



**WOODLEIGH**school

A SCHOOL of INDEPENDENT THOUGHT

2020

*Year 9 & 10 Subject Selection Handbook*

# Year 9 & 10 Subject Selection Handbook 2020

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## Key Dates for Year 9 & 10 Subject Selection 2020

***Thursday 21 May 2019:***

Year 9 & 10 Subject Information (for Year 8 & 9 parents and students). The session will be followed by a VCE Information session.

***June 2019:***

Online subject selection opens.

***Tuesday 30 July 2019:***

Submission of subject selections due by 9am. This includes selections entered online and a printed and signed receipt handed in at school.

# Year 9 & 10 Subject Selection 2020

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This booklet outlines the subjects which will be offered to students undertaking Years 9 and 10 at Woodleigh School in 2020. The middle school (Years 9 and 10) elective system is designed to provide students with choice and a broad educational experience prior to specialising in Year 11.

Students undertaking Year 10 in 2020 will subsequently undertake the Victorian Certificate of Education, a two-year course of study, in 2021 and 2022. Details of the VCE courses offered are included at the rear of this handbook.

**After** finalising the VCE timetable, it **may** be possible for individual students in Year 10 to join VCE classes and hence opt for a VCE subject instead of a Year 10 elective. **This will need to be determined once VCE subject blockings are finalised.** Students wishing to enter VCE subjects must meet the eligibility criteria outlined on page 8.

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## Schedule for Selection of Subjects

1            ***Subject Handbooks*** are distributed to students during Term 2.

In addition to the information offered in this booklet, students and parents should feel free to seek the advice of teachers, tutor teachers and Ms Gina Bolch. We encourage students to pursue continuing research into possible career and further education prospects. The internet, Library and Careers Room provide resources for this purpose.

2            ***Subject Information Evening – Tuesday 21 May 2019***

This night provides specific information for Year 9 and 10 subject selection and will also provide information to enable planning for VCE subject selections and careers/courses beyond school. Year 8 and 9 (2019) parents and students are encouraged to attend.

3            ***Online Subject Selection Due***

Students will be required to complete their subject selection online. If students are interested in taking one VCE subject in Year 10 this can also be indicated. Students need to print their final selections and return this signed form by Tuesday 30 July.

Towards the end of Term 3, a subject confirmation email will be sent. Every effort will be made to cater for all students, but inevitably some students may have to revise their choices for their final selection. These students will be notified.

***Subject Selection forms due: Tuesday 30 July 2019***

# Advice to Students and Parents

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## *In selecting electives, students should take into account:*

- Their interests and abilities.
- The need to maintain a broadly-based studies program.
- The need to keep options open for VCE and tertiary education.
- Career and further education prospects.

Years 9 and 10 should be seen as a perfect opportunity to 'try' new and different subjects prior to specialising in VCE.

Specific subject information, in addition to that which is provided here, can be sought from the relevant Faculty or Department Heads.

## *Faculty and Subject Contact Information*

|                        |                              |
|------------------------|------------------------------|
| Careers                | Ms Gina Bolch                |
| Drama                  | Ms Carey Saunders            |
| English                | Mrs Sonia Murr               |
| Humanities             | Mr Tom Ryan                  |
| Information Technology | Mr Lance Pilgrim             |
| LOTE                   | Ms Michelle Pitcher          |
| Mathematics            | Ms Christina Brown           |
| Media                  | Ms Amy White                 |
| Music                  | Ms Cathy Holt                |
| Personal Development   | Mr Michael Paxino            |
| Science                | Mr David Benton              |
| VETiS / SBAT           | Ms Amy White/Mr Peter Allsop |
| Visual Arts            | Ms Kristen Guthrie           |

# Year 9 at Woodleigh School

## Compulsory Core Subjects

At Year 9, all students study English and Mathematics as core subjects for the duration of the year. They are also required to complete a core unit in Humanities and Physical Education/Health.

Whilst Science is included in the elective offerings, all Year 9 students are required to complete General Science – or to choose 2 other science electives in its place.

LOTE (Languages other than English) are also listed in the elective offerings, but all students are **strongly advised** to continue with LOTE throughout Year 9.

Overall, students will undertake 2 core subjects (English and Mathematics), the compulsory Humanities and PE/Health units and then select 6 other electives in total – **with 2 of these being LOTE (very strongly advised) and at least one being Science (General Science as a minimum).**

## Elective Choices

| Level A<br><i>Aimed at Year 9 (but could also be done by Year 10s consolidating)</i>   | Level A/B<br><i>Suitable for both Year 9 and Year 10 students</i>  | Level B<br><i>Aimed at Year 10 (but may also be suitable for some highly able Year 9s who are ready to be challenged)</i>  |
|--|--|--|
|  | Ci: Creative, Complex & Collaborative Investigations A/B   |  |
| LOTE: French Year 9 (all year)<br>LOTE: Indonesian Year 9 (all year)   | Literacy Studies A/B   | LOTE: French Year 10 (all year)<br>LOTE: Indonesian Year 10 (all year)   |
| General Science A*<br>Natural Sciences A<br>Science of New Materials A<br>Science of Technology A  | Animal & Plant Production A/B (2021)<br>Conservation & Land Management A/B (2020)  | Biology B<br>Chemistry B<br>Marine Science B<br>Physics B<br>Science of Sport B  |
|  | Animation & Games Dev. A/B (2020)<br>Data Analytics Real Life Project (2020)<br>Drones, Coding & App. Dev. A/B (2021)<br>Software & App. Dev. A/B (2020)<br>Web Design & Dev. A/B (2021) |  |
| Art and Design A<br>Design & Technology A<br>Drama A<br>Group Music A  | Environmental Design A/B<br>The Media & You A/B<br>Textiles A/B  | Art B<br>Building & Construction B (2020)<br>Contemporary Music B<br>Drama: Devising Performances B<br>Drama: The Actor's Tools B<br>Group Music B<br>Making Fine Furniture in Wood B<br>Media: Life in the Lens B<br>Product Design B<br>Visual Communication B |
| Food Studies A   | Outdoor Education A/B  | Food Studies B   |
|  | Business Studies A/B<br>History: The World at War A/B<br>Law & Order A/B (2021)<br>Money Matters A/B (2020)  | History: Freedom Fighters B  |
|  | Literature A/B (2 year rotation)<br>Literature 2 A/B (2 year rotation)   |  |
| <p><i>Notes – Year 9:</i></p> <p><b>LOTE</b> – All students are strongly advised to continue LOTE into Year 9.</p> <p><b>Science</b> – Science is an elective BUT *General Science is compulsory unless 2 other electives are selected. Over two years, a minimum of 2 units of Science are to be taken, MORE if you intend to take VCE Science.</p> |  |  |

# Year 10 at Woodleigh School

## Compulsory Core Subjects

At Year 10, all students study English and Mathematics as core subjects for the duration of the year. They are also required to complete a core unit each in Humanities and Physical Education/Health.

**Science is an elective subject, but students are strongly advised to select at least one Science elective during Year 10.** If students are considering doing a Science subject in Year 11 or 12, it is recommended that they complete at least 2 Science electives during the year.

Those students who elect to study a Language Other Than English (French or Indonesian) are required to study that language in both Semester 1 and Semester 2 if they intend to continue into VCE.

Overall, students will undertake 2 core subjects (English and Mathematics), the compulsory Humanities and PE/Health units (one semester of each) **and 6 other elective units in total.**

## Elective Choices

Subjects offered as electives are derived from each of the following learning areas: English, Science, Humanities, The Arts, Personal Development, LOTE and Technology. Descriptions of each of these electives are provided in this booklet and include any guidelines regarding their selection over the year.

| Level A<br><i>Aimed at Year 9 (but could also be done by Year 10s consolidating)</i>  | Level A/B<br><i>Suitable for both Year 9 and Year 10 students</i>   | Level B<br><i>Aimed at Year 10 (but may also be suitable for some highly able Year 9s who are ready to be challenged)</i>  |
|---|---|--|
|   | Ci: Creative, Complex & Collaborative Investigations A/B  |  |
| LOTE: French Year 9 (all year)<br>LOTE: Indonesian Year 9 (all year)  | Literacy Studies A/B  | LOTE: French Year 10 (all year)<br>LOTE: Indonesian Year 10 (all year)   |
| General Science A*<br>Natural Sciences A<br>Science of New Materials A<br>Science of Technology A   | Animal & Plant Production A/B (2021)<br>Conservation & Land Management A/B (2020)   | Biology B<br>Chemistry B<br>Marine Science B<br>Physics B<br>Science of Sport B  |
|   | Animation & Games Dev. A/B (2020)<br>Drones, Coding & App. Dev. A/B (2019)<br>Software & App. Dev. A/B (2020)<br>Web Design & Dev. A/B (2019)   |  |
| Art and Design A<br>Design & Technology A<br>Drama A<br>Group Music A   | Environmental Design A/B<br>The Media & You A/B<br>Textiles A/B   | Art B<br>Building & Construction B (2020)<br>Contemporary Music B<br>Drama: Devising Performances B<br>Drama: The Actor's Tools B<br>Group Music B<br>Making Fine Furniture in Wood B<br>Media: Life in the Lens B<br>Product Design B<br>Visual Communication B |
| Food Studies A  | Outdoor Education A/B   | Food Studies B   |
|   | Business Studies A/B<br>History: The World at War A/B<br>Law & Order A/B (2021)<br>Money Matters A/B (2020)   | History: Freedom Fighters B  |
|   | Literature A/B (2 year rotation)<br>Literature 2 A/B (2 year rotation)  |  |
| <i>Notes – Year 9:</i><br><b>LOTE</b> – All students are strongly advised to continue LOTE into Year 9.<br><b>Science</b> – Science is an elective BUT *General Science is compulsory unless 2 other electives are selected. Over two years, a minimum of 2 units of Science are to be taken, MORE if you intend to take VCE Science. | <i>Notes - Year 10:</i><br><b>LOTE</b> – LOTE if chosen must be selected in both semesters so counts as 2 electives.<br><b>Science</b> – Over two years, a minimum of 2 units of Science are to be taken, MORE if you intend to take VCE Science. |  |

# Year 10 at Woodleigh School

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There is also the possibility that some students will have the opportunity to undertake a VCE subject as one of their elective choices. This will be determined **after** the VCE blocks are established and will require application and approval. To be considered for a VCE subject, students **must** have shown evidence of commitment to their studies and demonstrated the organisational skills and maturity to take on an advanced study. Hence, on the preliminary subject selection form, there is the opportunity to express **interest** in specific VCE subjects (further information on the Acceleration Policy is below).

The Electives offered enable students to specialise in line with their interests, abilities and career and further education intentions. Career education is an important part of the overall Year 10 program and is designed and implemented by the Careers Counsellor. Students also complete at least one week of work experience.

The Year 10 program is designed to provide students with a broad education. Elective choices enable them to explore areas of potential interest prior to specialising in Years 11 and 12.

## Acceleration

It may be possible for students to accelerate in certain VCE studies. This process requires students to nominate a study in which they wish to accelerate and then to “qualify” to do so. Considerations will be made as follows:

### *Policy on Accelerating Students in VCE Studies*

#### **Rationale**

There are many benefits of accelerating students into VCE subjects early, but it is also important to recognise the need to balance these benefits with the “risks”.

*Some benefits include:*

- Having a 6th Unit 3 and 4 subject to include in your ATAR score.
- Having the stepped experience of a VCE study a year early, rather than stepping straight into a full VCE program.
- Experiencing a higher degree of challenge – the pace of the work, the rigid requirements for presentation and for meeting deadlines.
- Working alongside a different (older) peer group.
- The experience of SACs and external examinations.
- The opportunity to apply for Higher Education Studies (previously called University Enhancement Studies).

*Some of the drawbacks include:*

- The student may focus on the accelerated study at the expense of the remainder of their Academic program.
- The possibility that the student may achieve a lower Study Score than they would have had they completed the study in the relevant Year level.

#### **Eligibility to apply**

In order to minimise possible problems, we will consider each student application carefully.

For other students we would require a (flexible) combination of:

- Teacher and/or Tutor recommendations.
- Working at or above standard in all relevant subjects.
- Strong NAPLAN (Year 9) and/or Year 10 testing results.
- A history of a reasonable level of maturity and organisation with their Academic studies.
- The Maths Acceleration program is a special case and students involved in this program will be reviewed by the Head of Mathematics.

Notes:

1. Students who do not directly satisfy the listed criteria and wish to proceed with their application will be required to submit the reasons (in writing) as to why they should be exempt, and to attend an interview to discuss their application.
2. Progression from accelerated Units 1 and 2 to Units 3 and 4 in a subject is not automatic.
3. This Acceleration criteria does not apply to students wishing to accelerate into VCE VETiS studies.

We recommend that for most students, the maximum number of VCE Units that they would accelerate is 2 Units (ie 1 subject). Students wishing to accelerate in more than 2 Units would only be considered in very special circumstances\*.

It is an expectation that all students who accelerate, do complete a full allotment of studies at their relevant Year level alongside this accelerated study.

\*In the special case where a student is approved to do 2 studies at an accelerated pace, it is an expectation that they will complete a full load of 5 studies when they are in Year 12 (this may be 4 studies at Woodleigh plus one Higher Education Study or VETiS study or Distance Ed study, thus an overall total of 5 studies).

# Year 10 at Woodleigh School

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## VCE Possible Accelerated Studies

*The following is a list of VCE studies offered in 2019 and their suitability for possible study by Year 10 students:*

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### **Subject**

### **Suitability Comment**

|  |                                    |
|--|------------------------------------|
| Accounting Units 1 & 2                             | Yes                                |
| Agricultural and Horticultural Studies Units 1 & 2 | Yes                                |
| Biology Units 1 & 2                                | Yes                                |
| Business Management Units 3 & 4                    | No                                 |
| Chemistry Units 1 & 2                              | No (unless special case)           |
| Computing Units 1 & 2                              | Yes                                |
| Drama Units 1 & 2                                  | No                                 |
| Economics Unit 1                                   | Yes                                |
| English Units 1 & 2                                | No (unless special case)           |
| Extended Investigation                             | Yes                                |
| Food Studies Units 1 & 2                           | Yes                                |
| Health and Human Development Units 3 & 4           | No                                 |
| History Units 1 & 2                                | No (unless special case)           |
| Legal Studies Unit 1                               | Yes                                |
| Literature Units 1 & 2                             | No (unless special case)           |
| LOTE - French Units 1 & 2                          | No (unless native speaker)         |
| - Indonesian Units 1 & 2                           | No (unless native speaker)         |
| Mathematics - General Mathematics Units 1 & 2      | No (unless special case)           |
| - Specialist Mathematics Units 1 & 2               | Yes, as part of Math Accel program |
| - Mathematical Methods Units 1 & 2                 | No (unless special case)           |
| Media Units 1 & 2                                  | No (unless special case)           |
| Music Performance Units 1 & 2                      | Possible for individual cases      |
| Outdoor and Environmental Studies 1 & 2            | Yes                                |
| Physical Education Units 1 & 2                     | Yes                                |
| Physics Units 1 & 2                                | No                                 |
| Product Design and Technology Units 1 & 2          | No                                 |
| Psychology Units 1 & 2                             | Yes                                |
| Studio Arts Units 1 & 2                            | No (unless special case)           |
| Visual Communication Design 1 & 2                  | No (unless special case)           |

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### **Notes:**

- **Timetable blockings and class size limits will restrict the availability of the studies listed above.**
- VCE subjects are only offered to students who demonstrate academic suitability – check the eligibility criteria.
- All Year 10 students must enter 6 Year 10 elective preferences. They may then also indicate up to 2 VCE\* subject preferences that they would like to be considered for.  
\*This process **requires** the completion of a written Application Form (including obtaining necessary signatures).
- Health and Human Development, and Business Management are NOT offered at Units 1 and 2 level at Woodleigh School. We would thus **not** advise Year 10 students to enter into these Unit 3 & 4 studies.

Year 10s will be required to put in an “expression of interest” to be considered for a VCE subject as part of the Subject Selection process. This expression of interest will be reviewed according to the criteria listed under eligibility (above).

The Timetabler will provide summary information regarding these “expressions of interest” to the VCE Coordinator and Director of Careers who will review the requests and present their recommendations for final authorisation.

# Year 10 at Woodleigh School

## *Sample Expression of Interest Application Form – Accelerated VCE Studies (Year 10 students in 2020)*

(Note: Actual form will be available online)

Student's Name: \_\_\_\_\_

HS: \_\_\_\_\_ Tutor: \_\_\_\_\_

### The VCE subject I would like to be considered for:

1<sup>st</sup> preference: \_\_\_\_\_ 2<sup>nd</sup> preference: \_\_\_\_\_

### Step 1: Check your eligibility to Accelerate – tick all that apply to you

We will consider each student application carefully. **We will be looking for a combination of the following:**

- I am working at or above standard in the relevant subject(s).
- My Report comments suggest I am working to my potential.
- My Reports note a level of maturity and organisation with my Academic studies.

#### Option 1: If you DO satisfy all the criteria listed above complete the following:

**I qualify for Acceleration and have the support of the following people:** (you will need at least 2 signatures to support your application) – staff who wish to make a comment, please turn over

- Relevant current/future subject teacher: \_\_\_\_\_
- Relevant Faculty Head: \_\_\_\_\_
- Director of Careers: \_\_\_\_\_
- Tutor: \_\_\_\_\_

#### Option 2: If you do NOT meet all the criteria listed above complete the following:

**I do not satisfy all of the eligibility criteria but wish to be considered for the following reasons:** (turn over if you need more space)

Student signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_

### Step 2: Submit your form with the required signatures by the due date

Note:

- It is Woodleigh School Policy that students complete five studies in their final year of schooling (Year 12).
- Unless there are VERY special circumstances, students should accelerate in ONE VCE subject only

*Return this form to Reception/Ms Agar*

## Consolidation – Year 10s completing Level A electives

As well as the options of selecting electives from the Level B or A/B groupings, or indicating a desire to complete an accelerated VCE study, there may be some students who wish to consolidate their learning by electing to complete a Level A (Year 9) elective.

This will be subject to class size and blocking restrictions, but may be indicated in the comment box when selecting subjects online.

**It is not appropriate for most students to repeat an elective they have already completed.**

# Year 10 at Woodleigh School

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## Forward Thinking: Planning for a Later Years Pathway

It is important that when planning your program, future studies are kept in mind. The Victorian Certificate of Education (VCE) *and* Vocational Education and Training in Schools (VETiS) certificates can be included in a Year 10 student's program of study. Most VETiS programs are for 2 years in duration; some can be completed in 1 year. This means that if you are interested in VETiS, you can look into it from the start of Year 10.

## VETiS (Vocational Education & Training in Schools)

VETiS programs are available to VCE students as part of their Woodleigh School program. They are available in a range of industry areas and, on completion, students receive a nationally recognised qualification as well as credit towards units in their VCE program's ATAR calculation.

Students combine school-based studies with a VETiS program which may involve attending a TAFE college, a Registered Training Organisation (RTO) or a workplace for training, **usually** for one day per week. VETiS programs involve competency-based learning which means students perform tasks and duties to the standard expected in employment.

**Structured Workplace Learning (SWL)** with an employer in the relevant industry area is also a **compulsory** component of all VETiS programs regardless of RTO expectations. The SWL hours of work required varies between VETiS certificates. Work placement can only be completed during Term 1, 2 and 3 holidays and Broadening Horizons week up until December.

Students undertaking a VETiS program as part of their VCE studies will often miss some timetabled classes due to the schedule of external training (often these programs run on Wednesdays or Fridays). It is the responsibility of the **student** to ensure that they are still able to satisfactorily demonstrate the learning outcomes for their entire VCE program, so allowing time to catch up on the work missed is essential.

Some VETiS programs include a scored assessment. This allows the VETiS program to contribute to the VCE requirements and also the student's ATAR score. These students will also be required to sit the GAT.

In order to receive the VETiS qualification, it is important to note that students must undertake the equivalent of a Unit 1–4 sequence of a VCE VETiS program. If a Certificate is not fully completed whilst at secondary school, students can also receive a Certificate of Attainment for the partial completion of a VETiS program and continue studying the Certificate as a post-schooling option.

There is an additional cost when students enrol in a VETiS course. This charge varies according to the provider / study location. It is each family's obligation to meet these costs **in addition to the school fees**. Specific costs for courses should be investigated prior to choosing a VETiS study. Woodleigh School subsidises all VETiS program costs by \$700 per year. Program charges are available by contacting Ms Amy White.

It is also the student's responsibility to make their own travel arrangements to attend the various venues to complete their VETiS certificate. A limited bus service is available on Wednesday afternoons, departing Woodleigh School at approximately 11:50am and arriving at Chisholm TAFE Frankston around 1:00pm. This is an external service that is also used by students from other schools in our region. Fees apply.

Note: Costs for the VETiS courses cannot be refunded after March 1, 2020, even if the student exits the college or changes their enrolment status.

### ***VETiS Courses with a VCE Study Score***

Some VETiS programs have a Study Score that can contribute directly towards the ATAR calculation as one of the student's **primary four scaled studies** or as the fifth or sixth study.

It is important to note that the Unit 3–4 sequences of VCE VETiS programs are **not** designed as stand-alone studies. In order to receive the VETiS qualification, students must undertake the entire Unit 1–4 structure of a VCE VETiS program (which normally takes 2 years).

The following VCE VETiS programs have a Study Score available to students undertaking the relevant Unit 3–4 sequence.

- Business
- Community Services
- Creative and Digital Media
- Dance
- Engineering Studies
- Equine Studies
- Furnishing
- Health

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- Integrated Technologies
- Laboratory Skills
- Music Industry (Performance or Technical Production)
- Sport and Recreation (Outdoor Recreation or Community)

For more detailed information, visit [www.vcaa.vic.edu.au/Pages/vet/index.aspx](http://www.vcaa.vic.edu.au/Pages/vet/index.aspx)

## ***Block Credit VETiS Courses***

In addition to the VCE VETiS scored programs, students are able to complete other Certificate programs which are given “Block Credit” recognition. It is important that students visit [www.vcaa.vic.edu.au/vet/programs](http://www.vcaa.vic.edu.au/vet/programs) or see the Director of Careers to clarify how the VETiS program may contribute towards their VCE and ATAR calculation. Block Credit programs are used in the 5th and 6th 10% calculation (as outlined in the VCE Assessment section).

Note: Any student who completes a VETiS program through Swinburne University or Chisholm TAFE will be given preferred entry into further study in higher qualifications in their specified field, regardless of their ATAR score.

Details pertaining to delivery times, locations and costs for each VETiS program can be obtained by contacting the school or by visiting the Woodleigh Careers website [www.woodleighcareers.com](http://www.woodleighcareers.com).

# Year 10 at Woodleigh School

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## School Based Apprenticeships and Traineeships (SBAT)

*(Formerly known as Australian School Based Apprenticeships and Traineeships ASBAT)*

School Based Apprenticeships and Traineeships enable students to combine a senior secondary school certificate, with part-time employment and training.

Like other apprentices and trainees, a School Based Apprentice or Trainee must have a Training Contract and is paid for his/her work by the employer. School Based Apprentices or Trainees must be over 15 years of age and enrolled in a VCE program. The secondary school must acknowledge and endorse a Training Plan to ensure that the training will contribute appropriately to their secondary school studies.

As an example, an SBAT student may spend three days at school, one day at TAFE and one day in the workplace. The student may also do additional part-time work in the evenings or on holiday breaks. There are numerous models for delivery which is negotiated with the employer at the time of sign-up.

Woodleigh School is committed to supporting and developing SBAT. We understand the additional care required to ensure a smooth transition and successful completion. Several Apprenticeship Centers in the region facilitate the SBAT process from the initial RTO notification, training plan and enrolment through to attendance monitoring and results reporting to the secondary school.

A number of SBAT programs are approved to provide credit in the VCE. Other apprenticeship programs not yet approved may also provide credit in the VCE under Block Credit Recognition.

School Based Apprenticeships in the following areas are approved for the VCE:

- Agriculture
- Automotive
- Business
- Community Service
- Engineering
- Food Processing
- Food Processing (Wine)
- Horticulture
- Hospitality (Operations)
- Information Technology
- Retail Operations
- Seafood Industry
- Sport and Recreation

School Based Apprenticeships and Traineeships are also available in any other industry area for which Skills Victoria have approved funding. School Based Apprenticeships and Traineeships in other approved industry areas may also contribute to the VCE through **Block Credit Recognition**.

### *Useful Contacts for further Information*

- Australian Apprenticeship on 13 38 73
- [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)
- Australian Government Department of Education and Training [www.training.gov.au](http://www.training.gov.au)
- The VCAA website [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) for VCE and VETiS information.

### *School Based Apprenticeship and Traineeship Process*

- Student finds employer who will take them on as part-time apprentice/trainee.
- Round table interview involving the Parents, Student, School, Employer and Apprenticeship Field Officer.
- Student and Employer sign Training Contract (facilitated through an Australian Apprenticeship Centre).
- RTO Notification form is sent to School Programs Coordinator.
- Teaching Department will arrange training and develop the Training Plan.
- Student registered on the Schools Database and the RTO Notification form forwarded to the Teaching Department.
- School Programs will contact the secondary school to seek approval and signature on the Training Plan.
- School Programs Coordinators will return the RTO Notification form with the signed Training Plan to the Apprenticeship Centre.

# Year 9 & 10 Core Studies

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## ***English***

In English, students develop the core skills of Reading, Writing, Speaking and Listening. Being able to communicate with confidence and insight is a foundation skill for both school and life. The English curriculum is designed to develop a student's understanding of the issues, language and literature that shape our society.

Note: Students who require extra help with literacy-based subjects may choose the Literacy Studies elective in order to obtain additional help from Pathways staff.

## ***Mathematics***

Based on their background, students will be able to elect two possible pathways:

1. Acceleration  
or
2. 'Standard' Year 9 or 10

*At Year 9 the options are:*

1. Acceleration into Year 10 Mathematics. A program for students who have taken part in the Mathematics Acceleration program at Years 7-8, or new students with proven ability.
2. Mainstream, Year 9 Mathematics course.

*At Year 10 the options are:*

1. Acceleration into Specialist Mathematics Units 1 & 2: a program for students who have taken part in the Mathematics Acceleration program, or new students with proven ability.
2. Year 10 Mathematics: The groups (10, 10+10A, Foundation) will be formed and adjusted to allow for more specific preparation of students for General Mathematics Units 1 & 2 and/or Mathematical Methods Units 1 & 2 and/or Foundation Mathematics Units 1 & 2. Consultations regarding student options and choices will take place in Mathematics classes during Term 3 2019.

Entry into each of these pathways will be based on recommendations of teachers and the Head of Mathematics after discussion with students and parents.

## ***Humanities Core***

Year 9 Humanities is an integrated course drawing on the disciplines of History, Geography, Civics, Sociology and Geo-Politics. Research skills and general knowledge of Australia and the World are developed. Humanities classes play a central role in preparing students for City Bound – a rich learning experience which is a highlight for Year 9 Woodleigh students.

At Year 10 the Humanities Core course investigates the world around us and our role as Australian citizens. Students study significant aspects of Australian society from the past and present. This includes:

- Democracy in Action! Students explore the development of democracy in Australia through participation in a 'mock election'. Political parties are formed and campaign strategies devised. On the day of the election 'the people' cast their votes and decide who will represent the various electorates.
- United Nations: Climate Change. Students investigate the critical issue of climate change and consider how this impacts on a global scale. This culminates in a whole day United Nations convention involving all Year 10 students representing the different nations of the world. Geography and politics are an important part of this unit.
- Vietnam: Australia's role in the Vietnam War is investigated with a particular focus on the origins of the conflict and the different interests involved.

## ***Physical Education and Health***

This course provides a foundation for developing an active and informed student, capable of managing their lifelong involvement in physical activity.

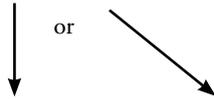
Students develop an understanding of the physical, emotional and social benefits of participating in physical activity. They explore views about personal wellbeing and what it means to be fit, and consider the relationships between physical activity, fitness and health. Students will measure their own personal wellbeing and participate in ways that help them to further develop an active lifestyle.

# Middle School Programs

## Core Year 9

English  
Mathematics  
Humanities  
PE / Health

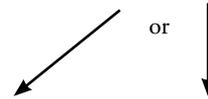
plus 6 electives from



## Core Year 10

English  
Mathematics  
Humanities  
PE / Health

plus 6 electives from



| Level A<br><i>Aimed at Year 9 (but could also be done by Year 10s consolidating)</i>  | Level A/B<br><i>Suitable for both Year 9 and Year 10 students</i>  | Level B<br><i>Aimed at Year 10 (but may also be suitable for some highly able Year 9s who are ready to be challenged)</i>  |
|---|--|--|
|   | Ci: Creative, Complex & Collaborative Investigations A/B   |  |
| LOTE: French Year 9 (all year)<br>LOTE: Indonesian Year 9 (all year)  | Literacy Studies A/B   | LOTE: French Year 10 (all year)<br>LOTE: Indonesian Year 10 (all year)   |
| General Science A*<br>Natural Sciences A<br>Science of New Materials A<br>Science of Technology A   | Animal & Plant Production A/B (2021)<br>Conservation & Land Management A/B (2020)  | Biology B<br>Chemistry B<br>Marine Science B<br>Physics B<br>Science of Sport B  |
|   | Animation & Games Dev. A/B (2020)<br>Data Analytics Real Life Project (2020)<br>Drones, Coding & App. Dev. A/B (2021)<br>Software & App. Dev. A/B (2020)<br>Web Design & Dev. A/B (2021) |  |
| Art and Design A<br>Design & Technology A<br>Drama A<br>Group Music A   | Environmental Design A/B<br>The Media & You A/B<br>Textiles A/B  | Art B<br>Building & Construction B (2020)<br>Contemporary Music B<br>Drama: Devising Performances B<br>Drama: The Actor's Tools B<br>Group Music B<br>Making Fine Furniture in Wood B<br>Media: Life in the Lens B<br>Product Design B<br>Visual Communication B |
| Food Studies A  | Outdoor Education A/B  | Food Studies B   |
|   | Business Studies A/B<br>History: The World at War A/B<br>Law & Order A/B (2021)<br>Money Matters A/B (2020)  | History: America – Freedom Fighters B  |
|   | Literature A/B (2 year rotation)<br>Literature 2 A/B (2 year rotation)   |  |
| <p><i>Notes – Year 9:</i></p> <p><b>LOTE</b> – All students are strongly advised to continue LOTE into Year 9. LOTE must be selected in both semesters so counts as 2 electives.</p> <p><b>Science</b> – Science is an elective BUT *General Science is compulsory unless 2 other electives are selected.</p> |  | <p><i>Notes – Year 10:</i></p> <p><b>LOTE</b> – LOTE if chosen must be selected in both semesters so counts as 2 electives.</p> <p><b>Science</b> – Over two years, a minimum of 2 units of Science are to be taken, MORE if you intend to take VCE Science.</p> |

# The Arts: Design and Technology

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## ***Design and Technology A (Year 9)***

In this elective, students experience a variety of materials, techniques and tools, both hand and power. The course develops wood techniques, and includes an introduction to basic metalworking.

All students work initially from set projects. They develop practical and planning skills, and sound workshop practice, with an emphasis on safety. Projects cover a range of techniques, including shaping, carving, laminating, joint work, construction methods, layout and finishing.

Original workmanship, the ability to plan and produce material lists, conceptualising and solving design problems are developed throughout the course.

## ***Building and Construction B (Year 10) (offered in 2020) \****

Building on skills developed in the workshop, students would meet with a 'client' to discuss a building project, eg: chicken shed at ag-hort, outdoor furniture for homesteads, boardwalk in BHR.

Students would negotiate a budget and spend time designing solutions. Further meetings may be required with the client to refine ideas. Students would learn the basics of quantity surveying to assist with budget preparation and would need to map out a sequential and realistic work plan.

Students would then work together to complete the project, drawing on expert advice and professional tradespeople if required.

## ***Making Fine Furniture in Wood B (Year 10)***

In this elective, you will design and manufacture an article of furniture of your own choice. You will use many forms of wood manufacturing processes relevant to your design. The skills learned will then be applied and extended to the design and manufacture of a substantial piece of furniture for your use.

You will develop your piece from the conceptual idea and drawing, through to the working drawing and layout plan. Perhaps this piece will be a defining statement of your time spent in the Woodleigh Workshop. Chests of drawers, storage chests, large coffee tables and bookcases have all been produced. Assessment will be based on skill assignments, design plans and the creation of a piece of wooden furniture.

This elective provides an excellent preparation for VCE Product Design and Technology.

## ***Product Design B (Year 10)***

Product Design involves the design and production of innovative products that may feature moving parts, motorised components or articulated features. Combining skills in woodwork, technology and creative problem solving, students will create working models and prototypes. Coursework includes the design and manufacture of a final product as well as the drawing of ideas and written analysis work. Assessment also includes an annotated workbook and exam. This subject is ideal for students interested in future studies in VCE Product Design and Technology.

\* Note: These two units will run in alternating years.

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# The Arts: Drama

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## ***Drama A (Year 9)***

This elective provides students with the opportunity to extend the skills established in the introductory stages common to all students in Years 7 and 8 Drama.

The first half of the course comprises of a series of workshops, intended to develop the technical skills of the actor, including expressive skills, dramatic elements, status, staging, subtext, improvisation and comedy. The second half of the elective comprises a study of dramatic acting. The students will study drama as performers, writers and as audience. The course progresses to an extended study of script interpretation and culminates in the staging and performance of a duologue.

This unit of work aims to extend beyond the classroom, developing a richer understanding of governing principles and ideas in theatrical performances, while providing opportunities for performance and viewing professional performances.

## ***Devising and Creating Ensemble Performances B (Year 10)***

In this unit, you will have the opportunity to develop and refine your performance skills through group-devised pieces of theatre. Your work will focus on constructing scenes for performance. This will be done through a series of workshops and rehearsal sessions, which will explore various playmaking techniques, such as improvisation. Students will develop a series of devised ensemble performances, based on a range of stimulus material.

This unit encourages collaboration and creativity. It is an excellent foundation for VCE Drama.

## ***The Actor's Tools B (Year 10)***

In this unit, you will explore a range of physical and emotional skills that an actor needs in order to create characters. The emphasis will be on the craft of acting. Through a series of workshops and master classes, you will develop and experiment with vocal, physical and practical techniques designed to stretch you as an actor, and give you the tools you need to approach a variety of roles. Adopting the practices of various theatrical practitioners, such as Stanislavski's 'Units and Objectives', Strasberg's 'Method Acting' and Laban's movement practices, you will learn to apply these valuable techniques to your acting skills.

This elective is for students wishing to seriously develop and refine their acting skills. It provides an excellent groundwork for VCE Drama.

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# The Arts: Media

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## ***The Media and You A/B (Year 9 or 10)***

The mass media plays an increasingly important role in our lives. Our society is saturated with a variety of media forms, including television, newspapers, magazines, radio and the internet. The rise in access to portable media devices means that we're never too far away from a constant flow of information and entertainment.

In this unit, students focus on exploring the role that the media plays in their lives and the effect that this has on society. They will then explore the world of Teen Film, starting with the 1950s and the resurgence of these films in the 1980s, with a focus on the films of John Hughes, through to the present. They will look at how society's values are reflected in these films and why teenagers are such a lucrative market. Students will then have the opportunity to create their own teen film.

Students will learn how to use digital movie cameras and learn film editing using Premier Pro, as well as the use of key language and production and story elements. Assessment will be based on technical understanding, competence with equipment and processes, and by the grading of written and practical work.

## ***Life in the Lens B (Year 10)***

In this unit students will focus on exploring portraiture and the obsession the media has with celebrity and reality television through photography and film.

Students will gain a basic understanding of the representation of portraiture within the media - from a social and historical perspective. We will compare the vernacular with celebrity and look at society's obsession with fame and reality TV shows and why we are obsessed with the perfect image.

Students will research a variety of photographers and film makers. They will learn to use digital still and movie cameras, basic editing and Photoshop, as well as the use of key language and production and story elements, to create their own "portraits" in a range of media. Assessment will be based on technical understanding, competence with equipment and processes, and by the grading of written and visual work.

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# The Arts: Music

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## ***Group Music A (Year 9)***

If you love playing music and you would like the chance to form small groups, arrange songs, record and perform, then this subject is for you. This course aims to provide students with a broad and thorough understanding of music, with a focus on ensemble playing, theory and aural training. Students develop their proficiency in, and understanding of, each of these components to support their growth as well-rounded musicians.

In addition to the classroom component of the course, students are encouraged to be involved in at least one of the lunchtime ensembles. It is also recommended that students continue/commence private lessons on their main instrument to support their skill development as a performer.

Students are strongly advised to complete this unit if they are considering undertaking Music Performance in VCE.

## ***Contemporary Music B (Year 10)***

Do you have favourite bands and tracks of music that you'd like to have a better understanding of? This unit will be influenced by the musical interests of the class and will focus on exploring the elements that 'make up' contemporary music. By studying arrangements from a wide range of modern styles, you will gain a deeper understanding of the processes involved in creating a song: structure, melody, riffs, bass lines, harmony, improvisation styles etc. You will also develop the aural skills that enable you to transcribe the melodies and chord progressions of songs you love.

As part of the study, you will use the music software to create arrangements and sequenced versions of songs, and compose original music. You will also have the opportunity to perform a piece of music in the style of your choice.

This unit is excellent preparation for students intending to complete VCE Music Performance in the future.

## ***Group Music B (Year 10)***

Group Music will give you the opportunity to develop performance skills while playing as part of an ensemble, eg. a rock band, string trio/quartet, jazz group or vocal ensemble etc. Throughout the unit, you will select, rehearse and polish music that will be performed at the end of the semester. In class, you will look at how to select appropriate repertoire, rehearse effectively, consider your presentation as a group and market yourselves. You will also study existing arrangements to gain greater knowledge about how instruments are used in combination and will continue to develop your musicianship skills.

This unit is excellent preparation for students intending to complete VCE Music Performance in the future.

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# The Arts: Visual Arts

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## ***Art and Design A (Year 9)***

The Year 9 Art and Design course covers a wide range of techniques and skills. Students have the opportunity to explore visual art and graphic design projects in both two-dimensional and three-dimensional forms. The course builds upon the artistic foundations established in earlier years and offers practical projects which are designed to challenge and fire the imagination of students. The course deals with skills that are associated with both art and graphic design. The Art focus provides for the building of skills in areas such as drawing, sculpture, painting and printmaking. The Design focus of the course aims to build skills in graphic design, such as illustration, layout, letterform and design principles. Theoretical aspects of art and design history and analysis are also covered in some depth. At the conclusion of the year, students will have completed a substantial folio of works and established excellent skills for application in Year 10, VCE and beyond.

## ***Environmental Design A/B (Year 9 or 10)***

Encompassing the design fields of architecture, interior and landscape design, this elective looks at the important role environmental design plays in our lives. In this subject, students study both practical and theoretical aspects of environmental design, developing a range of skills and techniques in design thinking, drawing, rendering and computer aided design. The application of drawing methods, including two-dimensional and three-dimensional representations of environments that convey spatial information, is at the core of the coursework. Students also develop their awareness of cultural and social impacts on environmental design and study legal and ethical issues such as sustainability and design standards. This subject provides a good foundation for future studies in areas of Visual Arts and Technology.

## ***Textiles A/B (Year 9 or 10)***

Textiles involves the study of fabrics, fashion and design techniques. Throughout the course, students explore areas such as the history of textile design and the role of textiles in global culture. Coursework includes drawing, dyeing, construction and printing. We look at sustainability and recycling and use a range of innovative techniques. The course requirements include written assignments and a folio of textile products. Assessment also includes an annotated workbook and exam. This subject is ideal for students interested in VCE Studio Arts and Visual Communication Design and also caters for those students who pursue VETiS studies in Fashion.

## ***Art B (Year 10)***

Express yourself!

This unit takes a fresh look at some challenging and stimulating areas of visual art. Learn about a wide range of techniques in both three-dimensional and two-dimensional media, including sculpture, printmaking, painting and design. Art will allow you the opportunity to express your creative self through new media, including colour photography and mixed media. This unit involves both practical and research work and includes theoretical studies of artists, designers and architects.

If you love Art, this unit is both a creative outlet and the ideal launching pad into VCE Visual Arts.

## ***Visual Communication B (Year 10)***

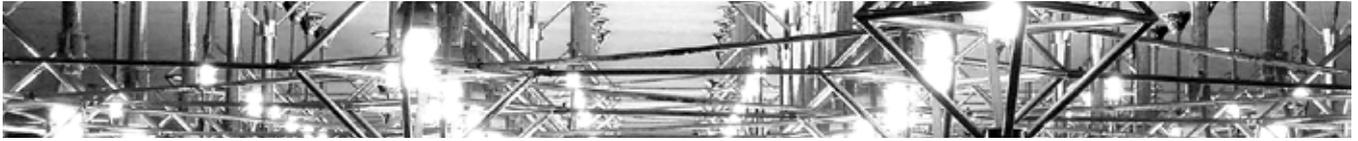
How can we communicate without words? Enter the world of graphic design. Learn about the techniques used by designers to communicate important information using only visual means. This unit covers areas such as illustration techniques, architectural drawing, engineering drawing and perspective drawing. Discover how to design symbols and logos and apply them to effective pieces of graphic design. You will also discover how a graphic designer works, what it means to work for a client, how to use a 'design brief' and learn about the history of graphic design and architecture.

This unit involves drawing, rendering and some computer-based work, as well as a written research report. It is excellent preparation for VCE Visual Communication Design.

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# Ci: Creative, Complex and Collaborative Investigations

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**Are you a self-motivated, enthusiastic student seeking extra challenge in your studies? Are you passionate about learning and keen to try new ways of exploring complex ideas? Are you ready to work with a range of staff and mentors in a collaborative and creative environment?**

This elective is an innovative study that encourages independence, questioning, curiosity, exploration, experimentation and problem solving. This can lead on to studying VCE Extended Investigation Unit 3 & 4.

**Ci** stands for **Creative, Complex and Collaborative Investigations** and provides a learning environment for students to explore areas of personal passion, curiosity and interest.

Mentored by a range of teaching staff and external specialists, students undertaking **Ci** can opt for one of **three project options** within the subject. Each option will follow the Woodleigh design-thinking model of **DREAM.ER** (Define, Research, Explore, Act, Make, Evaluate & Reflect).

Each project option is initiated by a negotiated, clearly articulated project focus and supported by relevant and proven research methodologies. Effective research is at the core of the **Ci** program and it is expected that the research skills gained during the process can be further applied at VCE level and in future studies.

The three **Ci project options** available within this multi-year level elective are:

## **Project: IDK = I Don't Know**

Students explore something they know nothing about: a theme, an idea or an area of knowledge or curiosity. *Example: "I don't know what it takes to participate in an Ironman event. I don't know what the motivations of competitors are. I don't know how someone becomes an Ironman."*

## **Project: 30 Days & Ways of Creativity**

Students undertake a different creative task over separate days or sessions (a negotiated time frame). Tasks might include short animations, written works, artworks etc. and should challenge students to experiment and focus on the generation of creative ideas rather than the execution. Students may focus on a single theme or series of themes. *Example: 15 days or sessions exploring the theme of food + hunger, 15 days exploring the idea of compassion and social responsibility.*

## **Project: The Big Idea**

Students select an issue or problem that exists within their immediate experience, school or wider community and devise solution/s using the design process. *Example: How can I build awareness of native flora and fauna within the Woodleigh landscape and engage others in its appreciation and/or protection?*

**Ci** uses a range of assessment methods and criteria, including summative and formative feedback and traditional reporting formats. Students are expected to document their design-thinking process and to present their projects using appropriate materials and technologies in 2D or 3D forms. Deadlines for key project targets are established at the beginning of the study semester. All students are required to present their work as part of a public presentation/exhibition/event at the end of the semester.



# Humanities

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## ***Business Studies A/B (Year 9 or 10)***

In this subject, students initially learn the key concepts of Accounting, including preparing Receipt and Expense Journals, Cash Flow and Profit/Loss Statements, as well as preparing Statements of Financial Position (Balance Sheets) for hypothetical business transactions. Following this, students prepare their own business plan or social enterprise plan. All students enter their plan into the CPA Plan Your Own Enterprise Competition and/or the Victoria University I Plan a Business (iPAB) competition. Their submission for the competition forms their major assessment in this subject.

## ***History: The World at War A/B (Year 9 or 10)***

History is the study of past events, people and social movements that have profoundly impacted on the world. The First and Second World Wars were catalysts for tremendous change in this regard. This unit examines the making of the modern world and Australia's involvement in global events, from the first half of the 20th century. The significance and consequences of the two World Wars are the broad focus of this subject. We will also focus strongly on the significance of events, such as the emergence of the Anzac legend, the motivations and outcomes of battles such as Fromelles, Gallipoli and the Somme from WW1, and key events such as the Battle of Stalingrad and the Holocaust from WW2. Students will also get the opportunity to explore their own family histories with regards to war and will get the chance to visit the Holocaust Museum and explore the human tragedy of war in a variety of contexts.

## ***Law and Order A/B (Year 9 or 10) (offered in 2021, not 2020) \****

In Law and Order, students will develop an understanding of criminal law and civil law. In criminal law, students will learn the elements of crimes such as murder and study the various torts in civil law; defamation, negligence, nuisance and trespass. Students will also gain an understanding of wills and inheritance. Students will learn the content through course materials, hands on activities, role plays, mock trials and forensic investigations. Key topics include; Who did it? Who to sue? Who to leave it to? This course will provide students with an insight into VCE Legal Studies and will also help prepare them for structuring responses in other VCE Commerce subjects, including Economics and Business Management.

## ***Money Matters A/B (Year 9 or 10) (offered in 2020) \****

In Money Matters students will explore the ways in which businesses use marketing to encourage consumers to spend their money, as well as how others use illegal means to scam individuals out of their money. Students will also gain an understanding of the alternatives to spending their money such as saving and investing, as well as how the government spends the money that has been collected in the form of taxes. This course will provide students with an insight into some of the topics studied in VCE Business Management and VCE Economics.

## ***History: Freedom Fighters (Year 10)***

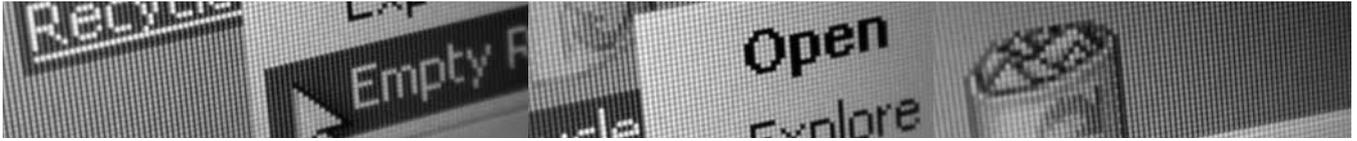
Basic liberties and rights are important aspects of our lives today that we often don't think very much about. However, for many people in the past, the fight for freedom was a desperate and dangerous struggle. Those in power often saw those who fought for change as terrorists or rebels, and therefore responded accordingly. In this course you will study a range of historical contexts where brave men and women stood up for their right for political, social and economic equality. Topics may include: Slave Revolts, the Civil Rights Movement, and other examples of popular resistance to tyranny in the 20th Century. This subject is highly recommended for students considering studying History in their VCE.

\* Note: These two units will run in alternating years.

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# Information Technology

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## ***Animation and Games Development A/B (Year 9 or 10) (offered in 2020) \****

This unit investigates the concepts and skills related to online animation and the gaming industry. Adobe Animate will be used to create animated figures and caricatures; basic scripting will be utilized to automate the animations produced. These “movies” will be rendered into HTML5 and other web applications for use on any website or directly on a computer. Object based programming will be explored through the use of Gamemaker. Students will create small multi-levelled games in open ended projects, developing hard programming skills, along with IT project management skills. The aim is to learn the skills of object programming in a fun way!

## ***Data Analytics Real Life Project A/B (Year 9 or 10) (offered in 2020) \****

Every business collects data, whether it's sales figures, market research, logistics, or transportation costs. This subject explores BIG DATA and is a project-based, real-life learning opportunity for students. The areas investigated can range from health issues, social trends, sporting statistics, media usage, Internet behaviours, social media or online user interactions – in fact, anywhere that big data exists. In this subject, students will make use of software to explore, analyse and then make predictions about existing data sets. They will learn the fundamentals of PYTHON programming (data science) and Excel (spreadsheet functionality). Students will be encouraged to think like a Data Analyst and translate numbers into plain English, create reports that help others make sense of data and therefore assist the making of better decisions regarding many aspects of business and life.

## ***Drones, Coding and Application Development A/B (Year 9 or 10) (offered in 2021, not 2020) \****

In this course, you will be introduced to the Apple IOS preferred language SWIFT. Using both iPads and MacBooks, you will engage with the SWIFT environment using ‘playgrounds’ and X-Code. You will apply your new programming skills to the following real-life projects.

- Programming drones to take certain flight paths and capture images.
- Designing and building your own phone apps to use.

The course will reinforce the fundamentals of any programming previously learnt. During the unit, you will design and validate algorithms, resolve complex problems, evaluate risk and sustainability profiles and investigate the potential for innovation. You will be required to work both independently and on collaborative projects. Self-paced tutorials will assist in expanding your skills.

## ***Software and Application Development A/B (Year 9 or 10) (offered in 2020) \****

In today's world, there are many opportunities for people who can code to create applications - everything from phone applications to those that run on websites. An understanding of coding is also essential to the creation of websites. In this unit, students will learn how to code and make applications using products such as Javascript, PHP, Python, Ruby or jQuery. The product utilized will depend on individual student interest and what students want to make. During the unit we will also investigate hardware concepts to support the development of your skills, along with some networking concepts. Career Pathways include application development and freelance coding. This unit is an excellent preparation for VCE Computing.

## ***Web Design and Development A/B (Year 9 or 10) (offered in 2021, not 2020) \****

In this unit, you will learn current advanced techniques for creating engaging, functional and professional websites using HTML and CSS. Once you have mastered these concepts you will be introduced to the Open Source Content Management Systems. Here you will learn how to create and edit websites that are far more interactive. Students will learn how to create membership sites containing forums and online chat applications, high tech slideshows and dynamic content. Career Pathways include Freelance Web Design and Graphic Design.

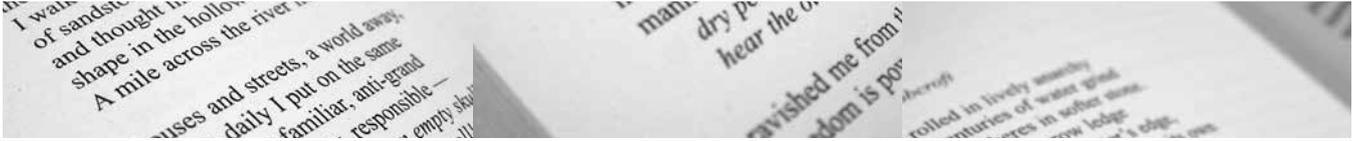
This unit is an excellent preparation for VCE Informatics Units 3 & 4.

**\*Note:** Units run in alternating years.

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# Literature

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This study of literature focuses on developing an enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. The Year 9/10 Literature study encompasses texts that vary in form and range from past to contemporary contexts. Students learn to understand that texts are constructions, to consider the complexity of language. The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, skills which will assist students hoping to undertake the study of Literature at VCE level.

## *Literature A/B (Year 9 or 10)\**

This literature course will explore 19th and 20th Century texts from around the world. Students will examine novels, plays, short stories and poems from the United States and Europe. Students will learn about the contexts in which such texts are produced and explore the views and values inherent in them. Literary texts represent human experience and the impact of place on character. Close reading also aims to enhance the reading practices students develop to deepen their understanding of a text. Students will respond to a text personally, critically and creatively. This variety of approaches to reading aims to invite questions about the ideas and concerns of the text, as well as its construction and context - social and geographic.

*or*

## *Literature 2 A/B (Year 9 or 10)\**

The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts, such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas. Students will engage with these ideas through the study of films, plays and novels.

\* Note: These two units will run in alternating years to allow students to complete two different literature electives should they wish to do so.

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# LOTE (Languages Other Than English)

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French and Indonesian are recognised by the Australian Government as two of the nine languages of economic significance for Australia. Apart from enhancing students' cognitive skills and broadening their appreciation of foreign people and cultures in Australia's multicultural society, foreign language study also expands their career options. The Australian Government encourages students to continue their foreign language studies at least until the end of Year 10. Woodleigh also has a commitment to foreign language studies and encourages students to continue their French and Indonesian courses to senior years. At some universities, completion of a VCE Language Other Than English is recommended for particular courses. Some courses also offer a bonus to those students who satisfactorily complete VCE LOTE. Semesters 1 and 2 must be done as a sequence, and are essential for non-native speakers considering LOTE at VCE level.

## *French A (Year 9)*

In Year 9 French, you will continue to explore different aspects of the French language and culture and develop your skills in reading, speaking, listening and writing. We will take short, sharp views into life in France and Francophone countries, covering the following topics: Personal world; Relationships and friends; School life; Health and wellbeing; Leisure activities and holiday snapshots; and Preparing for the future.

Use of French-based websites is instrumental in the whole course. You will have exposure to current French films relevant to your age group and interests. A major goal is in empowering students to use the language to express their own needs and interests, as well as to experience the French lifestyle. The main focus is on students learning to become self-motivated learners who embrace a wide range of challenges in their study and who will also take increasing responsibility for their own learning and acquisition of knowledge and skills. Assessment is ongoing in all areas.

## *Indonesian A (Year 9)*

The Year 9 Indonesian course focuses on developing the students' communication skills in the areas of reading, listening, speaking and writing. Students are exposed to real-life situations in the target language and learn to express themselves in role-play situations, listening, reading and writing tasks, videos and games. Emphasis is also placed on technology as a tool for learning and students are encouraged to use this medium in the presentation of their work. Topics studied include: Personal world; Indonesian etiquette; Cooking an Indonesian meal; Music and arts; Social life; Environment issues; and Relationships.

Use of Indonesian-based websites is instrumental in the whole course. A major goal is in empowering students to use the language to express their own needs and interests, as well as to experience the Indonesian lifestyle. The main focus is on students learning to become self-motivated learners who embrace a wide range of challenges in their study and who will also take increasing responsibility for their own learning and acquisition of knowledge and skills. Assessment is ongoing in all areas.

Students will be exposed to a wide range of ICT challenges, using iPad applications and online reading, listening and speaking activities. They will be exposed to opportunities to be in direct contact with Indonesian partners through the use of Skype and other educational applications. These are currently being explored in order to maximise student use of the spoken language.

## *French B (Year 10)*

The culture of everyday life is presented through situations in which you might find yourself in a French-speaking country. These include: the French-speaking world, friendships, family, health and wellbeing, school life, daily routine, future aspirations, the local neighbourhood, entertainment and leisure and planning to go on exchange or visit a French-speaking country. The text uses authentic materials, recorded interviews and conversations, magazine articles, posters, timetables, literature extracts and advertisements. The way of life of French-speaking people is presented in material about different regions in France and other francophone countries around the world. Students will also be required to use technology in the presentation of their work.

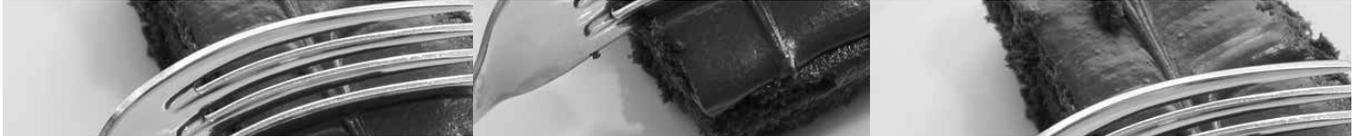
## *Indonesian B (Year 10)*

In Indonesian, the focus is on real-life situations in which students might find themselves when visiting Indonesia. Some of these include: street life, shopping in a market and bargaining, travelling to Yogyakarta, entertainment, eating out and making plans. The text uses authentic materials, including recorded interviews and conversations, magazine articles, posters, photos, literature and advertisements. Emphasis is given to developing fluency in both spoken and written language in order to prepare students for further study at VCE level.

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# Personal Development

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## ***Food Studies A (Year 9)***

Food and Technology aims to develop competence in the performance of basic food preparation tasks which contribute to the health and wellbeing of individuals. In addition to the preparation of simple food products, the course includes hygiene and food safety, nutrition and an understanding of the characteristics of different foods. Students will learn how to follow a work plan and evaluate food products produced.

## ***Food Studies B (Year 10)***

During this elective, we will investigate, design, produce and evaluate a range of different foods. There will be a focus on hygiene, safety and the impact that each nutrient group has on health and wellbeing. We will explore modern trends in the food industry and the techniques used to create quality food products.

Assessment will be based on practical production work, a design folio and evaluation of the final products produced.

This elective provides an excellent preparation for VCE Food Studies.

## ***Outdoor Education A/B (Year 9 or 10)***

This course is intended to provide students with some understanding of concepts covered in VCE Outdoor and Environmental Studies. The course has practical and theoretical components. There will be a number of opportunities to journey through and explore outdoor environments using a variety of modes. Students will also conduct an in-depth study of one outdoor environment and may contribute to developing an environmental interpretation trail at Woodleigh. Students will learn skills to safely plan and implement their own adventurous outdoor experiences and understand the importance of maintaining healthy outdoor environments..

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# Science

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Whilst Science is an elective subject, students are strongly advised to complete at least 2 units of Science over Years 9 and 10. This includes the compulsory (unless 2 other Level A science electives are chosen) General Science A course.

If students are considering studying a Science subject in Year 11 or 12, it is strongly advised that they complete at least 2 units of Science in Year 9 and 2 units in Year 10 (4 in total).

## *General Science A (Year 9)*

This unit of study is suitable for all students. It includes study within the four main disciplines of Science. They will consider the different forms of energy and how they can be transferred in a variety of ways through different mediums, such as light energy through prisms. The impact of changing climate will be considered from the aspect of the efficiency of energy production and house design using specialist data logger based kits developed by ASTE. Students will also consider how the atomic structure and properties of elements are used to organise them in the Periodic Table, that all matter is made of atoms which are composed of protons, neutrons and electrons and then consider how chemical reactions involve rearranging atoms to form new substances. To round out the semester students will consider how ecosystems are a combination of the living things interacting with their physical surroundings.

## *Natural Sciences A (Year 9)*

This unit of study is designed for students interested in the biological sciences and psychology. Students will consider how organisms collect information about their internal and external environments and respond to this information. They will also consider the Brain, Memory and Learning, using themselves as research subjects as they explore how they learn. They will consider how the transmission of characteristics from one generation to the next involves DNA and genes and the manner in which we use this knowledge to genetically modify organisms. To complete the unit, students will consider how the genetic inheritance of characteristics and the theory of evolution by natural selection to explain the diversity of living things and how these theories are supported by a range of scientific evidence.

## *Science of New Materials A (Year 9)*

In this unit of study students will investigate how chemical reactions involve rearranging atoms to form new substances, such as polymers and hydrocarbons. Lavoisier's Law of Constant Mass suggests that, during a chemical reaction, mass is neither created nor destroyed. Students will need to consider how substances bond together and write balanced chemical equations to describe chemical reactions. They will consider how chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer. Students will also consider the technological advancements in, and applications of, nanotechnology within society. Then students will consider Newton's laws of motion and how they are used to explain how forces are applied to objects on planet earth. They will consider the laws of thermodynamics and conservation of energy. Having consolidated their understanding of classical physics they will turn it all upside down with an investigation of Quantum Mechanics. To complete the semester, students will consider the Cell and investigate the technologies that are being developed for the treatment of various diseases: research into gene regulation via epigenetic effects and CRISPR.

## *Science of Technology A (Year 9)*

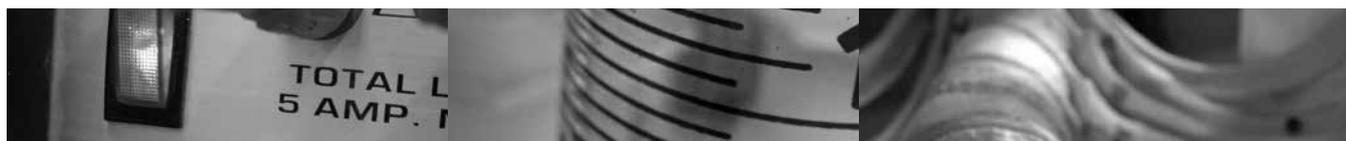
This unit of study is designed for students interested in the physical sciences. Students are introduced to electricity and the units used to describe its behaviour. The relationships between the units are investigated through Ohm's Law before electrical components such as capacitors, transistors, resistors and motors are explored. Students will also design and construct a simple machine incorporating electric circuits.

## *Animal and Plant Production A/B (Year 9 or 10) (offered in 2021, not 2020) \**

In this elective, you will learn about the structure and function of a variety of agricultural livestock and have first-hand experience in animal husbandry working with sheep, pigs, poultry and cows. You will be responsible, as a member of a team, for the care, feeding and clean shelter of a dairy calf as part of the Dairy Australia's Cows Create Careers program. You will also learn about the structure and function of plants and be involved with the growing of plants from both seeds and cuttings. We will also look at native plants and bush foods. This elective provides good preparation for VCE Agricultural and Horticultural Studies.

# Science – continued

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## ***Conservation and Land Management A/B (Year 9 or 10) (offered in 2020) \****

Utilising the resources within the school's Agriculture and Horticulture area and the Brian Henderson Wildlife Reserve, students will develop skills and knowledge in indigenous and pest plants, propagation, treating weeds, pests and disease, natural area restoration and general land management for conservation. They will also learn about the identification of local animals and pest animals, constructing habitat and managing the land to attract local fauna and to control pest species. This elective will appeal to students with an interest in the areas of conservation, horticulture and the environment. It will provide a good base for further study in the VCE Agricultural and Horticultural Studies.

## ***Biology B (Year 10)***

If you are considering studying Biology at VCE, then this course is highly recommended. In this unit of work, you will explore the most recent developments in genomic technology and how biotechnology can be used to solve crimes, reveal paternity and provide evidence for evolution. You will spend time in the reserve and on the farm looking at how communities interact with the abiotic and biotic factors making up their environment. We will travel back in time to explore our ancestors and the evidence that we use to formulate our ideas on evolution. During this unit of work, you will be encouraged to develop your scientific investigation skills through the design, implementation and analysis of an individual investigation.

## ***Chemistry B (Year 10)***

If you are considering studying Chemistry at VCE, then this course is highly recommended. During this unit of work, you will delve into the realm of atoms, bonding and chemical reactions and use these to explain the behaviour of the world around us. We will look at how similarities in the chemical properties of elements and their compounds are represented in the periodic table. You will use atomic symbols and balanced chemical equations to summarise, predict and explain chemical reactions, including neutralisation and combustion, and determine how different factors influence the rate of reactions. You will be encouraged to develop your scientific investigation skills through the design, implementation and analysis of an individual investigation.

## ***Marine Science B (Year 10)***

The diversity of the plants and animals of our southern Australian ocean and the threats to their survival forms the basis of this unit. This course gives a basic introduction to the marine environment and the wide variety of life that exists within it. With a particular focus on Port Phillip Bay, students are introduced to the enormous diversity of marine life found locally, investigate the concepts of classification, and explore the structure and function of various marine animals and the reasons they belong to the same groups. One of the biggest threats to marine ecosystems and life in our seas is plastic, and through research and beach surveys students will investigate the implications of this pollution. To consolidate the learning which takes place, there will be a non-compulsory trip to Phillip Island to observe the little penguins, and explore the community structure of rocky shores. The course will be run in collaboration with the Dolphin Research Institute, who will share their expertise in conservation on the Mornington Peninsula and lead some field work sessions.

## ***Physics B (Year 10)***

If you are considering studying Physics at VCE, then this course is highly recommended. During this unit you will explore and apply Newton's three Laws of Motion to predict, describe and calculate the forces acting on objects with the aid of vectors, graphs and free-body diagrams. You will develop basic manipulative skills to investigate motion in a plane and solve problems involving the forces acting on an object in linear, projectile and circular motion. You will also understand the concepts of electrical, gravitational and magnetic fields, electromagnetic radiation and electromagnetic induction. You will draw conclusions, identify sources of uncertainty and describe ways to alter experimental methods to improve data quality.

# Science – continued

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## *Science of Sport B (Year 10)*

Find out how skateboarding and surfing are governed by the principles of momentum, gravity, friction and buoyancy forces. Find out how your muscles, bones and ligaments function when running, swimming and playing netball. Where do we obtain our energy from and how can we tailor our diet for a specific sport or event? What happens to your heart and lungs when you exercise? In this unit, you will learn about your centre of gravity, your muscles, blood and bones, and how to tailor a training program to maximise your potential in a chosen sport. You will learn about the pressure your foot exerts on your sneakers and how drugs can affect the human body. You will learn how technology has played a major part in improving sporting performance. Apply this knowledge to the sports you play and work out how they can change how you play the game. This unit will allow students to investigate sport from biological, chemical and physical aspects.

\* Note: These two units will run in alternating years.

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# Pathways – Personalised Learning

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The Pathways staff provide support and assistance to students throughout Years 7-12 who struggle academically. Students, and their particular area of difficulty, may have been identified through Year 7 entry testing or by classroom teachers. Pathways staff are able to organise and administer educational testing (as relevant) to apply for funding grants and/or VCE Special Provision.

## ***Literacy Studies A/B (Year 9 or 10)***

This subject is a continuation of Year 8 or 9 Literacy Studies. **It is only available to students who were in Literacy Studies in Year 8 or 9 (or by prior consultation with the Pathways team).** This subject is intended to support students' work in literacy. Work undertaken will complement the Year 9 or 10 English syllabus to ensure students are prepared for English classes. Time will be available for the completion of homework with additional support available from the supervising teacher. You may choose this elective for one or both semesters. Please speak to Pathways staff for their recommendation.

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# The Victorian Certificate of Education

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## Structure of the Certificate

*The VCE is a two-year Certificate for Years 11 and 12. It is made up of semester (ie. half-year) length units of study.*

### ***What makes up a two-year program of study?***

Most students will do 22 semester-length units over two years. Students can do extra or fewer units or take more time to complete the program. The minimum number of units which must be satisfactorily completed to be awarded your VCE is 16.

It is a VCAA requirement that each student selects at least four units of English and/or Literature. Of these four units, at least three must be satisfactorily completed in order to be awarded your VCE. Further, if you wish to gain an ATAR score, VTAC requires that you satisfactorily complete both Units 3 and 4 of English or Literature.

Note: At Woodleigh School we offer both English Units 1–4 and Literature Units 1–4. The majority of Woodleigh students complete English Units 1–4 to satisfy the above VCAA requirement.

Students should select studies that are appropriate to their interests and aspirations for tertiary study, training and employment.

## Choice of VCE Units

Students are able to begin most studies at Unit 1, 2 or 3 but **not** at Unit 4.

Units are at two levels.

- Units 1 and 2 level is the equivalent of Year 11. Students can choose to do one or both units at this level.
- Units 3 and 4 level is the equivalent of Year 12. Students have to do **both** units as a sequence at this level.

At Woodleigh, students generally undertake 22 units on the following basis:

**YEAR 11: 12 Units (most commonly 6 x Unit 1 and 6 x Unit 2)**  
**YEAR 12: 10 Units (most commonly 5 x Unit 3 and 5 x Unit 4)**

Depending on the circumstances of individual students, this structure may be altered according to the following guidelines:

- Students who are struggling academically may complete five rather than six Unit 1 and 2 studies. This gives the student the opportunity for additional study time and to seek help from Pathways staff.
- Students who are performing strongly in all subject areas and have particular strengths may be encouraged to undertake a Unit 3 and 4 sequence while still in Year 11. There is an expectation that this advancement will not be at the expense of a student's Year 11 program and that students will still undertake a total of six studies during Year 11.
- Year 12 students who are struggling academically may choose to focus on four studies rather than five studies in their final year.

# VCE Studies at Woodleigh – 2020

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## *English*

Units 1–4 and/or Literature Units 1–4

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### ***The Arts (Creativity/Design/Technology)***

Drama Units 1–4  
Media Units 1–4  
Music Performance Units 1–4  
Product Design and Technology Units 1–4  
Studio Arts Units 1–4  
Visual Communication Design Units 1–4

### ***Business***

Accounting Units 1–4  
Business Management Units 3 & 4  
Economics Units 1, 3 & 4  
Legal Studies Unit 1, 3 & 4

### ***Humanities***

History Units 1–4  
Literature Units 1–4

### ***Languages***

LOTE: French Units 1–4  
LOTE: Indonesian Units 1–4

### ***Personal Development***

Food Studies Units 1–4  
Health and Human Development Units 3 & 4  
Outdoor and Environmental Studies Units 1–4  
Physical Education Units 1–4

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### ***Mathematics***

Foundation Mathematics Units 1 & 2  
Further Mathematics Units 3 & 4  
General Mathematics Units 1 & 2  
Mathematical Methods Units 1–4  
Specialist Mathematics Units 1–4

### ***The Sciences***

Agricultural and Horticultural Studies Units 1–4  
Biology Units 1–4  
Chemistry Units 1–4  
Physics Units 1–4  
Psychology Units 1–4

### ***Technology***

Computing Units 1 & 2  
Informatics Units 3 & 4

### ***Other***

Extended Investigation Units 3 & 4

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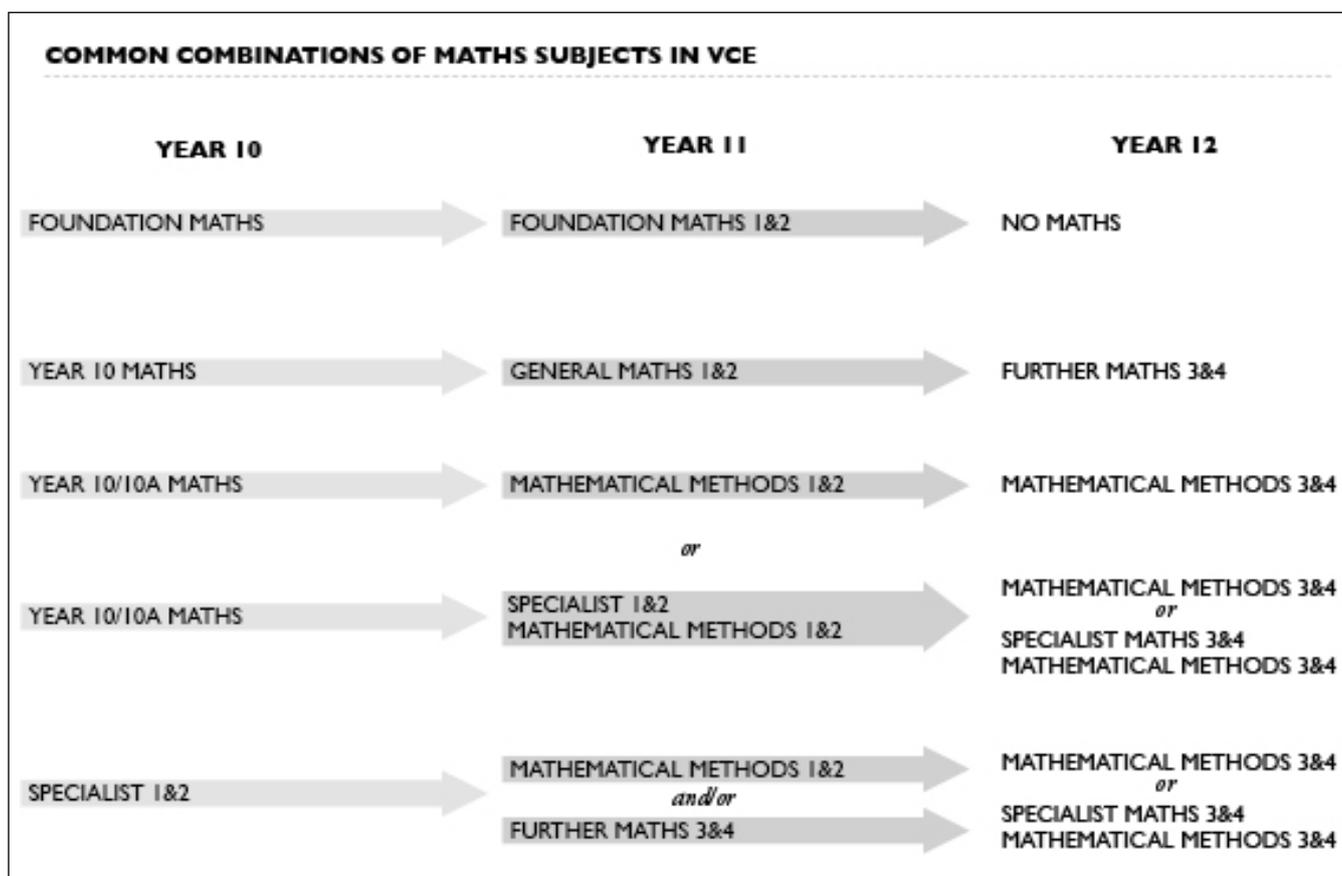
*Please note: Not all listed studies or units will be offered in every year.  
Units will be offered on the basis of school resources and student interests and needs.  
The school reserves the right to balance the number of units offered if there is an excessive imbalance.*

# Mathematics at VCE

The VCE Mathematics Studies are designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas and processes. The appropriate use of technology will be incorporated into all of the VCE Mathematics units.

## *The study is made up of the following units:*

- Foundation Mathematics Units 1 and 2
- Further Mathematics Units 3 and 4
- General Mathematics Units 1 and 2
- Mathematical Methods Units 1 to 4
- Specialist Mathematics Units 1 to 4



Any two units of Mathematics (General or Methods) are essential for entry into all higher education courses in teaching. Some courses in midwifery, nursing, business, hospitality, tourism, early childhood, human movement and physical education also require Year 11 Mathematics. Check course prerequisites carefully.

# Sample Year 9 Programs

*There are many possible combinations of subjects at Year 9. Here are just a few examples.*

| Semester 1  | Semester 2     |
|---|----------------|
| English   |                |
| Mathematics (Year 9 Maths or Year 9 Maths Acceleration) |                |
| Core Humanities and PE/Health                           |                |
| LOTE: French or Indonesian                              |                |
| General Science A                                       | Food Studies A |
| Art and Design A  | Drama A        |

| Semester 1  | Semester 2                 |
|---|----------------------------|
| English   |                            |
| Mathematics (Year 9 Maths or Year 9 Maths Acceleration) |                            |
| Core Humanities and PE/Health                           |                            |
| LOTE: French or Indonesian                              |                            |
| General Science A                                       | Law and Order A/B          |
| Design and Technology A                                 | Science of New Materials A |

| Semester 1  | Semester 2              |
|---|-------------------------|
| English   |                         |
| Mathematics (Year 9 Maths or Year 9 Maths Acceleration) |                         |
| Core Humanities and PE/Health                           |                         |
| Business Studies A/B                                    | Food Studies A          |
| Science of New Materials A                              | Science of Technology A |
| Group Music A   | Drama A                 |

| Semester 1  | Semester 2              |
|---|-------------------------|
| English   |                         |
| Mathematics (Year 9 Maths or Year 9 Maths Acceleration) |                         |
| Core Humanities and PE/Health                           |                         |
| Literacy Studies A/B                                    | Literacy Studies A/B    |
| General Science A                                       | Design and Technology A |
| Animal and Plant Production A/B                         | Drama A                 |

# Sample Year 10 Programs

*There are many possible combinations of subjects at Year 10. Here are just a few examples.*

| Semester 1                      | Semester 2             |
|---------------------------------|------------------------|
| English                         |                        |
| Mathematics (Year 10 Maths)     |                        |
| Humanities                      | PE/Health              |
| Making Fine Furniture in Wood B | Science of Sport B     |
| Art B                           | Visual Communication B |
| Life in the Lens B              | Textiles A/B           |

# Sample Year 10 Programs *(continued)*

| Semester 1   | Semester 2     |
|--|----------------|
| English  |                |
| Mathematics (VCE Units 1 & 2 Specialist Maths as part of acceleration program) |                |
| PE/Health  | Humanities     |
| LOTE: French or Indonesian   |                |
| Physics B  | Chemistry B    |
| History: America – Land of Liberty B   | Literature A/B |

*For a creative student wishing to undertake a personal challenge*

| Semester 1  | Semester 2                     |
|---|--------------------------------|
| English   |                                |
| Mathematics (Year 10 Maths or VCE Units 1 & 2 Specialist Maths if part of acceleration program) |                                |
| Humanities  | PE/Health                      |
| LOTE: French or Indonesian  |                                |
| Ci: Creative, Complex and Collaborative Investigations A/B                                      | Web Design and Development A/B |
| Food and Wine Science B   | Life in the Lens B             |

*For a student wishing to undertake VETiS*

| Semester 1  | Semester 2           |
|---|----------------------|
| English   |                      |
| Mathematics (Year 10 Maths or VCE Units 1 & 2 Specialist Maths if part of acceleration program) |                      |
| Humanities  | PE/Health            |
| VETiS Community Recreation  |                      |
| Food Studies B  | Marine Science B     |
| Drones, Coding and Application Development B  | Business Studies A/B |

*For a strong student (who submits an Application to Complete an Accelerated VCE Study)*

| Semester 1  | Semester 2           |
|---|----------------------|
| English   |                      |
| Mathematics (Year 10 Maths or VCE Units 1 & 2 Specialist Maths if part of acceleration program) |                      |
| PE/Health   | Humanities           |
| Accelerated: VCE Physical Education Units 1 and 2   |                      |
| Biology B   | Contemporary Music B |
| Drama: Devising Performances B  | Science of Sport B   |

*For a student requiring support*

| Semester 1                             | Semester 2                      |
|--|---------------------------------|
| English                                |                                 |
| Mathematics (Year 10 Foundation Maths) |                                 |
| Humanities                             | PE/Health                       |
| Literacy Studies A/B                   |                                 |
| Visual Communication B                 | Food Studies B                  |
| Textiles A/B                           | Animal and Plant Production A/B |

# VCE Course Selection – Program Comparison

| <b>VCE</b><br><b>(Victorian Certificate of Education)</b>   | <b>VETiS</b><br><b>(Vocational Education and Training in Schools)</b> | <b>SBAT</b><br><b>(School-Based Apprenticeships and Traineeships)</b> | <b>Bespoke Programs</b>                          |                       |  |   |  |   |
|---|---|---|--|-----------------------|--|---|--|---|
| <p>Usually completed over 2 years<br/>                     Year 11 – 6 subjects<br/>                     Year 12 – 5 subjects<br/>                     Year 13 – exceptional circumstances</p> <table border="1" data-bbox="391 1668 545 2119"> <tr> <td>16 units</td> <td rowspan="2">Achieve Certificate</td> </tr> <tr> <td>At least 3 English units (incl. a U3/4 sequence)</td> </tr> <tr> <td colspan="2">3 other 3/4 sequences</td> </tr> </table> <p>ATAR<br/>                     Australian Tertiary Achievement Rank<br/>                     Calculated on Study Scores of Units 3/4 studies (scored subjects). English/Literature plus next best three studies.</p> <p>Maximum score is 99.95, percentile ranking Used as <b>one</b> selection measure for entry into uni <b>DIRECTLY</b> from Year 12.</p> <p><b>Unscored VCE</b></p> <ul style="list-style-type: none"> <li>• Same unit requirement</li> <li>• Outcomes <b>MUST</b> be achieved</li> <li>• No formal assessments (eg SATs, SACs, exams) under test conditions</li> <li>• Greater flexibility to 'modify' curriculum to suit individual student's learning needs</li> <li>• Form required – numerous signatures needed to get approval</li> <li>• Can be decided at any time of the year</li> </ul> | 16 units  | Achieve Certificate   | At least 3 English units (incl. a U3/4 sequence) | 3 other 3/4 sequences |  | <ul style="list-style-type: none"> <li>• Vocational training recognized in the VCE</li> <li>• Student can complete Cert II, III, IV (partial) in some qualifications (see handbooks)</li> <li>• Can be 1 or 2 year programs</li> <li>• Nationally recognized qualification</li> <li>• Replaces: 1 elective @ Y10<br/>                     1 subject @ Y11&amp;12</li> <li>• Students given private study – catch up on clashes or VETiS work</li> <li>• Contributes to VCE Units + ATAR (check VCAA website)</li> <li>• Most courses are delivered on Wednesdays or Fridays (see VETiS Handbooks)</li> </ul> <p>Considerations:</p> <ul style="list-style-type: none"> <li>• \$1200 - \$2500 on top of Woodleigh School fees (\$700 subsidy given by school)</li> <li>• Clashes with Woodleigh timetable</li> <li>• Structured Workplace Learning (SWL) – min. of 5 days per year during school holidays <b>COMPULSORY</b></li> <li>• Can provide a guaranteed pathway into further related qualifications</li> <li>• Training is delivered at a Registered Training Organisation (RTO) – this could be another school (Toorak, Mount Eliza SC, etc) or a TAFE (Chisholm, Holmesglen)</li> <li>• Student must be able to manage own time and be organized</li> <li>• Enrolment driven by academic school calendars</li> <li>• Application process – places are competitive</li> <li>• Student is not “bound” to complete full qualification – but withdrawal after cut-off may incur full fees and influence contribution to ATAR and VCE</li> <li>• Certificate of attainment awarded</li> </ul> | <p>Must be 15 years old<br/>                     Can be commenced at any time during the year<br/>                     13-15 hours of work + training per week<br/>                     3 modes of delivery:</p> <ol style="list-style-type: none"> <li>1. 3 days @ school<br/>                     1 day @ work<br/>                     1 day @ TAFE</li> <li>2. 3 days @ school<br/>                     2 days @ work<br/>                     Block weeks of training (generally in holidays)</li> <li>3. 3 days @ school<br/>                     2 days @ work + on-the-job training</li> </ol> <ul style="list-style-type: none"> <li>• Contract signed, lodged with Skills Victoria</li> <li>• Training contributes to VCE units</li> <li>• Student paid the award wage for hours worked</li> <li>• Training paid by either student or employer (case-by-case basis)</li> <li>• 2 year SBAT equivalent to 1 year completion</li> <li>• Work on 1/2 principle (e.g. 2 years SBAT is the equivalent of 1 year completion of a non-school based apprenticeship)</li> <li>• Employee expectations – incentives given, superannuation</li> <li>• Encouraged to complete alongside a 'unscored' VCE; however, scored is possible</li> <li>• 10% discount to Woodleigh School fees offered to SBAT students</li> </ul> | <p>Approved only on a case-by-case basis</p> <p>Other key people in the school are involved in the decision-making process:</p> <ul style="list-style-type: none"> <li>• Head of Campus</li> <li>• VCE Coordinator</li> <li>• Psychologist</li> <li>• Pathways</li> <li>• Director of Careers</li> </ul> <p>Reduced program allocated and additional support offered:</p> <ul style="list-style-type: none"> <li>• Support for learning in Pathways</li> <li>• Online programs to supplement learning (eg. Future Learn)</li> <li>• Additional Work Experience</li> <li>• Stepping stone to other programs</li> <li>• Higher Education Studies</li> <li>• Distance Education</li> </ul> |
| 16 units  | Achieve Certificate   |   |  |                       |  |   |  |   |
| At least 3 English units (incl. a U3/4 sequence)  |   |   |  |                       |  |   |  |   |
| 3 other 3/4 sequences   |   |   |  |                       |  |   |  |   |

# Subject Selection

## Year 9 & 10 2020 Subject Planning Sheet

Name \_\_\_\_\_

Homestead \_\_\_\_\_ Tutor \_\_\_\_\_

This Subject Selection planning sheet should be completed after careful reading of the Course Information Booklet and discussion with Teachers, Tutors and Parents.

Each student will be required to study English and Mathematics all year, as well as a core unit each of Humanities and PE/Health. These are not listed.

List your elective choices in preference order.

### **Year 9, 2020**

Notes:

1. You are **strongly** advised to continue with LOTE at Year 9 (this counts as 2 electives).
2. At Year 9 you must complete General Science A or two other science electives.
3. You will be required to select more than 6 electives. Your lower choices will only be used if your higher preferences are unavailable.

Mathematics: Core  Accelerated

LOTE: French  Indonesian  None

Other electives: (LOTE should be listed in 1 & 2 below if chosen)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

### **Year 10, 2020**

Notes:

1. At Year 10 you are strongly advised to complete at least one science elective. If you intend to go on to VCE Sciences, the study of at least two units is recommended.
2. You will be required to select more than 6 electives. Your lower choices will only be used if your higher preferences are unavailable.

Mathematics: Core  Accelerated

LOTE: French  Indonesian  None

Other electives: (LOTE should be listed in 1 & 2 below if chosen)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

### **For Year 10 only: VCE Subject Selection**

Note: Entry into VCE subjects at Year 10 is subject to meeting eligibility requirements and will only be possible where blockings and class sizes permit.

I am **interested** in studying the following accelerated VCE Subject in 2020:

(1st pref) \_\_\_\_\_

(2nd pref) \_\_\_\_\_