WESTERN PORT
Secondary College

Principal | Chris Quinn

SENIOR STUDENT SUBJECT SELECTION & PATHWAYS

HANDBOOK

2027



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PRINCIPAL CLASS AND BUSINESS MANAGER

NAME	POSITION
Chris Quinn	Principal
Kara Dunstan	Assistant Principal – Curriculum and Assessment
Rachael White	Assistant Principal – Year 10, 11 and 12
Robyn Chipperfield	Business Manager

POSITIONS OF RESPONSIBILITY

Year 11 & 12 Leading Teacher – Leader of Engagement **Lily Cook**	Applied Learning / Year 11 Coordinator **Lauren Hatch**	Year 10 Leading Teacher – Leader of Engagement **Angie Spalding**	Inclusion Leading Teacher – Leader of Engagement **Ebony Hoiberg**
Year 11 & 12 Learning Specialist – Leader of Learning **Josh Hughes**	Career and Pathways Practitioner **Rebecca Parker**	Year 10 Learning Specialist – Leader of Learning **Robyn Williams**	Inclusion Learning Specialist – Leader of Learning **Robert Last**
Coordinator YEAR 12 **Andrew McDonald**	Careers & Pathways Administration **Natalie Halford**	Coordinator YEAR 10 **Kieran Jennison** **Melissa Mackenzie**	

WHO TO CONTACT

The parent's first point of call in most cases is the student's Home Group teacher. Should further information be required, please contact the following staff:

QUESTION RELATING TO	POSITION
Classroom specific concerns	• Classroom Teacher
Student academic progress update	• Classroom Teacher • Learning Specialist
Careers or Pathways	• Rebecca Parker, Career and Pathways Practitioner • Natalie Halford, Career and Pathways Administration
Wellbeing concerns	• Year Level Coordinator • Wellbeing Team Member
Reporting or Curriculum matters	• Kara Dunstan, Assistant Principal
Assessment/Examination matters	• Andrew McDonald, Year 12 Coordinator/SACs • Josh Hughes, Year 11 & 12 Exams • Rachael White, Assistant Principal of Senior School
General Senior School Program Enquiries	• Year 10, 11 or 12 Leading Teacher • Rachael White, Assistant Principal of Senior School

IMPORTANT DATES FOR COURSE CONVERSATIONS AND SUBJECT SELECTIONS

Subject Information – Week 7

This begins with our Senior School Information Evening for all student and families who are entering into Years 10 and 11 in 2027. This is a great opportunity to meet the senior school team, find out about course offerings for senior students and ask any questions that you may have of our senior school experts.

During the week students will be exposed to the wide range of subjects that are available to study in Year 10 and in Year 11 & 12 – it's important that students select the right subjects for their own individual goals.

We ask that our students are choosing subjects that they are interested in/that they are successful in/that they need to be successful in their chosen pathway.

Subject Pre-Selection – Week 8

Students will go through the handbook during iCARE classes. All students will need to complete a pre-selection sheet that they will bring with them to their course conversation interview.

Students who are wishing to complete VCE Vocational Major will also be required to complete a VCE VM digital application form. Students who would like to apply to complete an accelerated or VET subject will also need to complete a digital application form.

Individual Course Conversation Interviews – Week 9 & 10 (Book online via Compass)

Opportunity to meet with Senior School experts where we will work as a team to confirm and select the most suitable learning program for you. During this meeting we will;

- Check learning and attendance data
- Check course prerequisites
- Enter subject preferences
- Make any recommendations

Students must bring along their completed pre-selection sheet to these interviews.

Final Course Confirmation – Term 3

Students will receive their 2027 Course Confirmation at the end of Term 3 – this will provide an overview of the program and subjects they have successfully selected for the year.

INTRODUCTION

Welcome to the Senior School at Western Port Secondary College. The journey into the senior school opens up new and exciting opportunities for students to really focus on the subjects they are passionate about. WPSC offers students an abundance of subjects to select from. This can range from subjects that lead to an ATAR (Australian Tertiary Admission Rank), and vocational subjects that support students in following academic as well as vocational pathways, structured work placement or a combination of all options.

We aim to provide opportunities, so all students are continually challenged:

- to perform at their best
- are engaged in their work and
- supported to attend classes regularly

The college is committed to providing all students with access to suitable programs that cater for students interests as well as navigating them towards their future goals. We strive to establish strong relationships with each student to maximise their growth, success and future pathways, in an engaging, relevant and robust teaching and learning program. Our courses cater to the learning needs of each student and allow flexibility and choice around the exploration of their future careers/pathways.

For Year 10 students, it is an important stage in their schooling journey. Engaging in their own learning and making their own informed choices within their college program via Electives will allow them to confirm their interests and skills in preparation for Year 11 and 12. Year 10 is the final opportunity to consolidate skills and interests before transitioning into their final 2-year VCE/VCE VM course.

The college has a comprehensive Careers and Pathways curriculum which is distributed across all year levels and follow the Victorian Careers Curriculum Framework

Decisions about future pathways are a joint responsibility between the student, the parent/carer and the school. It is recommended that parents/carers take the time to discuss course direction and long-term goals with their child. This is an exciting and important process for students to go through, which provides them an opportunity to have choice in their subjects based on interest and their future goals.

We look forward to working with you through this process and establishing your child's courses for 2027.

Chris Quinn
College Principal

STUDENTS USING THIS HANDBOOK

- Read all sections of this handbook carefully and use in iCARE classes.
- Look ahead to VCE/VCE-VM pathways to ensure your course aligns with what you may already have planned.
- Make sure that your choices will support your future pathway and aspirations.
- Record any questions you may have so you can discuss these with your iCARE Teacher, other key contacts, or a teacher at school.
- Make sure you use the Key Contacts listed as they will be able to best answer your queries.

Parents and Carers

- 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.
- All students need the active encouragement and support of parents and carers.
- We seek and welcome parents and carers into a partnership. Together we will assist students to set goals and work towards developing their futures outside of school.
- We look for your full support in implementing our college's policies.

Remember

The decisions you make about your studies are important, but they're not the only chance you'll have to choose or change your future study and career options. There are many avenues to tertiary study and the career you want. However, planning so that you give yourself the best opportunity to be happy with your choices in the long run is in your best interest. It's your decision.

Finally, subject selections are your personal decision and requires you to think carefully about what you are good at, what you are interested in, and which studies will help you reach your goals.

How to choose

When choosing and confirming subjects think about what interests you and what you are good at.

Unsure?

Keep your program broad. This is the best option to take if you are not sure what you would like to do once you finish Year 12. Select subjects across the areas you are interested in and are good at.

- Research prerequisite subjects.
- Consider complementary subjects.
- Do not choose studies if you do not like them or are not good at them.
- Not making informed decisions and ending up having to settle for what is available.
- Be an active participant in Course Counselling. It is all about YOU.

We will do our best to be able to offer students their first choices, however this is not always possible so students will need to preference additional courses within their selections.

How not to choose studies

- Don't choose studies if you don't like them or aren't good at them.
- Choosing studies simply because of how they were scaled last year doesn't guarantee you a 'good' ATAR. If you perform well in all your studies, you will increase your chance of getting a 'good' ATAR.
- Your friends are choosing it.

SENIOR SCHOOL EXPECTATIONS

We have high expectations of our senior students and regard them as responsible young adults committed to achieving success at school and who are always willing to do their very best. Senior students are encouraged to demonstrate the following attributes:

- An enthusiasm for learning
- Motivation to make the most of opportunities offered; and,
- An ability to be accountable and responsible for one's own actions.

School Wide Positive Behaviour Support

At Western Port Secondary College, we have created a strong and consistent approach to behaviour support and management. This approach follows the Department of Education's School Wide Positive Behaviour Support framework.

Western Port Secondary College is recognised in the region for being a leader in positive behaviour support. We have achieved this through a system that acknowledges and rewards positive student behaviour. We support this system with a robust process that reduces negative behaviours, by not only keeping students to account through consequences but also by teaching them how to achieve behaviour expectations through coaching and reflection. This is a consistent practice across our entire College community, creating calm classrooms and outdoor spaces.

Student Leadership, Voice and Agency

We are passionate about student leadership and have aligned our Captaincy positions in Years 7 to 12 to our four College Values: Community, Achievement, Respect and Engagement.

Our student leaders work through Legacy Projects to ensure they make an impact within their year of leadership and really leave a legacy through a passion project. We also understand that it doesn't take a badge to be a leader and we have both Senior and Junior student voice teams who meet regularly to discuss the College climate and initiatives to enhance the learning and wellbeing needs for each and every student. All WPSC students are actively involved in a wide variety of decision - making aspects across our College, notably having agency over their learning and classroom spaces.

- Senior Voice is a group of students representing the student voice of Years 10- 12.
- Any student from Year 10-12 at WPSC is welcome and encouraged to apply.
- We discuss, collect feedback and act on concerns relating to everything to do with the school community that affects Senior students, including ideas to make the school a more engaging place to be, social events, excursion planning, issues that help promote wellbeing, ways to make classes more effective, ideas to help students achieve success in their subjects.

Use of the Senior School Building

As a Senior School we are extremely lucky to have such a beautiful building to work in. There are a wide variety of classrooms, meeting rooms and shared study spaces that are available to all students and staff.

- All Year 10, 11 and 12 students lockers and (where possible) classes will be located within the Senior School Building.
- Students will share their Senior School building with important Senior School staff including classroom teachers, Careers and Pathways team, Head Start Coordinator, Senior School Learning and Teaching Specialists, the Senior School leadership team and the Assistant Principal for Senior School. We encourage our students to work closely with these staff members.
- Lockers: Students should access their lockers before school and during recess and lunch. All students need to follow On Time and Ready to Learn Processes and will be required to arrive at class with all learning materials – access to lockers during class time is not permitted. Students are not permitted to stick anything on the inside or outside of their lockers. Please ensure all food items are cleared out of lockers on Fridays.

Study Periods

- Students in Years 11 and 12 will on occasion have a study period in their timetable as a result of an accelerated program. The following guidelines are in place to ensure that they are using their time proactively and they do not impact others.
- Studying in the Senior School Commons during the day: Year 12 students have access to the quiet learning commons in the Senior School building during their spare sessions. Please note, very few students in Year 11 have private study periods (VET students). Year 10 students should not have free study periods.
- Students are expected to remain in the Senior Commons for the entire duration of their study session. If required, students can access the VSV conference room, or smaller break out room with permission from the Senior School team.
- After hours study: We strongly encourage all Senior School student to access the Senior School Commons to undertake study from 3 – 4.30pm. We have invested highly in tutor availability to ensure the success of our students in their Senior years.

SENIOR SUITE OF PROGRAMS

VCE ATAR

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education and provides pathways to further study at University, Technical and Further Education (TAFE) and to the world of work. Students entering Year 11 may be eligible to continue with their VCE acceleration early by studying one Year 12 subject.

VCE VM

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

VPC

The Victorian Pathways Certificate (VPC) For students not able or ready to complete the VCE or VCE Vocational Major. This program will be offered to students who need to further develop skills and a greater deal of flexibility in their program and is individually tailored to meet the needs of the student and is support both through our Elevate and Outreach programs. Study in this pathway will run over 12 months, or more if needed. Students need to obtain12 Units across Literacy, Numeracy Personal Development and Work-Related Skills. This program can lead into the VCE or VCE VM, entry-level VET or straight into employment.

VET

As part of VCE ATAR course, a Vocational Education and Training (VET) subject can be chosen. This means that the student will be undertaking training in a specific vocational area, for instance hospitality, agriculture, information technology or engineering.

As part of a and VCE VM pathway it is compulsory to elect a VET subject. A VET program contributes to the VCE ATAR or the VCE VM 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.

SBAT / ASBA

Another way for vocational training to contribute towards your VCE ATAR or VCE VM is through an Australian School Based Apprenticeship (ASBA) which is either a part- time apprenticeship or part-time traineeship program. If you would like further information on School Based Apprenticeships and Traineeships (SBAT) and or ASBA, please contact Rebecca Parker at the Senior School Office.

For a short videos and information further summarising the Pathways Options please use the link below
(this video can also be found on the college website)

Your world. Your VCE. | https://www.vic.gov.au/vce

COMPARE THE VCE PATHWAYS

VCE	VCE VOCATIONAL MAJOR (VCE VM)	VICTORIAN PATHWAYS CERTIFICATE (VPC)
A great choice if…	**A great choice if…**	**By school recommendation only and a great choice if . . .**
You prefer to learn in the classroom	You prefer to learn in the real world and classroom	You prefer to learn in the real world and classroom
You need an ATAR for your goals	You don't need an ATAR for your goals	You don't need an ATAR for your goals
You want to develop confidence in academic learning	You want to develop confidence in the workplace	You want to develop confidence in practical skills
You want to apply for university immediately after Year 12	You want to pursue TAFE, an apprenticeship, a traineeship, or full-time work immediately after Year 12. Or apply to university after time in training or work	You want to complete the VCE, entry-level VET or start full-time work after Year 12
You are ready to do the VCE	You are ready to do the VCE	You need flexibility to complete Year 11 and 12

COURSE STRUCTURES

VCE - ATAR	VCE – VOCATIONAL MAJOR	VPC – VICTORIAN PATHWAYS CERTIFICATE
English Units 1-4 Compulsory	Literacy Units 1-4	Literacy Units
Remainder of course: 4 other Subjects of your choice	Numeracy or VCE Math	Numeracy Units
	Work Related Skills and Personal Development	Work Related Skills and Personal Development
	Work Placement	
	VET – Vocational Education and Training	

Below is a guide of subject focus areas, complimentary subjects and pathway avenues for you to consider when thinking about subjects.

AREA	VCE - VOCATIONAL MAJOR COMPATIBLE	COMPLIMENTARY SUBJECTS	TERTIARY STUDIES	FUTURE EMPLOYMENT
Arts	• Making and Exhibiting • Visual Communication and Design (VCD) • Music	• General Math • Math Methods • VET Dance • VET Fashion Design • VET Music • VET Information Technology (Games Creation)	• 3D Animation • Theatre and Drama • Fine Arts • Dance • Arts Management • Arts Media	• Teacher of Graphic • Artist • Designer • Photographer • Actor • Theatre worker • Dancer • Dance Instructor
Commerce and Business Administration	• Business Management • Legal Studies	• VET Business • VET Retail Operations • VET Tourism and Events	• Business Studies Commerce • Hotel Management • Retail Management • Office Management	• Advertising • Administration • Business • Marketing • Management • Personal Assistant • Sales / Retail
English	• English • Literacy	• VET Business/ Admin • VET Community Services • VET Tourism • Sociology • Philosophy • History • Legal Studies	• Teaching Arts • Performing Arts • Film / Television • Drama / Theatre • Law	• Teaching • Journalism • Film/TV Writer • Writer • Policy Developer • Web Publisher • Politics

Health and Sports Sciences	• Health and Human Development • Outdoor and Environmental Studies • Physical Education • Food Studies	• Biology • Chemistry • Physics • Psychology • VET Health Services • Mathematics	• Nutrition • Sports Management and Administration • Human Movement • Teaching • Allied Health • Nursing	• Personal Trainer • Sports Trainer • Exercise Physiologist • Health Professional • Nurse
Science, Math and Engineering	• Biology • Chemistry • Physics • Psychology Mathematics: Foundation • General • Methods • Specialist • Numeracy	• Health and Human Development • VET Engineering • VET Laboratory • Studies • Additional Math subjects • VET Computer IT • Support • Numeracy	• Engineering • Environmental • Science • Medicine • Pharmacy • Veterinary Studies • Nursing	• Allied Health • Doctor • Dentist • Engineer • Nurse • Psychologist • Scientist
Languages and Humanities	• English • Indonesian • History • Legal Studies • Business Management • Geography • Sociology	• English • Indonesian • History • Legal Studies • Business Management • Geography • Sociology • Philosophy	• Arts • Education • Humanities • Social Sciences • Professional Writing • Public Relations • Geography	• Government Services • Public Services • Journalism • Legal Worker • Librarian • Researcher • Teacher • Journalist • Geographer • Historian
Trade and Manufacturing	• Foundation Math • General Math • Numeracy • Business Management Legal Studies • Personal Development • Skills • Work Related Skills	• CET Automotive • VET Building and Construction • VET Electro Technology • VET Beauty • VET Horticulture • VET Hospitality • VET Plumbing • VET Kitchen • Operations	• Apprenticeship • Traineeship • Credit into relevant TAFE courses	• Building • Carpentry • Roofing • Fabrication • Electrical • Hairdresser • Beautician • Hospitality • Cook • Chef

COLLEGE CONTRIBUTIONS

This section provides information about voluntary contributions you can make to support Western Port Secondary College 2027 and other payments you can choose to make.

Victorian government schools provide free instruction. This means all students have free access to all items, activities and services that schools use to deliver the curriculum, including reasonable adjustments to support students with disability.

Some families choose to make a voluntary financial contribution to support the school, and we are very grateful for this support. Making a voluntary contribution is your choice. There is no expectation or pressure for families to contribute.

Western Port Secondary College offers a range of items and activities that are additional to the free instruction provided to all students at our school. Financial help is available for extra-curricular items and activities if you are experiencing financial hardship (see further details under Financial Help for Families in the attached information). For a confidential discussion about how to access the financial help available, please contact:

- Nicole Simmonds Nicole.Simmonds@education.vic.gov.au or
- Robyn Chipperfield Robyn.chipperfield@education.vic.gov.au

If you need an interpreter, please contact 03 9605 3053 and give our school's phone number (03)5979 1577. An interpreter can help you speak with us. This service is free. For more information, please see How to use an interpreter to contact your school.

For more information on the Department of Education's Parent Contributions policy please see the information attached. You can read the full policy at Parent Contributions: Policy | education.vic.gov.au.

Western Port Secondary College Parent/Carer Contribution Arrangements

If you are the carer of a student in out-of-home care or hold a financially means-tested card (such as a healthcare card), please ignore the invitation to make voluntary contributions.

We encourage any family experiencing financial hardship to contact the school for information about the financial help available for extra-curricular activities like camps and excursions.

Voluntary Contributions – 2027	Suggested Amount – Parents/Carers can contribute more or less	Amount Parent/Carer to complete
Curriculum Contributions: To enhance our school's range of programs, resources supplied by Western Port Secondary College	$250.00	$
Student Wellbeing Contribution: At Western Port Secondary College, we support students' wellbeing at an individualised level, this includes the engagement of external professionals on a need basis. This support assists in developing staff knowledge, and at times, individual students, and families. The aim is to provide individual and group support.	$40.00	$
First Aid Contribution: The school provides first aid consumables required to treat students and to meet student health needs when at school and offsite. Staff also undertake professional development in first aid, CPR, welfare, asthma, anaphylaxis and diabetes management on a regular basis.	$30.00	$
ICT Contribution: Software and equipment required to sustain and enhance our ICT program.	$50.00	$
Grounds/Equipment and Maintenance Contribution: To assist in redevelopment of recreational and sustainable environmental areas for students use including the upkeep of the College ovals.	$40.00	$
Tax-Deductible Voluntary Contributions	**Suggested Amount – Parents/Carers can contribute more or less**	**Amount Parent/Carer to complete**
Building fund: a tax-deductible contribution to support renovations and upgrades of school infrastructure	$60.00	$

Extra-Curricular Items and Activities	Confirmed cost
Western Port Secondary College offers a range of optional items and activities that are additional to the free instruction provided to all students at our school. Accessing these items and activities does require payment, but financial support is available Extra-curricular items and activities confirmed for 2027 include:	
Year 7 Camp	$462.00
Year 9 – 12 Electives • Art • VCD • Product Design/Build Your Future • Cooking/Food Studies • Cafe	Each elective charge is $30.00 per semester
Instrumental Music Lessons: Years 8 - 12	$150.00
Year 7 Introduction to instrumental music lessons	$90.00
Other extra-curricular items will be invoiced proximately 4 weeks prior to the activity and will appear on your Compass Portal. To view, consent or pay for these activities, please log in using your unique family credentials. You can process the invoice through the Payment Centre banner or via the notification on your home page.	

Payment Methods

Please note the following payment options are available:

- Compass Pay – this is the preferred payment option
- CASH
- EFTPOS
- Credit Card
- Bpay

Booklist Items

Items on the booklist can be purchased from Campion or other suppliers of your choice. Details on how to access the year level booklist will be available on the WPSC website during Term 4.

Help is Available

Western Port Secondary College understands families can experience financial difficulty. Help is available, including:

Camps, Sports and Excursions Fund – this program provides funding for eligible students, including those in out of home care, and holders of eligible financially means-tested cards (such as health care cards), to attend activities like camps, sporting activities, excursions and incursions that are offered on a user-pays basis. Applications for support from the Camps, Sports and Excursions Fund and State Schools Relief are submitted by the school - please contact us to discuss these and other financial help.

Affordable School Uniforms - delivered by State Schools Relief, this program helps cover costs such as school uniforms, shoes, and other essential school items where families are experiencing financial hardship or short-term crisis.

Western Port Secondary College Sustainable School Shop – buying and selling second-hand items via the Sustainable School Shop website. This is a new service and very accessible; it preferences our school first and then provides access to buy and sell items with families attending other schools. Many schools use this service. Access to second-hand textbooks, uniforms, calculators etc is available throughout the entire year. Please refer the links provided below and for further information.

Second-hand uniform items for sale:
https://www.sustainableschoolshop.com.au/stocktake/western-port-secondary-college

Second-hand textbooks for sale:
https://www.sustainableschoolshop.com.au/booklist/western-port-secondary-college

Refunds

Parent requests for refunds are subject to the discretion of the school and made on a case-by-case basis. Refunds will be provided where the school deems it is reasonable and fair to do so, taking into consideration whether a cost has been incurred, the Department of Education's Parent Contributions policy and guidance, Financial Help for Families policy, and any other relevant information.

VICTORIA State Government | Department of Education

Parent Contributions policy

Information for families



FREE INSTRUCTION

Schools give students free instruction in the curriculum. This includes:

- Free access to all items, activities and services that schools use to deliver the curriculum, including reasonable adjustments to support students with disability.
- The Victorian Curriculum F-10, the Victorian Certificate of Education (VCE) including the VCE Vocational Major, and the Victorian Pathways Certificate.
- Free access to all subjects, including elective subjects.
- Free access to select-entry and accelerated programs.



FAMILIES CAN CHOOSE TO CONTRIBUTE

Schools can invite 2 types of voluntary contributions:

Voluntary contributions	Tax deductible contributions
Used towards enhanced educational programs and school environment, and additional resources and opportunities offered by schools	Used towards building and/or library fund (for those schools who have such funds)

Schools must advise the carers of students in out-of-home care and parents and carers who hold a financially means-tested card (such as a healthcare card) that the invitation to make voluntary contributions does not apply to them.

In addition, schools can invite parents and carers to pay for optional:

- Extra-curricular items and activities that go beyond the curriculum - for example, school photos, some excursions and some camps.
- Learning materials for students to individually use and own - for example, textbooks, stationery, and in secondary schools only, digital devices. If these items are not bought or provided from home, schools will provide students with free access to what they need for curriculum delivery.



FINANCIAL HELP FOR FAMILIES

Each school has a contact person who can discuss with parents and carers the financial supports that are available.

Schools must publish their Parent Contributions arrangements on their school website, along with a link to the department's Parent Contributions policy.

EXPECTATIONS IN SENIOR YEARS

Homework and Study Policy

Western Port Secondary College expects students to further develop and consolidate their independent learning skills by completing homework and/or study tasks. Both homework and study have a positive effect on learning and is an important part of reinforcing the concepts that are introduced in class. It also plays a significant role in building work ethic, self-discipline and responsibility and retaining vital knowledge and content in preparation for assessments later in time.

Western Port Secondary College acknowledges that homework and study should be tailored and adapted to suit the personal and developmental needs of students. Teachers at the College are encouraged to exercise their discretion in assigning tasks that are appropriate for their students and most likely to be meaningful. This may comprise of a range of different tasks as outlined below. Teachers and Student Engagement Leaders will consult to ensure a manageable workload is maintained for all students.

Implementation

- All students are expected to use a homework diary. This may be a print or e- version.
- Classroom teachers will set regular homework appropriate to each young person's skill level and age.
- Homework activities should be engaging, challenging and where appropriate, open- ended.
- Each set task must be purposeful, meaningful, and relevant to the current classroom curriculum. Drill and practice activities are to be avoided.
- All homework activities must be assessed with feedback and support provided by teachers.
- All students Compass accounts will detail homework expectations, will include additional open-ended challenges that are appropriate to students of a variety of ages, which students may choose to embrace, and will require students to submit homework tasks electronically.

Homework and Study will Consist Mainly of

- Reading, research, assignments, assessments tasks, independent projects. And revision.
- Homework schedules will be discussed with each student individually, with opportunities being made for parents to discuss homework issues with the College.
- Students will be provided with formal opportunities to build organisation and planning skills.
- Generally, students can expect homework tasks or the study expectations in these year levels to increase to consider the expected level of independence and initiative of students.
- At Year 10 - Year 12, students can expect to spend between 1 to 3 hours of homework and/or study per weeknight, and further study on weekends during assessment periods.
- Students should note that the study space is open each night until 4:30pm for study or homework if required.

SENIOR SCHOOL ASSESSMENT POLICY

As a condition of entry into the Senior School at Western Port, all students are required to adhere to the Senior School Assessment Policy. This policy outlines the responsibilities of the school, teachers and students in ensuring each student is given a fair and reasonable opportunity to complete the individual requirements of each subject.

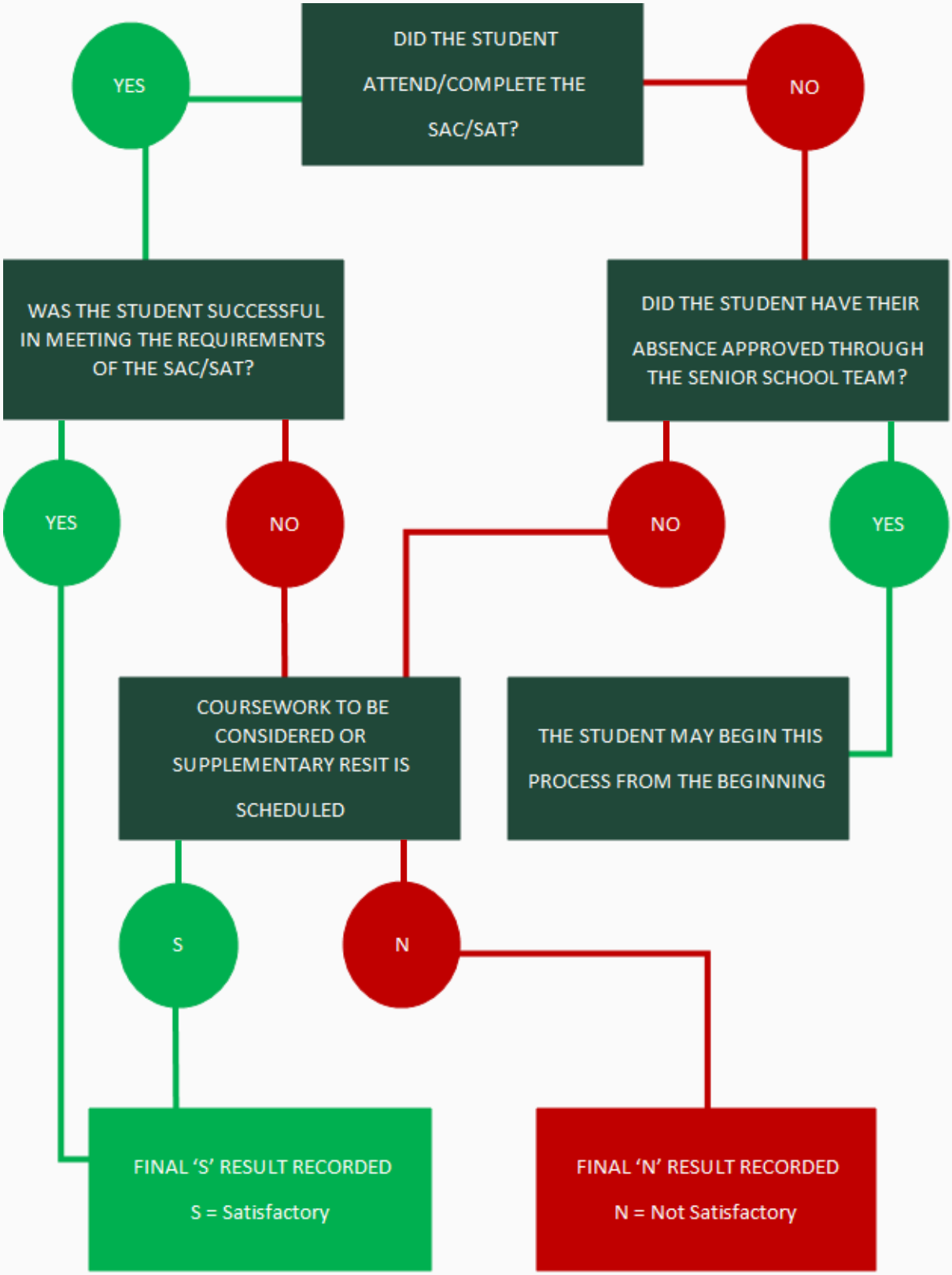
As outlined in the diagram featured on the following page, students are expected to:

- complete each summative assessment task in class, on the given date.
- This task will be then marked against the appropriate curriculum with the teacher giving the graded marked and feedback via Compass.
- If the student is unsuccessful in meeting the minimum expected requirement of the task, students will be given the opportunity to re-sit this task for a satisfactory result.
- Although it should be noted that this will not change the initial graded assessment, however the student will be able to have a satisfactory level recorded against their outcome or competency.
- If a student is absent on the day of assessment, the student will be able to apply to the Senior School team for an approved absence, which will effectively renegotiate the given date for assessment.
- If a student does not have an approved reason for an absence, it will count that the student did not complete the task and zero score will be recorded, although the student will be given the chance to re-sit for a satisfactory result.

Please Note

- All students are required to maintain a 90% attendance rate for each subject to be eligible to successfully complete the unit.
- Students that are experiencing either a short-term or long-term hardship are able to apply to the Senior School team for special consideration. This may allow the Senior School team to modify some of the conditions of assessment for each student depending on their individual needs. Each application requires documentation of hardship.
- The Senior School Assessment Policy is aligned to the requirements of the Victorian Curriculum and Assessment Authority.
- A full copy of the Assessment Policy is available via the college's Website and students will be referred to this at key points in their school year. It is expected that all students and parents/carers read and understand the Assessment Policy and is a condition of enrolment into the Senior School.

SENIOR SCHOOL ASSESSMENT POLICY FLOWCHART



Year 10

INTRODUCTION

At Western Port Secondary College students in Year 10 have a range of course options that prepare them for their preferred Year 11 and 12 Pathway. We provide students with a range of subjects that support students to continue to explore and build on skills and areas of interest that prepare them for further education or direct entry into the workforce after completing Year 12.

Students in Year 10 will be allocated into a Math and English Pathway that has been identified by the student through the college's extensive course conversation and subject selection processes.

Please read over the Pathway Options for Math and English carefully in this Handbook. If you or your student believe the allocated pathway is inaccurate it is important to discuss this with the Senior Team via the booking of a Course Conversation Interview in the week of Mon 16th of June.

Students can also consider if they would like to begin a VET (Vocational Education) subject, these subjects are a 2-year course that provides a Certificate II or III qualification in the chosen subject. We offer a range of VET subjects and students can also attend external locations, such as Chisholm and other Secondary colleges in the local area to complete these subjects.

Further information regarding VET courses can be found towards the end of this handbook. If a student chooses to study a VET subject this equates to 2 units of study at Year 10. (Also see the sample timetables section).

For students who have demonstrated the academic aptitude in a particular subject they may apply to begin this subject as a VCE Year 11 subject. Students undertake a consultative process if they would like to consider this an option with their Learning Level Leaders.

Leaders will take into consideration a student's academic ability across all Year 9 subjects, their organisational and study habits as well as their long-term pathway to consider if this is a viable option. If a student chooses to undertake a VCE subject this equates to 2 units.

It is also important to note that places are only offered to Year 10 students in a VCE subject if there is availability due to Year 11 student numbers and/or if the subject runs based on Year 11 student interest.

The Structure

In Year 10 subjects are split into two categories - CORE Subjects and Electives. CORE is defined as compulsory studies which must be undertaken by each student. Electives are subject offerings that students can select from to continue to explore new subjects, passions and interest to complement the remainder of their week.

Semester 1	English	Math	iCARE	Core Science	Elective 1	Elective 2
Semester 2	English	Math	iCARE	Core Humanities	Elective 3	Elective 4

Year 10 Subject Offerings

Arts	• Visual Communication Design (VCD) • Sculpture and Ceramics • Visual Art Practices • Music Composition and Performance • Drama
English and Languages *(One CORE English Required)*	• Year 10 English General (CORE) • Year 10 Foundation English (CORE) • Year 10 Accelerated English Elective • LOTE Indonesian • LOTE Other
Health and Physical Education	• Year 10 Physical Education • Year 10 Health and Human Development • Year 10 Sport and Recreation • Year 10 Outdoor Education
Humanities	• Humanities (CORE) • Business Management/Legal Studies Elective • Geography Elective - Our Place on Earth • Sociology Elective - Our Place in the World • History Elective – Time Travelers • Economics
Mathematics *(One Core Math required)*	• Year 10 Mathematical Methods (CORE) • Year 10 General Mathematics (CORE) • Year 10 Foundation Mathematics (CORE) • Year 10 Accelerated Mathematics Elective
Pathways Planning	• iCARE (CORE)
Science	• Science (CORE) • Mind Matters • Survival of the Fittest • Rollercoasters and Reactions
Technology	• Food Studies • Product Design and Technology • Digital World

ARTS

Students in Year 10 will learn how to respond to inspiration such as prompts, visual stimuli, and artworks. Students will work towards a number of finished artworks that will contribute to a practical folio. Visual analysis skills will be developed through the annotation and self-evaluation of planning and trialling within their folio. Students will also study relevant artists and their creations to develop their ability to recognise visual features from specific art styles and movements.

Year 10 Visual Communication Design (VCD)

Course Description

Students who undertake Visual Communication Design will develop how to communicate visual ideas and information used within a real-world setting. Students will learn how to develop briefs and respond to audience needs. They will learn technical skills through formal drawings, such as perspective, paraline, and isometric drawings. Students will learn how to manipulate the elements and principles of design to realise and express their concepts and ideas.

Key Learning Areas for this unit include:	• Exploration of technical and creative freehand drawing skills to create logos and advertisements. • Exploration of perspective and three-dimensional drawing to create architectural designs. • Creating visual content in response to audience needs.
Victorian Curriculum Area	Art
Target Enrolment	This subject is an excellent choice for students who enjoy both the practical side of Art, along with the 'rules and structures' of technical and digital elements of the study.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Visual Communication Design.
Areas to note	Students seeking enrolment into VCE VCD are encouraged to enroll in this elective alongside a second Art elective to compliment the study.

Year 10 Sculpture and Ceramics

Course Description

Students will be exposed to a variety of sculpting and ceramics techniques that provide students with skills and processes to express their own creative concepts and ideas. Students will explore through hands on practical activities, building on theoretical techniques. Students will be exposed to the portfolio elements and expectations, building capacity to move into VCE Art subjects.

Key Learning Areas for this unit include:	• Ceramic sculpture: includes learning about hand building techniques, glazes, pinch pots, coil pots, functional and non-functional ware and using the potter's wheel. • Mosaics • Wire sculpture • Paper mâché
Victorian Curriculum Area	Art
Target Enrolment	This subject is an excellent choice for students who enjoy or would like to learn more about ceramics and sculpture techniques and art portfolios.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Making and Exhibiting.
Areas to note	Students seeking enrolment into VCE Making and Exhibiting are encouraged to enrol in this elective alongside a second Art elective to compliment the study.

Year 10 Visual Art Practices

Course Description

Students will be expected to keep a visual diary, which records their day-to-day creative ideas. Students will create a folio of final pieces which will be exhibited in the arts foyer and around the College. Students will also respond to artworks and artists from different times and cultures. This course covers a variety of visual arts practices. Students will explore the practical side of Art Practices, while being further exposed and engaged in introductions to folio expectations within a VCE subject.

Key Learning Areas for this unit include:	• Acrylic painting on canvas Printmaking Water Colour painting techniques • Photography • Collage • Drawing with a range of materials; including charcoal, grey lead and graphite pencils, soft pastel, pen, ink and mixed media.
Victorian Curriculum Area	Art
Target Enrolment	This subject is an excellent choice for students who enjoy or would like to learn more about art and keeping a visual diary and folio.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Creative Practice.
Areas to note	Students seeking enrolment into VCE Creative Practice are interested in the more 'traditional' definition of Art. (Previously called VCE – Art).

Year 10 Music Composition and Performance

Course Description

Students will develop and enhance musical skills on a chosen instrument, through group and solo performance. Students will also explore various compositional techniques through unconventional notational methods and music software. Students will develop critical analytical listening skills and further develop their understanding of musical knowledge which is relevant to today's social and cultural contexts. Students are expected to have access to a musical instrument at home.

Key Learning Areas for this unit include:	• Live & Recorded Performances • Song Writing • Working in an Ensemble • Using Music Technology
Victorian Curriculum Area	The Arts - Music
Target Enrolment	This subject is an excellent choice for students with a current or developing interest in Music Composition and Performance. It is also for students who wish to develop motor skills, creativity and interpersonal skills and for those wishing to improve cognitive functions such as attention, reasoning and speed of processing.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Music or VET Music
Areas to note	This subject will prepare students who are interested in studying VCE Music or VET Music

Drama Elective

Course Description

Year 10 Drama gives students a chance to express themselves, develop confidence, and build production skills in fun and creative ways. Drama helps by providing a space where students can explore emotions, ideas, and different perspectives in a supportive environment, developing skills in empathy and collaboration. Drama teaches important skills like communication, teamwork, and problem-solving. Students learn how to create, rehearse, and perform scenes, and they also reflect on what they see and do, developing critical thinking skills in the process.

In Drama, students explore stories from different contexts, such as those of Aboriginal and Torres Strait Islander peoples, helping them appreciate different cultures and viewpoints. They also learn protocols around exploring and performing First Nations stories, giving them a deeper understanding of complexities when telling other people's stories.

WPSC has established relationships with MTC and the Arts Centre Melbourne which provides opportunities for our students to engage with industry expertise through workshops, performances and programs. There is also an opportunity to participate in The Malthouse Theatre's 'The Suitcase Series', which is a program that encourages the exploration of important issues such as the environment and sustainable theatre practices, aligning with cross curriculum priorities.

Key Learning Areas for this unit include:	• Create, rehearse and perform scenes • Exploring stories from different contexts • Engage with industry expertise through workshops, performances and programs
Victorian Curriculum Area	The Arts - Drama
Target Enrolment	This subject is an excellent choice for students with a current or developing interest in Drama. It is also for students who enjoy skills like communication, teamwork, and problem-solving.
Pathway Mapping	This elective is the pathway into VCE Drama and/or Theatre Studies.
Areas to note	Students will participate in a range of activities that require them to work independently and with others.

ENGLISH AND LANGUAGES

Year 10 English at Western Port Secondary is compulsory for a full year of study, however, each student will be enrolled into the English course that best suits their English skills, knowledge, abilities and most importantly supports their intended/likely pathway requirements for Year 11 and 12. Students will have recommendations on the English course determined as the most appropriate after course counselling and pathways conversations have occurred, and students have completed their Career Action Plans, Work Experiences and Semester One assessments are finalised.

Year 10 English General

Course Description

The Year 10 General English course best prepares students who are planning to undertake the study of VCE-ATAR as their Year 11 and 12 Pathway. It is through this study of English that individuals learn the skills and knowledge to analyse, understand, communicate, and build relationships with others and with the world around them. The study of English helps students become ethical, thoughtful, informed, and active members of our community. Specifically at Year 10 English, students will engage in developing their own opinion and perspectives through reading and analysing a range of fictional and non-fictional texts; displaying their learning through spoken and written modes of communication and explore more complex themes in preparation for VCE studies.

Key Learning Areas for this unit include:	• Reading, exploring and creating texts • Understanding and analysing language features and conventions • Oracy skill refining and development
Victorian Curriculum Area	English
Target Enrolment	Students who intend to undertake a VCE-ATAR Pathway, or student who are still unsure of their Year 12 Pathway
Pathway Mapping	This English class best prepares students to satisfy the VCE English requirements.
Areas to note	Students who undertake this course are not precluded from entering a VCE-Vocational Major program in Year 11 and 12, but this course has a focus on VCE English ATAR preparation.

Year 10 Foundation English

Course Description

Foundation English is the course for students who are identified as likely undertaking a VCE-VM pathway in Year 11 and 12. This course is for students who prefer to apply English/literacy in real life scenarios and settings and work best focusing on enhancing their skills to make sense of their personal, public and vocational lives. Students develop English skills with consideration of their local, national and global environments and will be required to use critical and creative thinking to address and explore problems. Students will build on their understanding of different language and text construction, communication and exploration of texts and materials.

Key Learning Areas for this unit include:	• Explore the post school world through real life scenarios and responsibilities. • Create texts that support relevant taxation, housing, living, driving, entertainment and employment requirements. • Explore and construct meaning from experiences both within and outside of the classroom setting • Communication skills and confidence development
Victorian Curriculum Area	English
Target Enrolment	Students who prefer the applied approach to literacy learning will thrive in this strand of English.
Pathway Mapping	Foundation English is best suited for students who intend to undertake the VCE- Vocational Major as their Year 11 and 12 studies.
Areas to note	It should be noted that this course does not best prepare students for a pathway into VCE English – ATAR.

Accelerated English – So you think you can write?

Course Description

Students enrolling into the Accelerated English – So You Think You Can Write? course should have an 'at standard' level of English, along with an interest and a love of the subject. Students who enjoy delving deeply into the reading and study of texts, arguing points of view and opinions, and who would like the opportunity to explore and expand on their creative, instructional and analytical writing skills should consider this elective.

Students will participate in a range of activities that work to develop confidence and understanding of the requirements of VCE –English and how to create material that engages audiences, expands knowledge and skills in writing, creating and presenting and strengthens their love and confidence in English in preparation for VCE.

Key Learning Areas for this unit include:	• Reading, exploring and creating texts. • Understanding how text structures can propel writing skills. • Oracy skill refining and development
Victorian Curriculum Area	English
Target Enrolment	Students with strength and interest in English and who wish to position themselves well to enter VCE-ATAR English.
Pathway Mapping	Recommended for students wishing to enter VCE English with further developed skills and abilities to support their ATAR score.
Areas to note	Students who do not select this elective will not be precluded from VCE English

Year 10 Lote - Indonesian

Course Description

Year 10 Indonesian consolidates and builds upon the skills developed in Years 7, 8 and 9. Students will study topics related to their lives and will begin to learn about grammatical characteristics of the language. This will provide them with basic communication skills for everyday life in both Australia and Indonesia.

Key Learning Areas for this unit include:	• Cook and taste Indonesian cuisine • Interpret, recycle and adapt using appropriate language. • Compare and contrast aspects of life in LOTE- speaking countries
Victorian Curriculum Area	LOTE Indonesian
Target Enrolment	Students who undertook the Year 9 LOTE Indonesian elective and wish to continue their studies.
Pathway Mapping	This elective supports students in preparation into VCE Indonesian Studies.
Areas to note	Students who have not participated in the Year 9 LOTE Indonesian elective are not precluded from this elective but will find the elective difficult.

Year 10 Lote - Other

Course Description

Students with prior LOTE experience/knowledge in languages other than Indonesian may seek permission to enrol in their LOTE pathway as part of the Victorian School of Languages. For consideration of this pathway students will need to meet with one of the Senior School Pathways team to discuss. For both English options, your English and iCARE teachers will support you to make an informed decision on the pathway that is right for your needs.

Key Learning Areas for this unit include:	• Dependent on LOTE course undertaken
Victorian Curriculum Area	LOTE
Target Enrolment	This enrolment is only for students who have undertaken a language study at another setting/location/country and wish to continue with this language. This is not an option for students who would like to commence a new language study.
Pathway Mapping	Students studying Year 10 LOTE (or above) will continue in this study into LOTE VCE Year 11 and 12.
Areas to note	Only students with a Victorian Curriculum level at or above 9 in the target language will be considered for enrolment into a Virtual Schools subject. Please note, there are some languages that are not available via VLS.

HUMANITIES

Within the Humanities Domain, it is compulsory for students to undertake one semester of the Core Humanities Unit. In addition to this, students have a wide variety of elective offerings that give them a taste of all VCE subjects they could consider undertaking in Year 11 and 12. Humanities subjects support a well-rounded course by improving students' knowledge, literacy, writing, creative and critical thinking abilities.

Year 10 Core Humanities

Course Description

In this study, students develop an understanding of the interwar period through to the end of World War II as part of the school's curriculum program. The subject is logically sequenced, thematically rich and explores the significance of the Holocaust and other major events of World War II.

Students will investigate Aboriginal and Torres Strait Islander Peoples' experiences and perspectives of colonisation and resistance between 1788 and 1938.

Other areas of potential study include the contribution of significant movements for social and political change since 1945, such as independence, nationalist and conservative political movements, indigenous rights, civil rights, women's rights, LGBTQI+ rights and environmentalism.

Students may also conduct an investigation into an Asian society such as China, India, Indonesia, Vietnam or Japan from 1750 to the present focusing on the causes and consequences of contact with other countries and/or colonisation and liberation.

Key Learning Areas for this unit include:	• World War II • Focus on the Holocaust • Impacts of colonisation • Indigenous rights and freedoms • Civil rights • Investigation into an Asian nation
Victorian Curriculum Area	Humanities
Target Enrolment	All students – compulsory study
Pathway Mapping	Supports an enrolment into a range of VCE Humanities studies
Areas to note	Humanities electives that compliment this compulsory subject are perfect for supporting students' readiness to enter VCE Humanities subjects as part of either a Scored ATAR VCE Pathway, or a VCE – Vocational Major Pathway

Business Management / Legal Studies Elective

Course Description

The Business Management/Legal Studies elective offers students an insight into the Legal Studies and Business Management VCE units. The unit explores the planning and running of a business and covers themes of crime and punishment. Students will also have opportunities to visit a successful business and experience a court hearing. The elective is broken up into two main areas of study that will run for one term each.

- Business Management – Discover how proper planning allows for businesses to take off and become successful, as well as how to manage a business so it continues to grow and build wealth. There is also a study of innovation and how it impacts competitive advantage as well as the impact of government on business.
- Legal Studies – Learn how laws and the legal system works in Australia to create a safe place for people to live and understand what happens to people when they break the law, as well as the rights and obligations of people in society.

Key Learning Areas for this unit include:	• Discover what makes a successful business • Management and running of a business • Growth, wealth creation • Laws, compliance and rights and obligations
Victorian Curriculum Area	Humanities
Target Enrolment	Students who have an interest in exploring either Business Management or Legal Studies courses they could undertake in VCE/VCE VM
Pathway Mapping	This elective is the pathway into VCE Business Management and / or Legal Studies in Year 11 and 12, along with vocational studies such as VET Business
Areas to note	Students will participate in a range of activities that require them to work independently and with others

Economics Elective

Course Description

Introducing students to economics in year 10 will develop economic and financial literacy knowledge and skills that will prove invaluable to students as they finish school and enter the workforce. Students who have developed economic and financial literacy skills are better equipped to manage their own personal finances (including budgeting), run a successful business, and avoid mismanagement that may lead to personal debt or other financial issues.

Students will develop understanding on how monetary policy impacts their lives, through the actions of the RBA, and how interest rates impact not just loans and mortgages, but business and work opportunities. Students will also examine the cost of living, how inflation affects costs, and how policies designed to tackle inflation will impact them as individuals, their community, and the country.
Students will also develop understanding of the impacts that fiscal policy will have on them as individuals and in the workplace. They will examine how the tax system works and their own tax obligations, both personal and in business.

Students will be impacted by economic policy in all aspects of their lives, and it is important that they have developed the knowledge and skills to make informed decisions when faced with these challenges, through a practical knowledge and skill-based economics curriculum.

Key Learning Areas for this unit include:	• Budgeting • Running a successful business • Mortgages and loans • Tax
Victorian Curriculum Area	Humanities
Target Enrolment	Students who have an interest in exploring either Business Management or Economics courses they could undertake in VCE/VCE VM.
Pathway Mapping	This elective is the pathway into VCE Business Management and / or Economics in Year 11 and 12, along with vocational studies such as VET Business.
Areas to note	Students will participate in a range of activities that require them to work independently and with others.

Geography Elective - Our Place on Earth

Course Description

The Geography elective offers students an insight into Geography and Environmental Science VCE units. The unit covers areas including understanding the factors that lead to human wellbeing, environmental changes and how to manage them as well as perspectives from environmental science.

Key Learning Areas for this unit include:	*Geography of Human wellbeing* • How do we measure wellbeing within and between countries. • Measuring and mapping human wellbeing and understanding development. • The role of National and International government and Non-Government Organisations in improving human wellbeing. *Environmental Change and Management* • Different types of environmental change and the form it takes. • Environmental, economic and technological factors • Environmental worldviews • Indigenous perspectives • Evaluation of management strategies *Environmental Science* • How are earth's dynamic systems related. • Consideration of the earth's capacity to sustain life. • How can biodiversity and development be sustained. • How can climate change and energy needs be met.
Victorian Curriculum Area	Humanities
Target Enrolment	Students who have an interest in Geography and want to explore this interest for a possible section as part of their VCE studies.
Pathway Mapping	Students will be well placed to enrol into VCE Geography in Year 11 and 12 along with vocational studies such as VET/SBAT Conservation and Eco System Management Cert II or Parks and Gardens Cert II.
Areas to note	Students who do not enrol in this elective will not be precluded from VCE Geography but will not be as well placed to enter that area of study. Students who successfully complete this course will be considered as priority enrolments in the VCE subject if numbers are an issue.

History Elective - Time Travelers

Course Description

This elective is for students interested in the history of the world and who might like to study History in VCE. Students will have the opportunity to research and discuss different topics from many periods of history. There will be a teacher-directed component to the course which may cover areas such as popular culture, the environmental movement, global conflicts, political crises and Australian immigration. Other areas of potential study include Asia from 1750 to the present and Aboriginal and Torres Strait Islander Peoples' rights and freedoms since 1938.

There will also be a student-directed component involving an historical inquiry on an area of history of their choice.

Key Learning Areas for this unit include:	• Research and exploration of historical periods • Inquiry based learning skills and project
Victorian Curriculum Area	Humanities
Target Enrolment	Students who really enjoy learning about history and would like real the opportunity to control and self-direct a unit of work of their choosing (in consultation with their teacher)
Pathway Mapping	Students interested in exploring a Pathway into VCE History should enrol into this elective.
Areas to note	Students who do not enrol in this elective will not be precluded from VCE History but will not be as well placed to enter that area of study. Students who successfully complete this course will be considered as priority enrolments in the VCE subject if numbers are an issue.

Sociology Elective – Our Place in The World

Course Description

This elective is for students interested in learning about the world and their place in it and who might like to study Sociology in VCE. Students will learn about how society is structured and how norms and values operate within these systems. Students will also learn to examine their own experience within society and how this differs from others.

Key Learning Areas for this unit include:	• An introduction into what sociologists do and the way they conduct research. • Examining the way society is structured • Examine value systems in society and the role families play. • Look at the experience of being young and how that can look in different countries across the globe. • Explore crime and deviance and why it exists and how different societies deal with it.
Victorian Curriculum Area	Humanities
Target Enrolment	Students who really enjoy learning about the world and their place in it.
Pathway Mapping	Students interested in exploring a Pathway into VCE Sociology should enrol into this elective.
Areas to note	Students who do not enrol in this elective will not be precluded from VCE Sociology but will not be as well placed to enter that area of study. Students who successfully complete this course will be considered as priority enrolments in the VCE subject if numbers are an issue.

HEALTH AND PHYSICAL EDUCATION

Students at Western Port Secondary College are strongly encouraged to select at least one HPE Elective to support a healthy and balanced approach to their studies and lifestyle in general. Each Year 10 HPE elective links directly with the correlating VCE or VET subject and provides opportunities to develop key knowledge and skills required for success.

Health and Physical Education electives at Year 10, include careers curriculum, aimed to educate students about potential jobs within the industry. Our electives will encourage students to further understand careers available to them when they leave school and assist them to determine their appropriate pathway for Year 11 and 12.

Year 10 Physical Education

Course Description

Students will extend on content introduced in Year 9 Physical Education and will be exposed to themes and ideas presented at VCE level.

In Year 10 Physical Education students will participate in a range of theoretical and practical activities throughout a semester. They will engage in a range of sports in order to analyse performance and how the human body responds to exercise. Students will have the opportunity to use innovative technology to conduct data analysis, explore how the body produces energy and be introduced to biomechanics.

Key Learning Areas for this unit include:	• Data Analysis (using heart rate monitors, pedometers • and other technology) • Performance Analysis and Game Sense • Musculoskeletal and Cardiorespiratory systems • Introduction to energy systems and acute responses • to exercise • Biomechanics
Victorian Curriculum Area	Health & Physical Education
Target Enrolment	This subject is an excellent choice for students who enjoy both the practical and scientific side of Physical Education
Pathway Mapping	This subject will prepare students who are interested in studying VCE PE and would support the study of VCE Biology

Areas to note	Students seeking enrolment into VCE PE are encouraged to enrol in this elective and are strongly encouraged to engage in the General Math course and Science electives to support the content and skill Progression.

Year 10 Health and Human Development

Course Description

For any student interested in a career in the Health industry, whether it be childcare, nutrition, nursing/medical practitioner, age care or teaching; this elective will allow students to take those first steps towards that goal. Students will be exposed to a vast range of topics aimed at introducing the key knowledge and skills required for entry into VCE Health and Human Development units 1-4.

Students will have the opportunity to explore many health issues and initiatives on a local, national, and international level, identifying both the causes and effects of health and wellbeing amongst the general public. Students will also, be introduced to Health promotion models and will engage in hands on learning.

Key Learning Areas for this unit include:	• Exploring the Dimensions of Health • Nutrition • Investigating Health Promotion Models • Investigating community and mental health • Investigating global health
Victorian Curriculum Area	Health & Physical Education
Target Enrolment	This subject is an excellent choice for students who enjoy learning about nutrition, health and seeking to explore this as a pathways option.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Health and Human Development and would support the study of VCE within the Science and Food areas.
Areas to note	Students seeking enrolment into VCE Health and Human Development are encouraged to enrol in this elective.

Year 10 Sport and Recreation

Course Description

Year 10 Sport and Recreation is the perfect elective for those hands-on learners or those who wish to study VET Sport and Recreation in Year 11 and 12. A highly practical elective that will encourage applied learning in areas such as coaching, first aid, community sport and accessibility.

Students will utilise the Fitness Centre and Sporting facilities at WPSC to create training programs for themselves and others. In theory-based classes they will investigate how community can support active lifestyles and gain a deeper understanding of the administrative requirements and career options within the sports industry.

Key Learning Areas for this unit include:	• Design of Training programs for individuals • First Aid • Sports Coaching • Sport and Recreation Administration • Community Sport and Health • Accessibility
Victorian Curriculum Area	Health & Physical Education
Target Enrolment	This subject is an excellent choice for students who enjoy the practical side of sport, with a focus on community, sport and recreation and who wish to explore this as a pathways option.
Pathway Mapping	This subject will prepare students interested in pursuing a pathway in the Health/PE/ Applied Learning/VET Pathways.
Areas to note	Students undertaking this elective are expected to participate in the course's physical/active and theoretical aspects.

Year 10 Outdoor Education

Course Description

Outdoor Education in Year 10 provides an excellent pathway into VCE Outdoor and Environmental Studies. Students will practice key skills and gain knowledge about outdoor environments, sustainability and human impact. They will also participate in a range of outdoor activities to encourage deeper understanding of these environments.

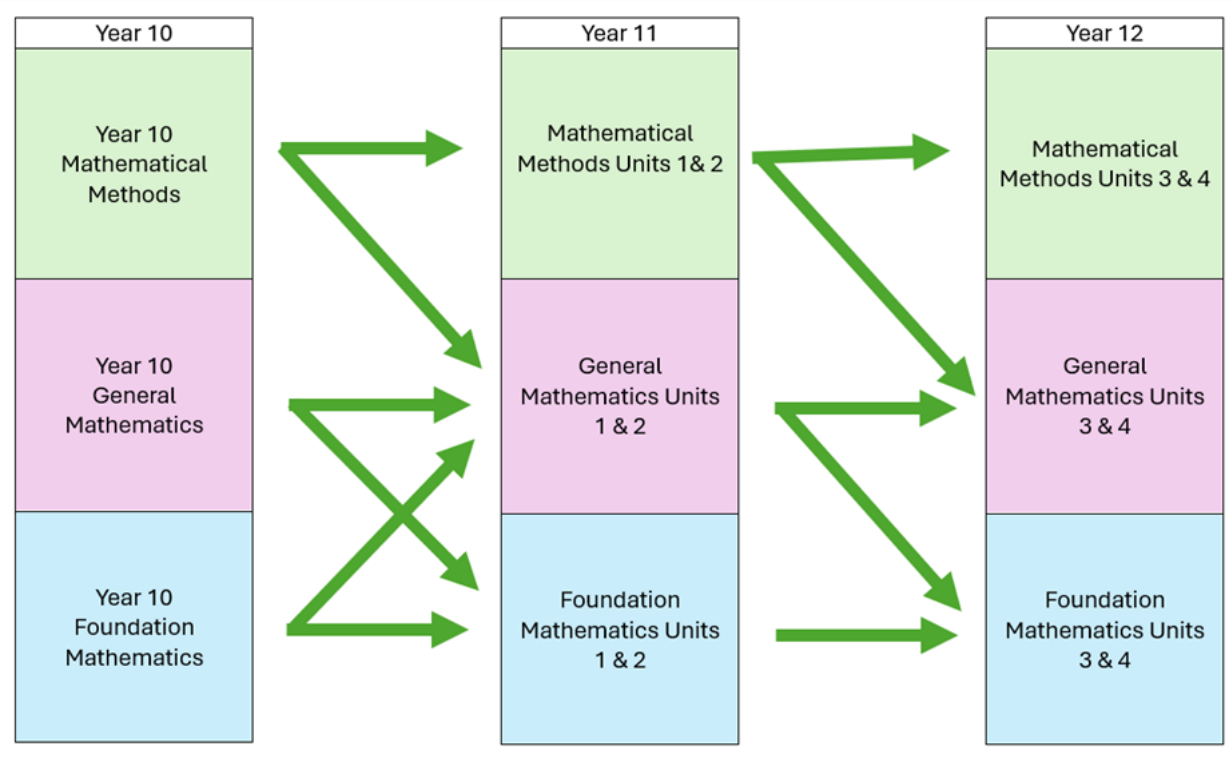
Through participation in outdoor experiences and in the classroom, students will learn about connection to land, historical meaning, minimal impact strategies and will develop practical outdoor skills.

Key Learning Areas for this unit include:	• Connections with Outdoor Environments • Exploring Outdoor Environments • Safe and Sustainable Participation in Outdoor Experiences • Observing Impacts on Outdoor Environments • Practical outdoor skills
Victorian Curriculum Area	Health & Physical Education
Target Enrolment	This subject is an excellent choice for students who enjoy spending time in the outdoors or who are passionate about the environment and sustainability.
Pathway Mapping	This subject will prepare students interested in pursuing a pathway in VCE Outdoor and Environmental Studies or Environmental Science or Geography.
Areas to note	Students undertaking this elective are expected to participate in the course's physical/active and theoretical aspects.

MATHEMATICS

Year 10 Mathematics at Western Port Secondary is compulsory for a full year of study. Students will be enrolled into the math course that best suits their mathematical skills, knowledge, abilities and most importantly supports their intended/likely pathway requirements for Year 11 and Year 12. Students will have recommendations on the mathematics course determined as the most appropriate after course counselling and pathway conversations have occurred, and students have completed their Career Action Plans, Work experience and semester one assessments are completed.

Please Note: Although not available at a Year 10 Level, Students are able to enrol into VCE Mathematical Methods and VCE General Mathematics concurrently.



Year 10 Mathematical Methods

Course Description

Year 10 Mathematical Methods provides an introductory study of simple elementary functions of a single real variable, algebra, probability and statistics and their applications in a variety of practical and theoretical contexts.

This course is designed to prepare students for Mathematical Methods Unit 1 and 2. The focus of Year 10 Mathematical Methods is the study of algebraic functions, data, probability, measurement, linear and nonlinear graphs.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Victorian Curriculum Area	Mathematical Methods
Target Enrolment	Students are strong at mathematics and want to continue their skills towards a VCE Pathway
Pathway Mapping	With successful completion of Year 10 Mathematical Methods, students will be able to select entry into VCE Mathematical Methods and/or VCE General Mathematics
Areas to note	Students who enrol in Mathematical Methods are not precluded from a VCE-VM Pathway in Year 11 & 12

Year 10 General Mathematics

Course Description

The Year 10 General Mathematics course prepares students who are planning to undertake the study of VCE units in Mathematics in Year 11 or 12, or for those students who have not yet determined a pathway for their final years. In this course students are exposed to the Year 10 mathematical studies of Number, Algebra, Measurement, Shape, and Statistics and Probability and will apply their mathematical knowledge and skills with a focus on consolidating and building on their abilities, ready for VCE.

Victorian Curriculum Area	General Mathematics
Target Enrolment	Students who have an age-appropriate proficiency of mathematics (or who seek to improve their mathematic skills and knowledge) to pursue a VCE ATAR Pathway
Pathway Mapping	With successful completion of Year 10 General Mathematics, students will be able to select entry into VCE General Mathematics or VCE Foundation Mathematics
Areas to note	Students who enrol in General Mathematics are not precluded from a VCE-VM Pathway in Year 11 & 12

Year 10 Foundation Mathematics

Course Description

This course prepares students who are planning to undertake the study of VCE or VCE-VM units in Mathematics but prefer to learn mathematics at a slower pace with a real-world connection. Foundation Mathematics focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study are 'Algebra, number and structure', 'Data analysis, probability and statistics' and 'Space and measurement'.

Victorian Curriculum Area	Foundation Mathematics
Target Enrolment	Students who prefer the applied approach to learning and who see their VCE Pathway as VCE -VM
Pathway Mapping	Foundation mathematics at Year 10 does not focus on a General Mathematics pathway but supports a transition into VCE Foundation Mathematics
Areas to note	Although this stream leads to Foundation Mathematics, if students score highly, they are able to enter VCE General Mathematics

Year 10 Accelerated Mathematics

Course Description

Accelerated Mathematics is an elective which will run in Semester 2 to prepare students for VCE Mathematics. Students will build on the skills and understandings required for Mathematical Methods as well as Specialist Mathematics, including the necessary 21st century technology skills involving the graphics calculators. Students will be exposed to mathematical concepts, such as linear and quadratic functions and graphical transformations, and can further develop their skills in such concepts prior to the commencement of the VCE program in Year 11.

Key Learning Areas for this unit include:	• Further development of algebra skills in preparation for VCE pathway and understanding of linear and quadratic graphing • Understanding the calculus requirements of Math Methods and transformation of graphs. • Use and practice of graphics calculators and online graphing programs.
Victorian Curriculum Area	Mathematics
Target Enrolment	Students with strength and interest in mathematics and who wish to undertake higher mathematical studies in the Math Methods or Specialist Math VCE-ATAR Pathway should select the Extension Mathematics elective.
Pathway Mapping	Recommended for students wishing to enter General, Methods and/or Physics subjects in VCE.
Areas to note	Students who do not select this elective will not be precluded from the VCE subjects above, but if a VCE class was full, students who have undertaken this elective would be considered as a priority.

SCIENCE

Year 10 Science courses explore and develop students understanding of the world around them, and aids the develop of critical thinking, problem solving and teamwork skills. These skills are considered 21st Century skills and are shown to be essential for success in any future pathway. Learning in Science progressively develops skills for senior science, while building the foundations for success in subjects from other domains such as:

- VCE Health and Human Development draws on biological understandings from Year 9 and 10.
- VCE Physical Education draws on biological and physical understandings from Year 9 and 10.
- VCE Outdoor & Environmental Studies draws on biological and earth science understandings.
- VCE Food Studies draws on chemical and biological science understandings.
- VCE and VET Technology subjects draw on chemical and physical science.

Year 10 Science Options

All Students must complete Science (CORE) and have the option of selecting an Elective.

- Students interested in any Science at VCE - ATAR should select from the following Science options in Year 10: Mind Matters, Survival of the Fittest or Rollercoasters and Reactions.
- Students wanting to accelerate into VCE – may apply for entry into Unit 1 and 2 Psychology. Students will still need to complete Core Science in addition to this.

Year 10 Science (Core) - How Does the World Around Us Work?

Course Description

This compulsory subject gives a broad overview of all fields of science. Exploring Biology, Chemistry and Physics in a way that prepares students for life and applying science understanding to a range of scenarios. Students conduct a range of experiments and scientific investigations, explore real world examples and ethical considerations.

This subject is perfect for students who are keen to undertake VCE Subjects in other learning areas. This subject prepares students for the science content that appears in other learning areas and in life beyond school. A sound understanding of science helps us all to carefully consider information and make informed decisions in our lives. This subject will develop students understanding of scientific concepts and their science inquiry skills, including teamwork and critical thinking.

Key Learning Areas for this unit include:	• The scientific theories and evidence explaining the diversity of life on Earth, natural selection and evolution • Role of DNA and genes in genetic inheritance

	• The theories that explain the origins of the Universe and formation of stellar objects across geological timescales. • Relationships between force, mass and motion on galactic scales
Victorian Curriculum Area	Science
Target Enrolment	All students - CORE
Pathway Mapping	Supports preparation for VCE subjects, compliments Science Electives and consolidates on prior scientific skills and knowledge.
Areas to note	Students seeking enrolment into VCE Science subjects are strongly encouraged to select an elective option. Students who are not able to successfully complete this course will not meet prerequisites to undertake a science elective in Sem 2.

Year 10 Mind Matters

Course Description

Understand how the brain works to make us who we are! Students will conduct investigations, experiments and develop new understandings about:

- This history of psychology and where a pathway in psychology could lead you!
- How the brain, nervous system and body works together to make people unique
- What influences mental health, phobias and an understanding into our emotions and emotional intelligence.
- Why sleep is important, people's dreams and their validity, and the variety of ways we can deal with stress.

Key Learning Areas for this unit include:	• Central nervous system (brain and spinal cord) • Neurons, electrical impulses, and synapses • Mental health • Sleep and dreams
Victorian Curriculum Area	Science

Target Enrolment	This subject is an excellent choice for students who enjoy science and learning how the mind works.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Psychology
Areas to note	Students seeking enrolment into VCE Psychology will be priorities based on their outcomes in this elective. Students are not precluded from VCE Psychology if they do not undertake this elective but may not be prioritised if class size is an issue.

Year 10 Survival of The Fittest

Course Description

How do living things survive?

This subject dives deep into the Life Science ecosystem that explores concepts related to Biology and Chemistry. Understand survival of the individual and the species as a population in terms of environmental factors and evolution. Chemistry will form part of the explanations for how living things are made and function. Field work, DNA analysis and experiments a plenty!

This subject is the perfect preparation for VCE Biology, ensuring students have a sound understanding of the cell and how it follows DNA instructions to replicate and differentiate, creating organisms, including the chemical nature of these processes. Explore evolution in terms of Natural Selection and the reasons species survive or become extinct, including consideration of earth sciences and the effect of continental drift over time. Approach issues from different perspectives and be able to consider ethics in research and experimental design.

Victorian Curriculum Area	Science
Target Enrolment	This subject is an excellent choice for students who enjoy science and learning about the study of biology and chemistry.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Biology and/or Chemistry.

Areas to note	Students seeking enrolment into VCE Biology and/or Chemistry will require this elective as a pre-requisite into those courses.

Year 10 Rollercoasters and Reactions

Course Description

How do things change?

This subject dives deep into the Pure Science world of Physics and Chemistry to understand the world around us. Understand how forces, energy and chemical substances are transferred and transformed. Consider physical reactions such as those that occur on a roller coaster to create an exhilarating experience and chemical reactions; both small and large (think explosions) including reactions that occur naturally around us and those that can be created in the lab. Fasten your seatbelts for experiments that explore the workings of rollercoasters and chemical reactions!

This subject is the perfect preparation for VCE Chemistry and Physics by ensuring students have a sound Chemical Science understanding of the Periodic table, and the properties of matter that make reactions occur. While developing a strong understanding of forces and the mathematical approach to predicting motion in the world around us.

Key Learning Areas for this unit include:	• Atoms and natural radioactivity • Chemical reactions and rates of reaction • Motion and forces
Victorian Curriculum Area	Science
Target Enrolment	This subject is an excellent choice for students who enjoy science and learning about the study of Physics and Chemistry.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Chemistry and/or Physics.
Areas to note	Students seeking enrolment into VCE Physics or Chemistry will require this elective as a pre-requisite into those courses.

TECHNOLOGY: FOOD

Technology subjects in Year 10 at Western Port Secondary College focus on combining practical skills and applications with design briefs and development of skills to support a VCE/VCE-VM Pathway. Technology subjects offer a combination of applied learning and theoretical based learning to support students interested in a range of career pathways and options. These subjects are one final opportunity to explore before decisions around Year 11 and 12 courses are made. Exploration of subjects that draw passion, enthusiasm and intertest are key to making a course engaging and relevant.

Year 10 Food Studies

Course Description

Food Studies aims to provide students with comprehensive knowledge and practical skills related to food preparation, nutrition, food safety and multiculturalism. Students learn about the importance of safe food handling and how this impacts our food preparation and consumption from both the food we eat and purchase from the supermarket. Students further their understanding of healthy eating and the importance of eating a balanced diet; students learn how to read and apply nutritional panels to set design briefs. Finally, students explore different cultures through investigating a country of choice, students develop understandings of the various recipes, ingredients, and flavours prominent too this region.

Key Learning Areas for this unit include:	• The ingredients, skills and processes used in recipes. • The nutritional value of food and how the body uses food. • How to read and use food labels for dietary, safety and environmental reasons. • The cuisine of the countries studied.
Victorian Curriculum Area	Technology
Target Enrolment	This subject is an excellent choice for students who enjoy cooking, exploring different cultures and furthering their understanding of nutrition and food safety.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Food and is solid grounding for subjects like VCE Health and Human Development.
Areas to note	Students seeking enrolment into VCE Food Studies are strongly encouraged to select this elective. VCE Food is very popular. Students results from this elective will be taken into consideration when determining VCE class(es) in Food.

TECHNOLOGY: WOOD

Year 10 Product Design and Technology

Course Description

Students are encouraged to explore different design ideas and will have the opportunity in applying these designs practically using hand and power tools. The practical element within the course enables learners to gain skills and knowledge which can be used throughout industry and real-world applications. Students will become competent in working within the design process, preparing designs, and working drawings, producing a folio for an individual project, demonstrating safe work practice in the use of appropriate tools and machinery and evaluating their final product.

Do you enjoy designing practical projects? Solving problems? In Year 10 Product & Design and Technology you will identify a real need, problem or opportunity that you will then articulate in a design brief. This subject will teach you how to draw technical drawing by hand, Sketchup and 3D software and Lightburn laser cutting technology.

Key Learning Areas for this unit include:	• Design a digital folio following the design process. • Write a design brief. • Investigate how production could aid in solving your identified need, problem or opportunity. • Design a product from idea to completion. • Evaluation.
Victorian Curriculum Area	Technology
Target Enrolment	This subject is an excellent choice for students who enjoy practical projects and solving problems.
Pathway Mapping	Successful completion of this elective prepares students who are interested in studying VCE Design Technology, VET Building and Construction or other VET subjects.
Areas to note	Students seeking enrolment into VCE Product Design or VET Building and Construction are strongly encouraged to enrol in this elective.

TECHNOLOGY: DIGITAL

Year 10 Product Design and Technology

Course Description

Flex your coding muscles, dive deeper into coding and programming languages, designing apps and digital solutions to real world problems. Work with EV3, Arduino and SCOOT the Nao Humanoid Robot. 3D Design and printing to solve problems. Understanding digital technologies opens up many exciting career options and is involved in most career pathways. Developing skills in programming and robotics adds to the 21st Century skills set needed for future success.

Key Learning Areas for this unit include:	• Design a folio. • Write a design brief. • Investigate how production could aid in solving your identified need, problem, or opportunity. • Design a product from idea to completion. • Evaluation
Victorian Curriculum Area	Technology
Target Enrolment	This subject is an excellent choice for students who enjoy digital learning and have a passion for coding and programming.
Pathway Mapping	This subject will prepare students who are interested in studying VCE Product Design and a range of VET subjects.
Areas to note	Students would benefit from a baseline knowledge of coding and/or digital technology skills.

Year 11 and 12 Pathway Options

THE VCE ATAR, VCE VM AND VPC

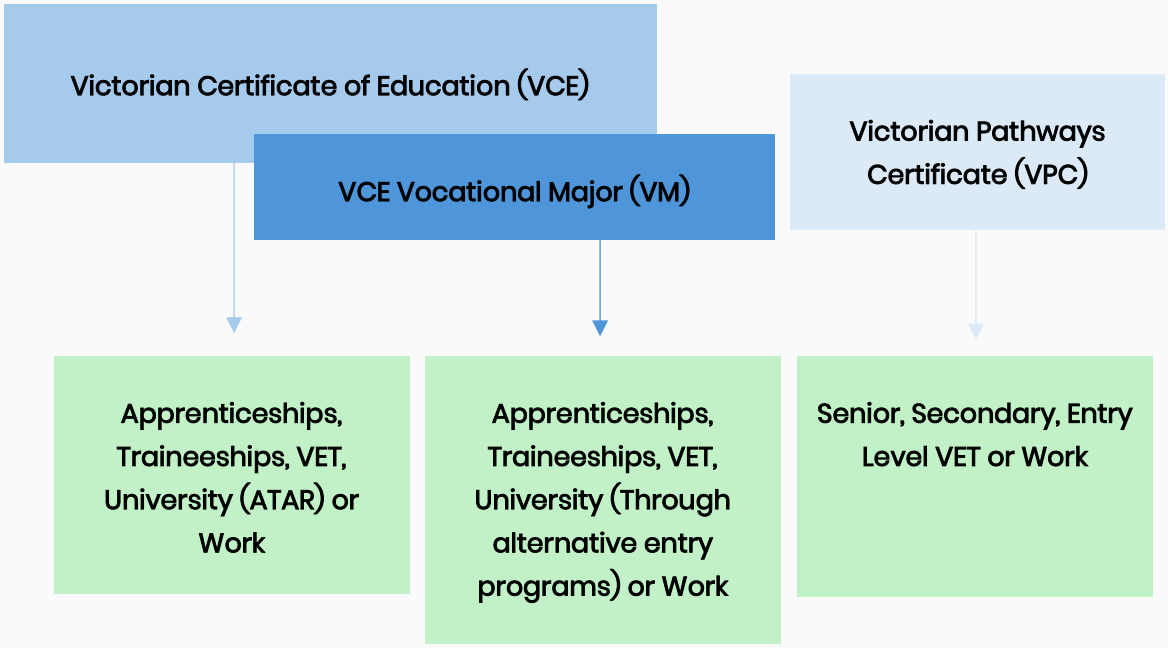
Undertaking your VCE at Western Port Secondary College looks a lot different to how your parents and carers might remember it. The revised VCE model began its implementation in 2023 for Year 11 students provides a new range of opportunities for subject selection for all students. It is important that students and their families discuss the information below together and seek clarity from the college if you need more information.

The Senior School pathway is divided into three groups to help students understand the choices available and the outcomes of each pathway post-WPSC. We recognise that Universities, TAFEs and the employment sector are providing students with a range of entries, and we are committed to ensuring every student is placed in the pathway that best suits their needs.

Each pathway that we offer provides students with a Year 12 qualification; there is no pathway better than another, however what is most important is that the pathway that a student chooses is the best option for them.

At WPSC we are grouping the options available into:

- VCE ATAR - Tertiary Pathway
- VCE VM - VCE Vocational Major
- VPC – Victorian Pathways Certificate



VCE ATAR

The Victorian Certificate of Education (VCE)

- Is a two-to-three-year course of study for students in their final years of schooling.
- Is set by the Victorian Curriculum & Assessment Authority (VCAA)
- Aims to give students a well-rounded, comprehensive education that allows for any pathway that the student might choose, from further education, training and/or employment.

Who should be undertaking the VCE pathway?

Ask yourself these questions;

- Am I organised and reliable?
- Am I self-motivated and ready to take responsibility for my own learning?
- Am I ready to prioritise my study?
- Am I committed to attending all classes and completing homework?
- Do I have a clear goal and reason for completing my VCE?
- Do I require an ATAR to continue into my chosen pathway?

Requirements to qualify for the VCE

To be awarded the VCE, a student must satisfactorily complete a **minimum of sixteen units**, which must include:

- Three of the four compulsory units of English including units 3 and 4. A unit is one "semester's work".
- Four pairs of Units 3 and 4 sequences including English units 3 and 4.
- Unit 3/4 sequences are those normally undertaken in Year 12, or through Early Access.
- Satisfactory completion of a unit means demonstrating achievement of ALL learning outcomes for that Unit. Units which are VET Certificate studies may also contribute to the VCE Unit total and Unit 3/4 sequences.

Students typically undertake a total of 20 semester-length units. Normally, ten units will be studied in Year 11, and ten units will be studied in Year 12.

The decision regarding satisfactory completion in all Units will be based on results from the set of tasks designed to allow students to demonstrate the Learning Outcomes for each unit, completed during the semester. All Learning Outcomes must be demonstrated for satisfactory completion of each.

Assessment in VCE

- Units 1 and 2 – Assessment is school-based. Students are assessed on a range of tasks, including a formal end of unit exam. The VCAA issues an end of year statement showing what units the student has satisfactorily completed. There is no "Year 11" certificate in the VCE.

- Units 3 and 4 – Assessment is controlled by the VCAA. Students are awarded a score and an S (Satisfactory) or an N (not satisfactory), on School-Assessed Coursework (SAC), School-Assessed Tasks (SAT) or exams. Assessment will be at least 50% by external examination in November and by School-Assessed Coursework or School-Assessed Tasks. School- assessed Coursework is based on work done in class as part of the regular teaching and learning program. School-Assessed Tasks involve longer-term assessment in studies where models or products are an integral part of the unit, such as a folio in Studio Art.

What is a Study Score?

If you obtain at least two graded assessments and achieve an S for both Units 3 and 4 in a study in the same year, you will receive a study score. A study score is a number between 0 and 50 that indicates your ranking in terms of all students doing that study in that year.

What is an Atar?

Tertiary institutions look at the ATAR and the combinations of VCE studies students have completed before offering places.

The ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC) based on study scores and is presented as a ranking between 0.00 and 99.95.

If you want to obtain an ATAR, you need to have at least four study scores, one of which must be from the English group.

VCE PROGRAMS
Within the Senior School Handbook are detailed descriptions of subjects offered at Western Port Secondary College. Students should select a program according to their career path/s. Students may select the subjects specified in a particular example program or select subject by subject.

What if a subject does not run?

In the event that a subject of particular interest, typically required as a prerequisite towards a tertiary pathway is unable to be offered at the college, Virtual Schools Victoria may be an option. This is often the case with a language other than Indonesian or a subject with a particularly low participate rate (e.g. Specialist Mathematics etc).

If you feel this might be the case with a subject you are considering, please refer to the link below to check if the Virtual Schools Victoria delivers that subject. From there, discussion in a career and pathways meeting with a parent/carer needs to be arrange via the Senior School. Further details available form the senior office, or via the links.

Virtual School Victoria vsv.vic.edu.au
Enrolment - Virtual School Victoria (vsv.vic.edu.au)

VCE ATAR SUBJECTS

The Arts

- Art Making and Exhibiting
- Art Visual Communication and Design (VCD)
- Music

Humanities

- Business Management
- Geography
- History
- Legal Studies
- Sociology

Physical Education and Health

- Health & Human Development
- Outdoor and Environmental Studies
- Physical Education

English and Languages

- English

Design Technology

- Food Studies
- Product Design

Mathematics

- Foundation Mathematics
- General Mathematics
- Math Methods
- Specialist Mathematics

Science

- Biology
- Chemistry
- Physics
- Psychology

THE ARTS

Art Making and Exhibiting

Accreditation Period: 2023 - 2027

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed, and exhibitions are curated. It also has an influence on the students' own practice and encourages them to broaden and develop their own ideas and thinking around their own art making.

A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study

- Unit 1: Explore, expand and investigate
- Unit 2: Understand, develop and resolve
- Unit 3: Collect, extend and connect
- Unit 4: Consolidate, present and conserve

Visual Communication and Design

Accreditation Period: 2024 – 2028

Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Students explore how designers visually communicate concepts when designing messages, objects, environments and interactive experiences. They work both together and independently to find and address design problems, making improvements to services, systems, spaces and places experienced by stakeholders, both in person and online. Students employ a design process together with convergent and divergent thinking

strategies to discover, define, develop and deliver design solutions. Drawings are used to visually represent relationships, ideas and appearances, while models and prototypes are produced for the purposes of testing and presentation. Students participate in critiques, both delivering and receiving constructive feedback and expanding their design terminology.

During this study, students consider various factors that impact design decisions, including conceptions of good design, aesthetic impact, and economic, technological, environmental, cultural and social influences. Students also consider how best to accommodate the varied needs of people and our planet, both now and in the future, using human-centred design principles, together with ethical, legal, sustainable and culturally appropriate design practices. Students learn about the relationships between design, place and time, acknowledging Aboriginal and Torres Strait Islander design knowledges, histories, traditions and practice.

- Unit 1: Finding, reframing and resolving design problems
- Unit 2: Design contexts and connections
- Unit 3: Visual communication in design practice
- Unit 4: Delivering design solutions

Music

Accreditation Period: 2023 – 2027

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

In this study students are offered a range of pathways that acknowledge and support a variety of student backgrounds and music learning contexts, including formal and informal.

- Unit 1: Organisation of Music
- Unit 2: Effect in Music
- Units 3 and 4: Music Contemporary Performance

HUMANITIES

Business Management

Accreditation Period: 2023 – 2027

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management Study Design follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

- Unit 1: Planning a business
- Unit 2: Establishing a business
- Unit 3: Managing a business
- Unit 4: Transforming a business

Geography

Accreditation Period: 2022 – 2027

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Students explore key questions through fieldwork, the use of geospatial technologies and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform these.

Twelve key geographic concepts underpin the study – change, distance, distribution, environment, interconnection, movement, place, process, region, scale, spatial association and sustainability. Each area of study utilises these concepts to assist in the observation, description, interpretation, analysis and explanation of geographic phenomena. VCE Geography is designed around two key concepts: change and interconnection, emphasising increasing human interaction with environments, which has had, and continues to have, significant consequences.

VCE Geography enables students to examine natural and human induced phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface. In doing so, students develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated

with historical, economic, ecological and cultural perspectives, deepen understanding of places and environments, and the human interactions with these.

- Unit 1: Hazards and disasters
- Unit 2: Tourism: issues and challenges
- Unit 3: Changing the land
- Unit 4: Human population: trends and issues

History

Accreditation Period: 2022 – 2027

Units 1 and 2 - Modern History

This unit explores the transformative period from the late 19th century to the early 21st century, focusing on the social, political, economic and cultural changes that defined modern history. The late 19th and early 20th centuries witnessed the decline of empires, the rise of nationalism, militarism, and imperialism, and sweeping changes brought about by industrialisation and modernisation. Key events such as the unifications of Italy and Germany, the Meiji Restoration in Japan, and the collapse of imperial China reshaped the global balance of power. World War One marked a turning point, dismantling old power structures and leading to new nation-states, ideologies and economic instability, particularly through the Great Depression. The interwar years saw the rise of fascist regimes, technological innovation and cultural shifts, while growing tensions culminated in World War Two and the Holocaust.

The second half of the 20th century was dominated by the Cold War and the ideological contest between democracy and communism, manifesting in proxy wars and global tensions. The fall of the Berlin Wall and the collapse of the USSR signalled the end of this era, while decolonisation gave rise to independence movements across Africa, Asia and the Middle East. This period also saw the growth of global organisations and social movements challenging traditional power structures, including feminism, civil rights, and environmentalism. In the early 21st century, terrorism, most notably the 9/11 attacks, redefined global politics and security. The Global Financial Crisis exposed vulnerabilities in economic systems, while rapid technological advancement, especially the rise of the internet, transformed communication, social interaction, and political activism, shaping the modern world in complex and lasting ways.

Units 3 and 4 – Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

The two areas studied are:

- The French Revolution
- The Russian Revolution

Legal Studies

Accreditation Period: 2022 – 2027

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and / or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness, equality and access:

- Fairness: all people can participate in the justice system and its processes should be impartial and open
- Equality: all people engaging with the justice system and its processes should be treated in the same way; if the same treatment creates disparity or disadvantage, adequate measures should be implemented to allow all to engage with the justice system without disparity or disadvantage
- Access: all people should be able to engage with the justice system and its processes on an informed basis.

- Unit 1: The presumption of innocence
- Unit 2: Wrongs and rights
- Unit 3: Rights and justice
- Unit 4: The people, the law and reform

Sociology

Accreditation Period: 2024 – 2028

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology

students examine key theories regarding family, deviance, ethnicity, community and social movements.

Understanding society from a sociological perspective involves the use of what the sociologist Charles Wright Mills (1959) described as a sociological imagination, that is, a constantly critiquing mindset. In VCE Sociology students learn about and apply the sociological imagination by questioning their assumptions and reflecting on their understandings and ideas about social relations.

Sociology draws on scientific method in the exploration of social relationships and the outcomes of social activities. The scientific method is a systematic process applied to research questions and problems in an attempt to achieve objective observation, collection and analysis of data. Sociologists work to develop a reliable and valid body of knowledge based on research. In doing so, they adhere to various ethical codes of conduct. The primary goal of research ethics is to protect the wellbeing of the groups and individuals with whom sociologists work.

- Unit 1: Youth and family
- Unit 2: Deviance and crime
- Unit 3: Culture and ethnicity
- Unit 4: Community, social movements and social change

PHYSICAL EDUCATION AND HEALTH

Health and Human Development

Accreditation Period: 2025 – 2029

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health.

Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health organisations and the Australian Government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

- Unit 1: Understanding health and wellbeing
- Unit 2: Managing health and development
- Unit 3: Australia's health in a globalised world
- Unit 4: Health and human development in a global context

Outdoor and Environmental Studies

Accreditation Period: 2024 – 2028

VCE Outdoor and Environmental Studies develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. 'Outdoor environments' encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices.

The study enables students to make critically informed comments on outdoor environmental issues, including asking questions about environmental sustainability and human connections to Country, both past and present. Students are able to understand the importance of change to environmental health from human or natural influences.

In this study, both passive and active outdoor experiences provide essential means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans historically through to the modern day, and into the future.

- Unit 1: Connections with outdoor environments
- Unit 2: Discovering outdoor environments
- Unit 3: Relationships with outdoor environments
- Unit 4: Sustainable outdoor environments

Physical Education

Accreditation Period: 2025 – 2029

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise.

Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance in physical activity, sport and exercise.

Integrating theoretical understanding and practice is central to the study of VCE Physical Education. Theoretical knowledge and skills are developed and utilised in and through practical activities, which can be opportunistic, structured or investigative experiences. Practical activities challenge students to reflect on and share their participatory perspectives, while emphasising the educational value of human movement to develop theoretical understanding. These opportunities ultimately help students to develop deeper holistic connections that support their understanding of biophysical and psychosocial movement concepts.

- Unit 1: The human body in motion
- Unit 2: Physical activity, sport, exercise and society
- Unit 3: Movement skills and energy for physical activity, sport and exercise
- Unit 4: Training to improve performance

LANGUAGES

English and English as an Additional Language

Accreditation Period: 2023 – 2027

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

DESIGN TECHNOLOGY

Food Studies

Accreditation Period: 2023 - 2027

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills, and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends.

Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

- Unit 1: Food origins
- Unit 2: Food makers
- Unit 3: Food in daily life
- Unit 4: Food issues, challenges and future

Product Design

Accreditation Period: 2024 - 2028

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the form, function and aesthetics of products.

Central to VCE Product Design and Technologies is a design process that encourages divergent and convergent thinking while engaging with a problem. The design brief identifies a real need or opportunity and provides scope for designing, making and evaluating. Investigation and research inform and aid the development of designed solutions that take the form of physical, three-dimensional products.

In VCE Product Design and Technologies students are designer-makers who design solutions that are innovative and ethical. As designer-makers, they learn about the design industry, teamwork and the collaborative nature of teams, entrepreneurial activities, innovative technologies and enterprise. The development of designed solutions requires

speculative, critical and creative thinking, problem-solving, numeracy, literacy, and technacy. Students participate in problem-based design approaches that trial, test, evaluate, critique and iterate product solutions. Students prototype and test using a variety of materials, tools and processes. Throughout the process of designing and testing, students learn that innovative and ethical solutions come from constructive failure and intentional evaluation.

Knowledge and use of technological resources are integral to product design. Designers safely and sustainably transform materials into products using a range of materials, tools and processes. In this study, students gain an understanding of both traditional and new and emerging materials, tools and processes. They study and experience a variety of design specialisations and use a range of materials, tools and processes as they demonstrate technacy.

- Unit 1: Design practices
- Unit 2: Positive impacts for end users
- Unit 3: Ethical product design and development
- Unit 4: Ethical production and evaluation

MATHEMATICS

Combinations of Mathematics Units

Units 1 and 2	Units 3 and 4
Foundation Mathematics	Foundation Mathematics
General Mathematics	General Mathematics or Foundation Mathematics
Mathematical Methods	Mathematical Methods or General Mathematics
General Mathematics and Mathematical Methods	General Mathematics and Mathematical Methods
Mathematical Methods	Mathematical Methods and Specialist Mathematics*
Mathematical Methods and Specialist Mathematics	Mathematical Methods and Specialist Mathematics
Mathematical Methods and Specialist Mathematics	General Mathematics, Mathematical Methods and Specialist Mathematics

**For this combination of units, students will need to undertake some supplementary study with respect to assumed knowledge and skills for Specialist Mathematics Units 3 and 4.*

Foundation Mathematics

Accreditation Period: 2023 - 2027

Foundation Mathematics provides for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

Topics covered are:

- Algebra, number and structure
- Data analysis, probability and statistics
- Financial and consumer maths
- Space and measurement

General Mathematics

Accreditation Period: 2023 -2027

General Mathematics provides students for the study of non-calculus and discrete mathematics topics. It is designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Topics covered are:

- Data analysis, probability and statistics
- Algebra, number and structure
- Functions, relations and graphs
- Matrices
- Space, measurement and applications of trigonometry
- Graphs and networks

Maths Methods

Accreditation Period: 2023 -2027

Maths Methods involves the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. It also provides background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Topics covered are:

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

Specialist Mathematics

Accreditation Period: 2023 - 2027

Specialist Mathematics includes the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. It also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Topics covered are:

- Number, algebra and structure
- Logic and algorithms
- Sequences and series
- Combinatorics
- Matrices
- Data analysis, probability and statistics
- Trigonometry
- Transformations and vectors
- Complex numbers

SCIENCE

Biology

Accreditation Period: 2022 -2027

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety and ethical guidelines associated with biological investigations is integral to the study of VCE Biology.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in biology has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary biological challenges.

- Unit 1: How do organisms regulate their functions?
- Unit 2: How does inheritance impact on diversity?
- Unit 3: How do cells maintain life?
- Unit 4: How does life change and respond to challenges

Chemistry

Accreditation Period: 2023 -2027

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety considerations, including use of safety data sheets, and ethical guidelines associated with undertaking investigations is integral to the study of VCE Chemistry.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in chemistry has changed, and continues to change, in response to new evidence, discoveries and thinking. They explore the impact of chemistry on their own lives, and on society and the environment. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary chemistry-based challenges.

- Unit 1: How can the diversity of materials be explained?
- Unit 2: How do chemical reactions shape the natural world?
- Unit 3: How can design and innovation help to optimise chemical processes?
- Unit 4: How are carbon-based compounds designed for purpose

Physics

Accreditation Period: 2023 – 2027

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in physics has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary physics challenges.

Through the study of VCE Physics students continue to develop skills to describe, explain, analyse and mathematically model diverse physical phenomena.

- Unit 1: How is energy useful to society?
- Unit 2: How does physics help us to understand the world?
- Unit 3: How do fields explain motion and electricity?
- Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

Psychology

Accreditation Period: 2023 – 2027

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

Students study contemporary research, models and theories to understand how knowledge in psychology has developed and how this knowledge continues to change in response to new evidence and discoveries in an effort to solve day-to-day problems and improve psychological wellbeing. Where possible, engagement with Aboriginal and Torres Strait Islander ways of doing, being and knowing has been integrated into the study, providing students with the opportunity to contrast the Western paradigm of psychology with Indigenous psychology. An understanding of the complexities and diversity of psychology provides students with the opportunity to appreciate the interconnectedness of concepts both within psychology and across psychology and the other sciences.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in psychology has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop the capacity to critically assess the strengths and limitations of science, they develop respect for evidence-based conclusions, and they gain an awareness of the ethical and cultural contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary psychological challenges.

- Unit 1: How are behaviour and mental processes shaped?
- Unit 2: How do internal and external factors influence behaviour and mental processes?
- Unit 3: How does experience affect behaviour and mental processes?
- Unit 4: How is mental wellbeing supported and maintained?

VCE Vocational Major: VCE VM

What is VCE – Vocational Major?

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- Equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- Empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

Completing the VCE Vocational Major

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition. Most students will undertake between 16-20 units over the two years.

What is structured workplace learning and how do I go about seeking out an appropriate placement?

Structured Workplace Learning is an opportunity for VCE – Vocational Major students. It allows them to gain practical experience in a workplace associated with their VET course.

It is the student's responsibility to seek out an appropriate SWL placement. Students can develop their communication and networking skills and grow in confidence by independently arranging their SWL. Beginning with contacts such as family and friends is a

great place to start. By doing this you are more likely to enjoy a more meaningful placement that will be more satisfying and rewarding. Students are strongly advised to check with their training provider to ensure that the placement they are considering satisfies the requirements of their VET course. Students should begin investigating potential workplace locations during Term 3 and 4, in preparation for the following year. Placement days will be Wednesday or Friday, alternate to your VET Day and will run throughout the year. Students can see the Careers team for further support in arranging SWL.

There are numerous legal issues concerning SWL. Students must make sure the relevant legal forms are completed before commencing a placement. Students must also consider travel arrangements when organising their placement. These forms will be distributed at school and must be submitted to the Senior School Office via the Careers Practitioner.

Is VCE – Vocational Major for You?

If you are seriously considering this as an option, it is vital you read through the following points. You need to be able to confidently tick each point. If you have any questions or uncertainties, please make sure you speak to the Senior Sub School or Careers staff.

- VCE – Vocational Major is not a course for students intending on going on to university or needing an ATAR score.
- It is a course suited for young people who wish to gain an apprenticeship or traineeship.
- If intending going onto TAFE at the end of Year 12, students should carefully check that they are able to qualify for their TAFE course.
- A VET/TAFE course must be studied as part of the VCE – Vocational Major certificate.
- VET/TAFE attendance may require students to be able to make their own way to the location the course is being taught at. This will be at the students own expense.
- Work placement will need to be linked to the VET/TAFE course you are enrolled in.
- Attendance at school, TAFE and work placement is vital if you are to complete your VCE certificate.
- Although students will be completing more practical subjects, there is still a writing/theory and assessment components to all classes including VET/TAFE. This includes the completion of the General Achievement Test (GAT).

As this is a VCE certificate, please ensure you also take the time to carefully read all expectations of the VCE as this certificate is bound by the same requirements. If you are unsure about any of the following points, or how this could affect you please ensure you speak to the Senior Sub School or Careers Team.

VCE VM SUBJECT OVERVIEWS

Literacy

Accreditation Period: 2023 -2027

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Texts are drawn from a wide range of contexts and focused on participating in the workplace and community. They are from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study. The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Numeracy

Accreditation Period: 2023 -2027

Western Port Secondary College Vocational Major students complete VCE Foundation Mathematics as a part of their VM learning sequence. Foundation Mathematics provides for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

Foundation Mathematics focuses on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study include 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

Personal Development Skills

Accreditation Period: 2023 -2027

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments. Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

Work Related Skills

Accreditation Period: 2023 -2027

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Victorian Pathways Certificate: VPC

The VPC is designed for students in Years 11 and 12 who would benefit from a more individualised program at a more accessible level than a senior secondary program. The VPC curriculum provides learning based on applied learning principles and is a pathway into further education, employment and training.

VPC at WPSC aim to engage students and provide flexibility to meet individual learning needs. The VPC will equip students with skills and knowledge to make informed decisions affecting their future and provide them with an opportunity to achieve personal goals.

VPC pathway is the lowest level of secondary school certificate and is aligned with an Australian skills framework level one.

Students will be supported by the school to move into this pathway if appropriate to their needs and will complete this with our wonderful and supportive inclusion team. It is not the pathway most young people will follow.

The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education.

Requirements for satisfactory completion of VPC

The VPC is an accredited foundation secondary qualification and may include VPC units, VCE and VCE VM units and VET units. VPC units can be completed in any order and in any year to allow for flexible delivery.

A student is awarded the VPC when they have satisfactorily completed a combination of units that meet the requirements. Students receive a satisfactory result for a unit when all modules within that unit have been completed.

There are no specific entry requirements for VPC studies.

Minimum Requirements for VPC

Students must satisfactorily complete 12 units to obtain the VPC.

- At least 2 units of VPC Literacy (or units from the VCE English group)
- At least 2 units of VPC Numeracy (or units from the VCE Mathematics group)
- At least 2 Personal Development Skills units
- At least 2 VPC Work Related Skills units

The remaining 4 units can include any VPC, VCE, VCE VM or VET units.

VPC Attendance

VPC attendance policies align with that of all WPSC programs. Please see our college attendance policy: ATTENDANCE-POLICY.pdf

Coursework

Requirements

Students are required to complete tasks set by their teacher in class and set as homework. Students are also expected to engage with opportunities such as incursions, excursions and further training provided to them as part of their curriculum.

Extensions

When students are absent or require an extension for their coursework, they are expected to contact their teacher via Microsoft Teams or email. The teacher and the student will be responsible for negotiating an appropriate submission date, that meets the needs of the student and timeline of the unit of work.

N results

Students who receive a not yet complete (N) for a unit of work will have the opportunity to be re-enrolled to attempt to gain satisfactory completion (S). This will be arranged by the senior school team and will include a consult with parents/carers and the student.

There are no restrictions on students repeating units, however they can only obtain credit once for each unit.

If students receive an N and do not redeem this unit, it could impact their ability to receive a full VPC completion.

Special Provisions

The VCAA Special Provision Policy aims to provide students in defined circumstances with the opportunity to participate in and complete their foundation and secondary level studies.

Special provision is available to VPC students for classroom learning and school-based assessments. Students who require special provision may be contacted the senior leader who will begin the processes required. Alternatively, if you feel a young person should be receiving special provision, please contact the school.

Special provision aims to make sure students are offered the most appropriate, fair and reasonable options to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances.

Please read the Special Provision Policy (VCAA Special Provision - Victorian Curriculum and Assessment Authority) if you require more detail.

Vocational Education and Training: VET

VET is a growing part of the College curriculum. Participation in a VET program whilst at school allows students to learn about industry, employment pathways and gain skills that are relevant to the needs of industry. By successfully completing the program, students can add to their VCE or VCE VM certificates and receive additional qualifications.

Important Considerations

Students will need to have demonstrated a satisfactory level of literacy and numeracy ability, along with appropriate learning behaviours to be considered for a VET program as VET is considered an accelerated program.

- May involve an additional cost, payable in accordance with the provider's timeline
- Will impact on timetable
- Could involve holiday work placement in certain courses, can be completed in work experience also
- Attendance is a requirement and monitored closely
- Most VET courses have a two-year commitment to complete the certification
- Some VET courses run on a day other than Wednesday
- Students need to be self-motivated and organised. They are entering an adult learning environment and need a certain level of maturity to do so
- Students will enter a probationary period if undertaking VET in Year 10. Attendance, behaviour, and academic progress will be monitored for all VET students

Language, Literacy, Numeracy Assessment

As a requirement of the student entry procedure into VET, students may have to undertake a Language Literacy and Numeracy (LLN) assessment or a BSBK If enrolling into a Chisholm VET course.

The purpose of the LLN assessment test is to confirm language, literacy and numeracy skills. We observe the participants for any signs of difficulty in completing the test. The aim of this assessment is to ensure that we confirm the learning needs of our students before the training begins. If we can identify any participant with special needs or learning barriers we can then ensure that we communicate this to their VET trainers with an aim for Trainers to modify any learning and assessment strategies/ materials to accommodate their needs.

VET Expectations

For all VETis Courses there is a requirement that students successfully complete the course work and achieve a 90% attendance rate. Most VETis subjects are one day per week and students will miss regular classes timetabled on their VET day. Students are responsible for liaising with teachers and keeping their normal class work up to date. All absences require a medical certificate. Most of the VET courses available to students run on Wednesday afternoon.

As students will be representing the College during VET classes, all student policies apply. Students can be withdrawn from VET courses if there is a significant concern, ongoing behaviour issue, safety issues, etc. No refunds will be offered after payment cut-off date if a student needs to be withdrawn for these reasons.

VET Assessments

When selecting a VET course, it is important to remember that all courses will have assessments. Some assessments are hands on, other are presentation, tests, workbooks, examinations etc. Students are expected to participate in all assessment to achieve a satisfactory result. VET courses that attract a Study Score are academic courses and require significant theory. These courses will also require students to sit the GAT examination and an end of year performance or theory examination, in the year that scored assessment takes place (usually second year). All courses have Occupation Health and Safety theory components.

External Vet Locations

Students will be enrolled in courses offered at WPSC, but if they need to be undertaken at other locations, Chisholm Frankston is our major provider of VET courses. We also utilise, Foundation Learning Centre, Somerville SC, Mount Eliza SC & Elisabeth Murdoch College amongst others. Selected other schools across the cluster have opportunities and enrolment location will always be discussed prior to enrolment.

Travel to such locations should be considered when investigating these options. Students are responsible for making their way to and from their VET program.

In the event the VET falls in the second half of the day (i.e., 1pm), students will be expected to attend school in the morning in full school uniform until recess and then sign out to travel to their VET.

Dress Code

Students are expected to attend external secondary schools in their WPSC VET uniform unless specified by the provider. Majority of TAFE trade courses will require PPE equipment and requirements will be provided at enrolment time. For all VET courses, regardless of their location, students will need to comply with the clothing policies and expectations.

On Site Dress Code

Each VET delivered onsite will have different requirements for unform/attire/PPE, however, there is the expectation that all students wear the Western Port Secondary College VET Uniform starting in 2025. Uniform costing will be raised with students undertaking the VET as part of their enrolment process. Students who do not comply with the uniform requirements of both on and off-site locations will not be permitted to engage in the course until the issue is resolved.

FRANKSTON AND MORNINGTON PENINSULA – VET AND SBAT PROGRAMS

PLEASE NOTE: This list may change as updates on VET courses are confirmed

- Acting (Screen) Elisabeth Murdoch College
- Active Volunteering (Project Ready) Western Port Secondary College
- Agriculture Bayside Christian College
- Agriculture Elisabeth Murdoch College
- Animal Studies Foundation Learning Centre
- Apparel, Fashion &, Textiles Elisabeth Murdoch College
- Automotive Studies Chisholm
- Aviation Remote Pilot (Drone) Elisabeth Murdoch College
- Applied Digital Technologies (Game Engine Scripting Foundations) AIE
- Building Construction Chisholm
- Building Construction Western Port Secondary College
- Business Chisholm
- Business Foundation Learning Centre
- Business Monterey Secondary College
- Business Western Port Secondary College
- Cabinet Making and Timber Technology Chisholm
- Community Services Advance Community College
- Community Services Chisholm
- Community Services Foundation Learning Centre
- Community Services Western Port Secondary College
- Computer Assembly & Repair Chisholm
- Conservation & Ecosystems Management SBAT Advance Community College
- Conservation & Ecosystems Management Monterey Secondary College
- Construction & Road Infrastructure (Job Camp)
- Cookery Monterey Secondary College
- Cookery & Hospitality Western Port Secondary
- Creative Industries (3D Animation Foundations) AIE
- Dance Elisabeth Murdoch College
- Design Fundamentals (Graphics) Chisholm
- Design Fundamentals (Photography) Chisholm
- Early Childhood Education & Care Elisabeth Murdoch College Early Childhood Education & Care Chisholm
- Early Childhood Education & Care Foundation Learning Centre
- Early Childhood Education & Care Western Port Secondary College
- Electro-technology (Electrical) Chisholm
- Electro-technology (Electrical) Somerville Secondary College
- Engineering Chisholm
- Equine Studies Toorak College
- Fitness Chisholm
- Furniture Making Monterey Secondary College
- Health Service Assistant Chisholm
- Health Service Assistant Elisabeth Murdoch College
- Health Service Assistant Monterey Secondary College
- Horticulture Chisholm
- Hospitality Chisholm
- Hospitality Monterey Secondary College
- ICT Cyber Security Chisholm
- ICT Games Technology Chisholm
- Individual Support Chisholm

- Information Technologies (Game Development Foundations) AIE
- Interior Decoration (Retail) Mt Eliza Secondary College
- Interior Decoration (Retail) Elisabeth Murdoch College
- Multi-Industry Program (Year 10) Western Port Secondary College
- Music (Performance) Mt Eliza Secondary College
- Music (Performance) Monterey Secondary College
- Music (Performance Mount Erin College
- Music (Sound Production) Mt Eliza Secondary College
- Music (Sound Production) Monterey Secondary College
- Parks & Gardens SBAT Advance Community College
- Patisserie (Cookery)Chisholm
- Plumbing Chisholm
- Plumbing Somerville Secondary College
- Printing and Graphic Arts Chisholm
- Salon Assistant Chisholm
- Salon Assistant Foundation Learning Centre
- Screen & Media (Game Art Foundations) AIE
- Screen & Media Chisholm
- Screen & Media Monterey Secondary College
- Sports Academy Chisholm
- Sport & Recreation Chisholm
- Sport & Recreation Monterey Secondary
- Sport and Recreation Western Port Secondary College
- Tourism Chisholm Visual Arts Chisholm
- Visual Arts (Filmmaking & VFX Foundations) AIE

School Based Apprenticeship or Traineeship: SBAT

A school-based apprenticeship or traineeship (SBAT) gives students a head start into a Cert III Apprenticeship or Traineeship part time 2 days per week while they complete secondary school. This has the opportunity to turn into a full-time apprenticeship or traineeship post school to complete the remainder of the recognised qualification.

SBAT students are paid according to the award rate of the industry that their apprenticeship or traineeship is in. Each year completed can provide up to 6 months off the total qualification. Students can receive credit for their SBAT towards the VCE, VCE Vocational Major or Victorian Pathways Certificate.

The SBAT student will undertake an enrolment process with our industry partner HeadStart. HeadStart is a program that supports students in years 10-12 to participate in a school-based apprenticeship and traineeship (SBAT) program to develop skills, capabilities and confidence that employers in growth industries need.

SBAT are a unique way for students to:

- make a start on their career before finishing school
- get paid for time spent working and learning
- get hands-on training that leads to a VET qualification and provides credit towards school
- finish school with a competitive edge in the employment market

Candidates who meet the strict criteria are also able to apply for SBAT programs external to WPSC if an opportunity arises during their VET studies.

Each has a separate application process and criteria for application. Please see Careers and Pathways staff to see if you qualify.

- Agriculture
- Early Childhood & Education
- Education Support (Teacher's aide)
- Health Services
- Fitness Industry
- Information Technology
- Viticulture
- Warehousing
- Landscaping – Turf Management
- Business
- Civil Construction
- Building and Construction -carpentry
- Electrical
- Plumbing, tiling,
- Manufacturing - engineering fabrication
- Hairdressing
- Automotive - heavy and light, auto electrical
- Marine Technology and so many more options