer Support Leaders. There are also many varied extracurricular activities such as public speaking, production, college band, sporting teams, etc. It is hoped that these opportunities will assist our senior students to become confident, successful and equipped for the challenges of tertiary education and beyond.

Three essential qualities required from the students are initiative, discipline and commitment. These are necessary to meet the challenges of the final three years of secondary schooling.

Students need to establish sound work habits and learn to set priorities for their commitments and personal goals at school and at home. Having the correct class room materials, textbooks and diary are essential for students to be successful in their studies. Students are expected to wear full school uniform at all times.

Western Port Secondary College will be aiming to encourage all senior students to invest effort and time into achieving success and doing their best.

Although the senior years are challenging, we hope our students will also find them enjoyable and some of the most memorable of their school years.

FOR A FULL VERSION OF THE HANDBOOK GO TO:

OR FOR POLICIES AND GUIDELINES GO TO:

Please contact the following staff at the College for further information or assistance.

Ms Jenni Hodgins  
Year 10 Learning Level Leader

Ms Kara Dunstan  
VCE Learning Level Leader

Mr Kevin Hall  
VET and SBAT Leader

Mrs Donna Geritz  
VCAL Leader
SENIOR SUITE OF PROGRAMS

We aim to ensure that all students complete a Year 12 equivalent whether that is VCE or VCAL. We value each option equally and hold each up as a very important option for our students. A rich array and combination of subjects is possible for our students following extensive course counselling from our Senior School team.

ABOUT THE VCE
The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of your secondary education and provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work.

ABOUT VCAL
The Victorian Certificate of Applied Learning (VCAL) is a certificate that recognises the successful completion of your secondary education. VCAL provides a pathway to TAFE, an apprenticeship, university or employment linked to training. It gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

If you begin your studies in the VCE or VCAL and then wish to change your enrolment to the other certificate you can use units satisfactorily completed in VCE or VCAL to provide credit towards your new course of study.

ABOUT VET
As part of your VCE you can choose a Vocational Education and Training (VET) subject. This means that you will be undertaking training in a specific vocational area, for instance hospitality, agriculture, information technology or engineering.

As part of your VCAL program it is compulsory to elect a VET subject. A VET program contributes to your VCE or VCAL in the same way that other studies contribute, however only scored VET programs with exams contribute towards an ATAR (Australian Tertiary Admission Rank) score. All VET subjects are discussed in more detail later in this booklet.

ABOUT SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT) and (ASBA) (Australian School Based Apprenticeships)
Another way for vocational training to contribute towards your VCE or VCAL is through an ASBA which is either a part-time apprenticeship or part-time traineeship program. If you would like further information on SBATs and or ASBAs available, please contact the Senior School.

Please contact Mr Kevin Hall (VET and SBAT Leader) or Mrs Donna Geritz (Assistant Principal and VCAL Leader) for more information about VET and VCAL courses.
## COURSE SELECTION PROCESS

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Action Required</th>
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</thead>
<tbody>
<tr>
<td>Thursday 23rd July</td>
<td>Introduction to Pathways</td>
<td>• Student attendance (as per normal)</td>
</tr>
<tr>
<td>Period 1, 2 &amp; 3</td>
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<tr>
<td>Thursday 23rd July</td>
<td>Subject Selection Parent Information Evening</td>
<td>• Parent and Student Attendance</td>
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<tr>
<td>7.30pm</td>
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<td>• Book Course Selection Conversation appointment time</td>
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<tr>
<td>Monday 27th August</td>
<td>Year 10 Spruik Your Subject Session</td>
<td>• Student Attendance (as per normal)</td>
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<tr>
<td>Period 3 and 4</td>
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<tr>
<td>Wednesday 5th August</td>
<td>Year 10 Course Conversations</td>
<td>• Parent and Student attendance with Senior School Teacher</td>
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<tr>
<td>8am – 10am</td>
<td></td>
<td>(Community Meeting Room)</td>
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<td>or</td>
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<tr>
<td>Thursday 6th August</td>
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<td>3.30pm – 6.30pm</td>
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<tr>
<td>Tuesday 11th August</td>
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<tr>
<td>3.30pm – 6.30pm</td>
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<td>or</td>
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<td>Thursday 13th August</td>
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<td>8am – 10am</td>
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<td>or</td>
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<tr>
<td>Friday 21st August</td>
<td>Subject Selection Forms DUE</td>
<td>• Final day for submission of Subject Selection Forms</td>
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</tbody>
</table>

Subject confirmation will occur as soon as possible following the completion of the above process.
SUBJECT CHARGES

In 2016 there will be an Essential Education Items charge and the College Council has requested a Materials and Services charge be applied. Please be aware that some subjects will attract additional charges for materials. Participation in these electives will depend on full payment of the additional materials charge.

Please see the following pages of this handbook for fees related to VET and SBAT courses.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Materials Charge</th>
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</thead>
<tbody>
<tr>
<td>VCAL Intermediate</td>
<td>$180</td>
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<tr>
<td>VCAL Senior</td>
<td>$180</td>
</tr>
<tr>
<td>Art</td>
<td>$80</td>
</tr>
<tr>
<td>Biology</td>
<td>$20</td>
</tr>
<tr>
<td>Business Management</td>
<td>$20</td>
</tr>
<tr>
<td>Chemistry</td>
<td>$20</td>
</tr>
<tr>
<td>Food Technology Units 1 &amp; 2</td>
<td>$90</td>
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<tr>
<td>Foundation Maths Units 1 &amp; 2</td>
<td>$20</td>
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<tr>
<td>Further Maths Units 1 &amp; 2</td>
<td>$20</td>
</tr>
<tr>
<td>General Maths Units 1 &amp; 2</td>
<td>$20</td>
</tr>
<tr>
<td>History: 20th Century Units 1 &amp; 2</td>
<td>$20</td>
</tr>
<tr>
<td>History: Revolutions Units 3 &amp; 4</td>
<td>$20</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>$20</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>$20</td>
</tr>
<tr>
<td>Literature</td>
<td>$25</td>
</tr>
<tr>
<td>Maths Methods</td>
<td>$20</td>
</tr>
<tr>
<td>Music</td>
<td>$20</td>
</tr>
<tr>
<td>*Outdoor &amp; Environmental Studies -</td>
<td>$400</td>
</tr>
<tr>
<td>This includes all practical activities &amp; Camp</td>
<td></td>
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<tr>
<td>*Physical Education</td>
<td>$105</td>
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<tr>
<td>Physics</td>
<td>$20</td>
</tr>
<tr>
<td>Psychology</td>
<td>$20</td>
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<tr>
<td>Sociology</td>
<td>$20</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>$90</td>
</tr>
<tr>
<td>Visual Communication and Design</td>
<td>$50</td>
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</tbody>
</table>

*Eligible for CSEF
- All VET subjects count toward a student's VCE/VCAL.
- VET subjects are designed to be more vocationally oriented than other VCE subjects.
- Generally VET subjects are more practical (hands on) than other VCE subjects.
- All VET subjects incur a cost. They are often overseen by organisations outside of the school and are often delivered by instructors outside of Western Port teachers. These instructors and organisations charge costs, which are independent of normal school funding. Costs vary according to the program selected.
- All VET subjects require students to undertake on the job work placement.

<table>
<thead>
<tr>
<th>VET Subject Offered</th>
<th>Venue</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td><strong>Art and Technology Industries</strong></td>
<td></td>
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</tr>
<tr>
<td>Certificate II Applied Fashion Design</td>
<td>Elisabeth Murdoch College, Langwarrin</td>
<td>$300</td>
</tr>
<tr>
<td>Certificate II Hospitality, Kitchen Operations</td>
<td>Western Port Secondary College, Hastings</td>
<td>$300</td>
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<tr>
<td>Certificate III Music Technical Production</td>
<td>Mt Eliza Secondary College, Mt Eliza</td>
<td>$300 plus kit</td>
</tr>
<tr>
<td>Certificate III Music Performance</td>
<td>Mt Eliza Secondary College, Mt Eliza</td>
<td>$300 plus kit</td>
</tr>
<tr>
<td>Certificate II and III in Acting (Screen)</td>
<td>Elisabeth Murdoch College, Langwarrin</td>
<td>$300</td>
</tr>
<tr>
<td>Certificate II Visual Arts</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
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<tr>
<td><strong>Information Technology, Business and Retail Industries</strong></td>
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<tr>
<td>Certificate II Business</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
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<tr>
<td>Certificate III Media</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
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<tr>
<td>Certificate III Media (Games Design)</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
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<tr>
<td><strong>Beauty, Health and Sport Industries</strong></td>
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<tr>
<td>Certificate II Dance</td>
<td>Elisabeth Murdoch College, Langwarrin</td>
<td>$300</td>
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<tr>
<td>Certificate II Sport and Recreation</td>
<td>Western Port Secondary College, Hastings</td>
<td>$300</td>
</tr>
<tr>
<td>Certificate II Outdoor Recreation</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
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<tr>
<td>Certificate III Health and Community Care</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
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<tr>
<td>Certificate II Hairdressing</td>
<td>Chisholm, Frankston</td>
<td>$300 plus kit</td>
</tr>
<tr>
<td>Certificate III Beauty</td>
<td>Chisholm, Frankston</td>
<td>$300 plus kit</td>
</tr>
<tr>
<td>Certificate II Make Up Services</td>
<td>Chisholm, Frankston</td>
<td>$300 plus kit</td>
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<tr>
<td><strong>Animal Industries</strong></td>
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<tr>
<td>Certificate III Equine Industry</td>
<td>Toorak College, Mt Eliza</td>
<td>$300</td>
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<tr>
<td>Certificate III Animal Studies</td>
<td>Elisabeth Murdoch College, Langwarrin</td>
<td>$300</td>
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<tr>
<td><strong>Community Services Industries</strong></td>
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<tr>
<td>Certificate III Early Childhood Development</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
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<tr>
<td>Certificate III Aged Care</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
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<tr>
<td>Certificate IV Justice</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
</tr>
<tr>
<td>Certificate III Community Services</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
</tr>
<tr>
<td>Certificate II Tourism and Event Management</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
</tr>
<tr>
<td>Certificate III Laboratory Skills</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
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<tr>
<td>Certificate III Early Health Services Assistant</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
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<tr>
<td><strong>Environmental Industries</strong></td>
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<tr>
<td>Certificate II Agriculture</td>
<td>Chisholm, Rosebud</td>
<td>$300</td>
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<tr>
<td><strong>Traditional Trade Industries</strong></td>
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<tr>
<td>Certificate II Automotive</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
</tr>
<tr>
<td>Certificate II Building and Construction</td>
<td>Western Port Secondary College, Hastings</td>
<td>$300</td>
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<tr>
<td>Certificate II Electro technology</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
</tr>
<tr>
<td>Certificate II Engineering Studies</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
</tr>
<tr>
<td>Certificate II Engineering Construction- Welding</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
</tr>
<tr>
<td>Certificate II Integrated Technologies</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
</tr>
<tr>
<td>Certificate II Cabinet Making</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
</tr>
<tr>
<td>Certificate II Plumbing</td>
<td>Chisholm, Frankston</td>
<td>$300</td>
</tr>
</tbody>
</table>
What is VCAL?
VCAL is the Victorian Certificate of Applied Learning and is an equivalent alternative to the traditional VCE. VCAL is for students who have a clear pathway plan and wish to enter into either TAFE, apprenticeship, full time employment or other further education that does not require an ATAR score.

The aim of VCAL is to provide a learning environment to suit Senior School students who wish to pursue post secondary schooling, vocational education or to move straight into an apprenticeship, employment or TAFE certificate.

Students studying VCAL are required to complete units from the following areas:
- Literacy and Numeracy Units
- Work Related Skills
- Personal Development
- Industry Specific Skills
- A nominated VET certificate

VET (Vocational Education & Training)
Students are also required to undertake regular Structured Workplace Learning and a VET course in order to be eligible for their certificate. Students are expected to undertake an Intermediate Certificate in Year 11 and a Senior Certificate in Year 12.

DIFFERENCES BETWEEN VCAL AND VCE
If a student has no idea about what they want to do after they have finished school, then they should enrol in the VCE. Conversely, if a student does have a clear pathway i.e. TAFE, apprenticeship, traineeship, cadetship, Electrician, Medical Receptionist then they should enrol in VCAL. Students who take the VCAL pathway can apply to university.

WHY VCAL?
The VCAL is a very flexible program. It offers students an individualised program that is designed to lead the student into their preferred future pathway. Staff assist students in developing their own individual program that meets the requirements of the certificate.

An example of a student program in VCAL

| Structured Workplace Learning – One day per week in employment that reflects students chosen pathway | VET - Several VET course to choose from suitable to student pathway | Personal Development Strand includes other certificated courses such as MAT and SCOPE Young Ambassadors Program | Foundation English Units 1 & 2 (VCAL Literacy) | Intermediate Numeracy | Work Related Skills – Small Business Management course |
ASSESSMENT AND THE VCAL
As is the case with VCE, VCAL students must meet a set of Learning Outcomes outlined by the VCAA and the VQA.

Students will complete a number of tasks on which they will be assessed as a satisfactory completion, S, or non-satisfactory completion, N. Ten units at a specific level will result in a certificate for that level. Students are able to complete ten units in one year, but may prefer to complete the units over a longer period of time.

VCAL GRADUATION REQUIREMENTS
Students have to demonstrate competency in each outcome in each subject on two separate occasions or more. Students must attend two panel interviews and present a portfolio of work.

These units must include:
- Personal Development Skills
- Work Related Skills
- Literacy Skills & Numeracy Skills
- Industry Specific Skills

Please note: To attain the VCAL certificate, students must also successfully complete the VET and Work Placement requirement of the VCAL course.

PROCESS FOR ENROLMENT IN VCAL
To ensure that students most suited to the VCAL program are selected for a place, the enrolment process for 2016 will be as follows:

1) Student identifies interest in VCAL though Course Counselling process
2) Student completes ‘VCAL Expression of Interest’ / Application Form
3) VCAL co-ordinator checks student background to ensure VCAL is the right pathway for the student. If OK organises interview time
4) Student attends panel interview consisting of members of the Senior School staff. Student needs to demonstrate at interview a clear pathway plan, a VET proposal that will compliment it, a willingness and genuine interest to be involved in the program and a clear approach to SWL and preliminary business arrangement
5) If approved by the panel, a TENTATIVE timetable and program is offered
6) In order to CONFIRM VCAL placement student must by a date to be set but prior to roll over:
   a. Confirm all SWL details and complete all relevant forms
   b. Student to have elected and enrolled in a VET course
   c. VCAL levy paid
   d. Student, parent and school sign contract outlining expectations - enrolment provisional for term 1 subject to expectations being met.
Sustainable pathways at Western Port Secondary College

Lifestyle  Culture  Environment  Place  Practice

Enabling creative lifelong learning, adapting to the workforce and meeting the challenges of a changing world
ENGLISH and LOTE POTENTIAL VCE PATHWAYS

**Year 10 English**
- (Studied all year)

**VCE English**
- **Pathways:**
  - Actor
  - Clerical officer
  - Film Producer
  - Journalist
  - Youth Worker
  - Lawyer
  - Scriptwriter

**VCE Literature**
- **Pathways:**
  - Publisher
  - Marketing Officer
  - Stage Manager
  - Film Editor
  - Barrister
  - Teacher
  - Psychologist
  - Announcer

**Year 10 Indonesian**
- (Studied all year)

**VCE Indonesian**
- **Pathways:**
  - Diplomat
  - Interpreter
  - Exporter/importer
  - Defence Force
  - Foreign Affairs Officer
  - Bank Officer
  - Ship's Captain
VCE ENGLISH and LOTE SUBJECTS

English Unit 1 & 2
• The focus of these units is the reading of a range of texts, narrative and persuasive text in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted
• Students read and respond to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted

Literature Unit 1 & 2
• This unit enables students to develop effective reading strategies, to examine the ideas and views of life, which are presented in the literature and relate what they read to their own lives and social contexts
• Students develop an understanding of, and a critical response to, contemporary literature, and analyse and interpret literary texts for a variety of purposes
• Unit 2 focuses on developing reading strategies and personal responses to literature, and an understanding of how themes and ideas in texts comment on personal and social experiences

Indonesian Units 1 - 4
The areas of study for Indonesian as a Second Language comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of students and the outcomes for the unit.
Areas of study:
• The individual world
• The Indonesian – Speaking Communities
• The Changing World

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topic. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.
MATHS POTENTIAL VCE PATHWAYS

Mathematics

Year 10 Maths (Compulsory)

Foundation Maths
General Maths
Maths Methods

Further Maths
Maths Methods
Specialist Maths
MATHEMATICS UNITS 1 & 2

Foundation Mathematics
Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET and VCAL studies, and who do not intend to undertake Units 3 & 4 studies in VCE Mathematics in the following year. There is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study.

General Mathematics
General Mathematics provides courses of study for a broad range of students with some choosing not to study Mathematics beyond Units 1 & 2, whilst others will intend to study Further Mathematics Units 3 & 4. Some students will choose to do this in conjunction with Mathematical Methods.

Mathematical Methods
Mathematical Methods provides a rigorous course of study designed for students wishing to do Mathematical Methods Units 3 & 4. The areas of study are ‘Functions and graphs’, ‘Algebra’, ‘Rates of change and calculus’ and ‘Probability’. Students choosing this should have a good working knowledge of the underlying principles and techniques covered during their previous secondary years of education in Mathematics.

MATHEMATICS UNITS 3 & 4

Further Mathematics
Prerequisites are Units 1 & 2 General Mathematics. It assumes a good understanding in the areas of Statistics and Linear Relations and Equations. Units 3 & 4 consist of a compulsory core study of ‘Data analysis’ and then a selection of three from six modules in the ‘Applications’ area of study.

Mathematical Methods
Prerequisites for this subject are Units 1 & 2 Mathematical Methods. It assumes a high level of understanding in the areas of Algebra and Graphing techniques. Mathematical Methods Units 3 & 4 consists of the following areas of study: ‘Functions and graphs’, ‘Calculus’, ‘Circular (Trigonometric) Functions, ‘Algebra’ and ‘Probability’

Specialist Mathematics
Prerequisites for this subject are Units 1 & 2 Mathematical Methods. It must be taken in conjunction with Mathematical Methods Units 3 & 4. This is a challenging course designed for students who are expecting to pursue further tertiary based studies in the Maths/Science/Engineering fields.
ART AND TECHNOLOGY POTENTIAL VCE PATHWAYS

**ART and TECHNOLOGY**

**Year 10 Art**
- Photography / Multimedia
- Ceramics
- Visual Communication and Design (VCD)

**VCE Art**

**VCE Studio Art**

**VCE VCD**

**Music**
- Pathways: Musician, Sound Technician, Composer, Conductor, DJ, Music Director

**Materials-Wood**
- Pathways: You Are What You Eat and International Foods

**Small Engines**
- Pathways: Commercial Chef, Personal Chef, Cook, Hospitality, Catering Manager, Nutritionist, Dietician, Food Science

**VCE Food Technology**
- Pathways: Commercial Chef, Personal Chef, Cook, Hospitality, Catering Manager, Nutritionist, Dietician, Food Science
ART and TECHNOLOGY SUBJECTS

Art
Students will focus and study 2D art which includes drawing and painting. Unit 1 introduces the concept of Analytical Frameworks to support the interpretation of the meaning and messages or artworks, both as intended by the artist and as interpreted by the viewer. Students are encouraged to develop and apply skills while exploring areas of individual interest to create artworks. Students undertake a range of experiences that offer different ways of working to create a practical folio.

Food Technology
In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food. Students work both independently and as members of a team to research and implement solutions to a design brief.

Music
This subject focuses on developing skills on a musical instrument. Through completing solo and group performances on that instrument and written work students will learn how to analyse music and their own performances. Students will also study music theory, composition and music technology. Students should be aware that they must attend a lesson with a qualified instrumental teacher once a week and complete practise tasks set by that teacher to satisfactorily complete the unit. The list of music performed in class is chosen by the student in consultation with the instrumental teacher and the classroom teacher.

Studio Art
Students will focus and study 3D art which includes sculpture and ceramics. On completion of this unit students are able to source inspiration, identity, individual ideas and use a variety of methods to translate these into visual language. Students explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks. Students are able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

Visual Communication and Design
The primary focus of this unit is on students developing drawing skills as a means of communication and to develop an understanding of how visual communications are shaped by past and contemporary factors. This unit offers a practical context for learning and applying drawing methods and an understanding and application of basic typography components. Area of Study 3 introduces students to the design process required to undertake visual communication design practice.
HUMANITIES SUBJECTS

**Accounting**
These units focus on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the process of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit.

**Business Management**
Units 1 & 2 in this subject focuses on general business concepts where small and large businesses are compared and contrasted, as well as day to day activities such as decision-making, planning and evaluation. Students have to plan a school-based activity, interview local business people, make presentations and show that they have an understanding of social responsibility in business. Students focus on communications, public relations and marketing concepts in second semester.

**Geography**
In Unit 1, students investigate the geographic characteristics of the natural environments and land forms and the natural processes that shape and change the Earth’s surface. Unit 2 investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments.

**History**
Unit 1 in VCE History is focus on 20th Century history looking at events between 1900 and 1945. Major wars and events such as WW1, ANZAC Day, The Russian Revolution and the Roaring 20’s are the main crux of Unit 1. Unit 2 takes in the second half of the 20th century studying the Vietnam War, the social movements of the 60’s, the rise and fall of the Cold War and the development of new technologies and the impact on our social life.

**Legal Studies**
Unit 1 introduces the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament. Unit 2 focuses on the effective resolution of civil disputes. It looks at the processes involved in civil litigation and possible defences to civil claims within our legal system.

**Sociology**
This area of study students are introduced to the discipline of sociology and the nature of sociological inquiry through the study of youth. This includes an introduction to the sociological imagination as a mindset that is constantly critiquing, asking questions such as ‘Is it possible to be objective?’ In Unit 2 students explore different definitions of the family and how families have changed over time. Students, consider definitions of family in its various forms, including nuclear, extended and blended families.
HEALTH AND PHYSICAL EDUCATION POTENTIAL VCE PATHWAYS

Year 10 Physical Education
- Year 10 Major Games & Sports Coaching
- Year 10 Individual Conditioning
- Year 10 Healthy Living
- Year 10 Advance (surf lifesaving)

VCE Options:
- Physical Education
- Health & Human Development
- Outdoor & Environmental Studies

Possible Pathways:
- Fitness Instructor/ Personal Training
- Healthcare - Physiotherapy, Chiropractor
- Builder’s Labouror
- Military - Army, Navy, Air Force
- Police Force/ Ambulance
- Recreation Management
- Sports Coaching/ Training/ Managing/ Umpiring
- Teaching - Physical Education/ Health

Possible Pathways:
- Childcare
- Cooking/ Chef
- Dentistry
- Healthcare professional
- Massage Therapy
- Medicine/ Nursing
- Pharmacy
- Social Work/ Welfare
- Teaching - Health

Possible Pathways:
- Environmental Science
- Fire & Emergency Work
- Forestry
- Parks Management
- Outdoor Adventure Guide
- Photography
- Recreation Management
- Teaching - Outdoor Ed.
HEALTH and PHYSICAL EDUCATION SUBJECTS

Physical Education
This subject looks at the ways in which our bodies move — human movement. The course outlines the body systems involved in creating movement and ability to participate in physical activities. The course also looks at the way we learn new skills and the differences between elite athletes and the wider community. Local facilities are utilised to adapt theory classes to practical activities. Venues may include Pelican Park, Devil Bend Golf Club, Mornington Driving Range and Mornington Indoor Sports Centre.

Health & Human Development
This subject provides an opportunity for students to investigate health and human development across the lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in shaping the influences that determine their own health and development and the health of their local and global communities. 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.

Outdoor & Environmental Studies
This subject provides students with the opportunity to show an appreciation of Australian outdoor environments. Through involvement in practical outdoor experiences students will examine human relationships with outdoor environments as well as identifying sustainable ways to interact with nature. The focus is on the individual and the personal relationship to and experiences of outdoor environments. The unit provides an 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 sustainably in natural environments.
SCIENCE POTENTIAL VCE PATHWAYS

Science Electives

Year 10
Marine Science

VCE Biology

Pathways:
- Acupuncturist
- Chiropractor
- Dietician
- Fitness Instructor
- Forensic Scientist
- Medical Practitioner
- Veterinarian
- Botanist
- Dentist
- Nurse
- Teacher
- Geneticist
- Winemaker

Year 10
Psychology

VCE Psychology

Pathways:
- Psychologist
- Counsellor
- Youth Worker
- Social Worker
- Teacher
- Forensic Scientist
- Police Officer
- Nurse

Year 10
Extension Science

VCE Chemistry

Pathways:
- Agriculture
- Biochemistry
- Engineering
- Forensic science
- Medicine
- Law
- Oceanography
- Pharmacy
- Sports science

VCE Physics

Pathways:
- Medicine
- Engineering
- Construction
- Astronomy
- Astrophysics
- Computer programming
SCIENCE SUBJECTS

Biology
Biology is the study of living things. This includes such diverse and complex organisms as humans and plants, to simpler organisms such as bacteria. Students study only their functions, but also the interactions between different organisms and their environment. Biology also looks at how although there are many different ways of surviving, all living things have many structural and functional characteristics in common.

Chemistry
Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

Physics
Physics is the scientific study of matter and energy and how they interact. Physics can be seen as the fundamental science that underpins all the others. Physicists study everything from the smallest building blocks of matter to the largest expanses of the Universe. The principles that govern these things and everything in between ultimately affect us all. We try to describe these things using mathematical models in order to better understand our world.

Psychology
VCE psychology students explore complex human behaviours and processes that influence thought, emotions and behaviour. Students will study visual perception, developmental theories, mental illness, the positive and negative power of peer pressure and responses to group behaviour. There will be focuses on the study of the relationship between the brain and the mind and on the interrelationship between learning, the brain and its response to experiences and behaviour.
# EXAMPLE SUBJECT SELECTION FORM

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