2018
Year 11 and 12 Handbook

A student guide to subjects offered and course selection

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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 2018.

It is the goal of Western Port Secondary College 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 is likely to achieve success
- that the student may need for future study (prerequisites) or work
- which maintain and develop the student’s special skills and talents

Each student should ensure that they are fully informed before making decisions about their course of study whether it may be through a Victorian Certificate of Education (VCE) pathway or a Victorian Certificate of Applied Learning Pathway (VCAL) pathway.

At Western Port Secondary College personal achievement is valued and recognised, including academic, creative, sporting, practical, and vocational achievements as well as community involvement. Depending on student demand, the College delivers highly regarded Vocational Education and Training (VET) programs on campus (in Building and Construction, Automotive, Engineering and Sport and 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, Environment Team, Art and Sport Captaincy and Peer Support Leaders. There are also many varied extracurricular activities such as public speaking, music and theatre productions, 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.

In order to be successful, three essential qualities are required from the students - initiative, discipline and commitment. These are necessary to meet the challenges of the final 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 classroom materials, textbooks and Compass access 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 aims to encourage all senior students to invest time and effort 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

Mr Shaun Thomas
VCAL Coordinator
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 Mr Shaun Thomas (VCAL Coordinator) 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>
</table>
| Tuesday 25<sup>th</sup> July 6.30pm | Subject Selection Parent Information Evening | • Parent and Student attendance  
• Book Appointment for Course Selection Conversation |
| Thursday 27<sup>th</sup> July School day | Year 10 Introduction to Pathways & TAFE Taster Event | • Student attendance (on campus) |
| Tuesday 1<sup>st</sup> August 3.30pm to 6.30pm OR Thursday 3<sup>rd</sup> August 8.00am to 10.00am OR Tuesday 8<sup>th</sup> August 8.00am to 10.00am OR Thursday 10<sup>th</sup> August 3.30pm to 6.30pm | Year 10 Course Conversations (attend a 15min appointment during ONE of these times) | • Parent and Student attendance with Senior School Teacher (Community Meeting Room) |
| Thursday 17<sup>th</sup> August | Subject Preference Forms DUE to SENIOR OFFICE | • Final day for submission of Subject Preference Forms |
| Monday 4<sup>th</sup> September to Friday 8<sup>th</sup> September | Year 10 Work Experience | • All Year 10 Students to attend pre-arranged work experience. |

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

*Please note: This is dependent on preference forms being returned by the due date.*
COLLEGE CHARGES

**Section A** - The Essential Educational Items charge for every Senior Student is **$265** (same as 2017).

This covers the following:
- Western Port Secondary College ID Card
- Western Port Secondary College Locker, lock and key
- College produced resources such as Compass Program, printed booklets, curriculum handbooks and other resources
- Edrolo
- Literacy and Numeracy testing programs
- Core subject work books and text resources
- Study and practice exam packages in class
- Travel, entry and affiliation for whole school sports programs ($35 of this eligible for CSEF)

**Section B** – Elective, VCAL and VET Subject Charges (see below for Elective charges).

Please note – Prices for individual VET subjects are not yet available, however they will range from $300 to $1800.

ELECTIVE and VCAL CHARGES

Some Elective and VCAL courses attract additional charges for materials. Participation in these subjects will depend on full payment of the additional materials charge.

<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>$60</td>
</tr>
<tr>
<td>Biology</td>
<td>$20</td>
</tr>
<tr>
<td>Chemistry</td>
<td>$20</td>
</tr>
<tr>
<td>Food Studies  Units 1 &amp; 2</td>
<td>$120</td>
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<tr>
<td>*Outdoor &amp; Environmental Studies -</td>
<td>$400</td>
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<tr>
<td>This includes all practical activities &amp; Camp</td>
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</tr>
<tr>
<td>*Physical Education</td>
<td>$105</td>
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<tr>
<td>Studio Arts</td>
<td>$60</td>
</tr>
<tr>
<td>Visual Communication and Design</td>
<td>$60</td>
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</tbody>
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*Eligible for CSEF

Please see the following pages of this handbook for fees related to VET and SBAT courses.
- All VET subjects count toward a student’s VCE/VCAL
- VET subjects are designed to be more vocationally oriented and generally more practical (hands on) than other VCE subjects
- VET subjects will incur a cost (ranging from $300 to $1800 dependent on the course and materials)
- A $50 deposit for all VET subjects is required (this is non-refundable unless the course is cancelled)
- 50% of fee payment (inclusive of the $50 deposit) will also be required by the 30th November 2017
- Full payment of all VET fees is required before the commencement of all VET courses in 2018 (if not, students may be withdrawn from the VET course)

<table>
<thead>
<tr>
<th>VET Subject Offered</th>
<th>Venue</th>
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<tbody>
<tr>
<td>Certificate III Acting (Screen)</td>
<td>Elisabeth Murdoch College, Langwarrin</td>
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<tr>
<td>Certificate II Agriculture</td>
<td>Multiple locations on the Mornington Peninsula</td>
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<tr>
<td>Certificate II Animal Studies</td>
<td>Elisabeth Murdoch College, Langwarrin</td>
</tr>
<tr>
<td>Certificate II Applied Fashion Design</td>
<td>Elisabeth Murdoch College, Langwarrin</td>
</tr>
<tr>
<td>Certificate II Automotive Studies</td>
<td>Western Port Secondary College, Hastings</td>
</tr>
<tr>
<td>Certificate III Beauty Services</td>
<td>Chisholm, Frankston</td>
</tr>
<tr>
<td>Certificate II Building and Construction</td>
<td>Western Port Secondary College, Hastings</td>
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<tr>
<td>Certificate II Community Services</td>
<td>Chisholm, Frankston</td>
</tr>
<tr>
<td>Certificate II Computer Assembly and Repair</td>
<td>Chisholm, Frankston</td>
</tr>
<tr>
<td>Certificate II Dance</td>
<td>Elisabeth Murdoch College, Langwarrin</td>
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<tr>
<td>Certificate III Design Fundamentals</td>
<td>Chisholm, Frankston</td>
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<tr>
<td>Certificate III Early Childhood Development</td>
<td>Western Port Secondary College, Hastings</td>
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<tr>
<td>Certificate II Electro technology</td>
<td>Chisholm, Frankston</td>
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<tr>
<td>Certificate II Engineering Studies</td>
<td>Western Port Secondary College, Hastings</td>
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<tr>
<td>Certificate II Equine Studies</td>
<td>Toorak College, Mt Eliza</td>
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<tr>
<td>Certificate III Health Services Assistance</td>
<td>Multiple locations on the Mornington Peninsula</td>
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<tr>
<td>Certificate II Horticulture</td>
<td>Chisholm, Frankston</td>
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<tr>
<td>Certificate II Hospitality</td>
<td>Chisholm, Frankston</td>
</tr>
<tr>
<td>Certificate III Information, Digital Media &amp; Tech</td>
<td>Chisholm, Frankston</td>
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<tr>
<td>Certificate III Interior Decoration (Retail)</td>
<td>Chisholm, Frankston</td>
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<tr>
<td>Certificate II Kitchen Operations</td>
<td>Multiple locations on the Mornington Peninsula</td>
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<tr>
<td>Certificate III Music - Performance</td>
<td>Mt Eliza Secondary College, Mt Eliza</td>
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<tr>
<td>Certificate III Music – Sound Production</td>
<td>Mt Eliza Secondary College, Mt Eliza</td>
</tr>
<tr>
<td>Certificate II Outdoor Recreation</td>
<td>Chisholm, Frankston</td>
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<tr>
<td>Certificate II Outdoor Recreation (Scuba Diving)</td>
<td>Mt Eliza Secondary College, Mt Eliza</td>
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<tr>
<td>Certificate II Plumbing</td>
<td>Chisholm, Frankston</td>
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<tr>
<td>Certificate II Salon Assistant</td>
<td>Chisholm, Frankston</td>
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<tr>
<td>Certificate III Screen and Media (Games Design)</td>
<td>Mt Eliza Secondary College, Mt Eliza</td>
</tr>
<tr>
<td>Certificate III Screen and Media (Games Design)</td>
<td>Mt Eliza Secondary College, Mt Eliza</td>
</tr>
<tr>
<td>Certificate III Sport and Recreation</td>
<td>Western Port Secondary College, Hastings</td>
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<tr>
<td>Certificate III Tourism</td>
<td>Chisholm, Frankston</td>
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<tr>
<td>Certificate III Visual Arts</td>
<td>Chisholm, Frankston</td>
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</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 (TAFE qualification)

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.

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.

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 2018 will be as follows:

1) Student identifies interest in VCAL through Course Counselling process

2) Student should book their one on one Course Conversation with the VCAL Staff Rep, or alternatively with the VET Staff Rep. During this conversation a VCE program will also be discussed in the event the student is unsuccessful in their VCAL application

3) Student completes a ‘VCAL Expression of Interest’ Form and submits form by 17th Aug, along with their Subject Selection form

4) Once all Expressions of Interest forms are submitted the VCAL Team will short list and arrange a formal interview for appropriate students seeking a position in the VCAL course

5) Student needs to demonstrate 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

6) If approved by the panel, a TENTATIVE timetable and program is offered for a VCAL course

7) In order to CONFIRM the VCAL placement students must by a date to be set but prior to Jump Start:
   a. Confirm all SWL details and complete all relevant forms
   b. Elected and paid the 50% deposit for their VET course
   c. Paid the VCAL levy of $180
   d. Student, parent and school sign contract outlining expectations - enrolment provisional for Term 1 subject to expectations being met

If a student is unsure about what they want to do after they have finished school, then they should enrol in 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.
For several years Western Port Secondary College has successfully provided students with access to the SBAT in Certificate II in Parks and Gardens on campus.

This course has been specifically designed to provide an introduction to the overall skills and knowledge required to undertake a career working in a Parks and Gardens setting. The parks and gardens industry expects this qualification to be achieved to meet job outcomes at this level.

In February 2018, students will commence employment as Certificate II Trainees in Parks & Gardens; the work/training days at Western Port Secondary College will be on the Wednesday and Friday of each week. Each day, will have both a 3.5 hour work component and a 3.0 hour Training Component.

In order to successfully undertake the qualification candidates need to possess English language and literacy competence that will enable them to provide clear information, ask questions, listen to and understand instructions and communicate effectively with others.

Units include:

CORE
AHCCHM201A Apply chemicals under supervision
AHCMOM203A Operate basic machinery and equipment
AHCIRG206A Maintain pressurised irrigation systems
AHCIRG206A Maintain pressurised irrigation systems
AHCPGD201A Plant trees and shrubs
AHCPGD206A Conduct visual inspection of park facilities
AHCPMG201A Treat weeds
AHCPCM201A Recognise plants
AHCSOL201A Determine basic properties of soil and/or growing media
AHCTRF204A Support turf establishment

ELECTIVES
5 elective units to be chosen to meet workplace activities and position requirements. Sample units may include:
AHCNSY201A Pot up plans
AHCNSY203A Undertake propagation activities
AHCPGD203A Prune shrubs and small trees
AHCWRK205A Participate in workplace communications
AHCLSC201A Assist with landscape construction work

Pathways
Employment in roles such as Assistant Gardener or Grounds Person.
Upon successful completion, further training pathways may include Certificate III in Parks and Gardens or Certificate III in Horticulture.

Participants assessed as competent in all units receive a Nationally Recognised qualification.
Please contact Mr Kevin Hall (VET and SBAT Leader) for more information about this opportunity.
BRING YOUR OWN DEVICE (BYOD)

WPSC operates a Bring Your Own Device (BYOD) program where students are expected to supply their own digital learning device. All other additional educational charges have been kept to a minimum to assist families with supplying a BYOD. It is imperative for the learning success of students that they attend with all required learning materials. Specific requirements for the BYODs can be found on Compass.

Failure to supply a BYOD limits a student’s learning opportunities and access to digital learning resources, and may drastically inhibit their ability to maximise learning outcomes.

If you are yet to purchase a BYOD, please consider the following options:

- Purchase a device outright from a retail provider
- Purchasing a second-hand device
- Leasing a device from your current telco provider (or alternative leasing company)
- Formally applying for assistance for an “extended loan device” (formal applications for loans need to be submitted to the Principal)

Parents please note that further support and discussion around BYOD is available every Wednesday from 11.15am to 12.15pm with the College’s IT Team in the Community Meeting Room.

EDROLO TUTORIAL PROGRAM

Edrolo is an online tutorial program that is embedded across the curriculum for most subjects in Year 12 and a small range of subjects in Year 11.

At Western Port Secondary College we are committed to providing the best educational opportunities to our students. For the past two years we have used Edrolo, a comprehensive educational online VCE resource to assist students undertaking their studies.

Edrolo provides students with up to date engaging video lectures that cover areas of study and key concepts mapped out by the VCAA (Victorian Curriculum and Assessment Authority). Students are able to study at their own pace, at any time and on any device they own. They are able to track their progress and identify strengths and weaknesses so they are well prepared for subject Outcomes, SAC’s and Final Exams.

Edrolo also provides a range of interactive quizzes that provide feedback on learning and is used towards the end of the year for practice exams with auto marking and comprehensive information on how best to answer questions.

This program is expensive, with each student costing the college approximately $150 each. The college is willing to continue covering all of the costs of this program for senior students, however students must have a suitable Bring Your Own Device (BYOD) before the college will purchase the package for them in 2018. If a student does not have such a device they will not have access to this valuable resource.

During ‘Jump Start’ at the end of 2017 students will be asked to show and then log a record of the device they will be using in 2018 with the Senior School Team. Until students bring in the device they will use for 2018 a package will not be purchased for them.

It is imperative that all students arrange a suitable device to support their studies. (Please see above for options if you have not already purchased one).
The following pages describe subjects and pathways
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
      - Teacher
**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 (Foundation)
  - Unit 1 & 2 Foundation Maths
- Year 10 Maths
  - General Maths
  - Maths Methods
    - Further Maths
    - Maths Methods
    - Specialist Maths
**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.

**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

Year 10 Art

Photography / Multimedia

Ceramics

Visual Communication and Design (VCD)

Music

Materials-Wood

Small Engines

You Are What You Eat and International Foods

VCE Art

VCE Studio Art

VCE VCD

VCE Music

VCE Food Technology

**Pathways:**
- Artist
- Designer
- Fashion Design
- Interior Design
- Art Therapy
- Art Teacher
- Illustrator
- Illustrating
- Graphic Designer

**Pathways:**
- Fashion Design
- Graphic Design
- Illustrator
- Media Advertising
- Art Teacher
- Art Therapy
- Designer
- Theatre Design
- Style Consultant

**Pathways:**
- Architecture
- Town Planning
- Product Design
- Advertising
- Packaging
- Application
- Design
- Interior Design
- Theatre Design

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

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

You Are What You Eat and International Foods

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 Studies
In this subject, 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**
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 Physical Education**
  - 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

- **VCE Health & Human Development**
  - Possible Pathways:
    - Childcare
    - Cooking/ Chef
    - Dentistry
    - Heathcare professional
    - Massage Therapy
    - Medicine/ Nursing
    - Pharmacy
    - Social Work/ Welfare
    - Teaching - Health

- **VCE Outdoor & Environmental Studies**
  - Possible Pathways:
    - Environmental Science
    - Fire & Emergency Work
    - Forestry
    - Parks Management
    - Outdoor Adventure Guide
    - Photography
    - Recreation Management
    - Teaching - Outdoor Ed.

**VCE Options:**
- Physical Education
- Health & Human Development
- Outdoor & Environmental Studies
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, Botanist, Chiropractor, Dentist, Dietician, Nurse, Fitness Instructor, Teacher, Forensic Scientist, Geneticist, Medical Practitioner, Veterinarian, 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
  - VCE Physics
    - Pathways: Medicine, Engineering, Construction, Astronomy, Astrophysics, Computer programming, Art, Dietetics, Food, Forestry, Horticulture, Oceanography, Sports science
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.
SAMPLE SUBJECT PREFERENCE FORM

To assist our students in making informed decisions about subject selections for Year 11, we require parents and students to attend a Course Conversation meeting. These 15 minute sessions need to be booked during one of the following times:

- **Tuesday 1st August**: 3.30pm – 6.30pm
- **Thursday 3rd August**: 8.00am – 10am
- **Tuesday 8th August**: 8.00am – 10.00am
- **Thursday 10th August**: 3.30pm – 6.30pm

Your meeting has been booked for ____________________________

During this Course Conversation Meeting, you will discuss potential career pathways. It may be worthwhile (but not necessary) to complete some preliminary research into career interests, particularly if you are considering a VCAL program or VET/SBAT subject. The subject selection process will be completed online this year. Students need to select their subjects from the list below.

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<td>English</td>
<td>Math Methods</td>
<td>Food Technology</td>
<td>History</td>
<td>Physical Edu</td>
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<td>Literature</td>
<td>Foundation Math</td>
<td>Art</td>
<td>Accounting</td>
<td>Health and Human Dev</td>
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<td>Indonesian</td>
<td>General Math</td>
<td>Studio Art</td>
<td>Business</td>
<td>Outdoor and Environmental Studies</td>
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<td>VCD</td>
<td>Legal Studies</td>
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Note:
1. Please indicate during your Course Conversation if you intend on enrolling in a VET subject or SBAT as this may affect your subject selections.
2. If you are applying for a VCAL program, please ensure you have handed in your ‘Expression of Interest’ Form.