



**WOODLEIGH**school

A SCHOOL of INDEPENDENT THOUGHT

2017

*Year 9 & 10 Subject Selection Handbook*

# Year 9 & 10 Subject Selection Handbook 2017

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## Key Dates for Year 9 & 10 Subject Selection 2017

***Tuesday 24 May 2016:***

Year 8 & 9 Information Evening (for Year 8 & 9 parents and students). The session will start at 6.30pm sharp and conclude by 7.15pm. The VCE Information session starts at 7.30pm (you are welcome to stay for this session if you wish).

***June 2016:***

Online subject selection opens.

***Wednesday 3 August 2016:***

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

# Year 9 & 10 Subject Selection 2017

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This booklet outlines the subjects which will be offered to students undertaking Years 9 and 10 at Woodleigh School in 2017. 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 2017 will subsequently undertake the Victorian Certificate of Education, a two-year course of study, in 2018 and 2019. 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 7.

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## Schedule for Selection of Subjects

1            ***Subject Handbooks*** are distributed to students during mid-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            ***Year 8 & 9 Information Evening – Tuesday 24 May 2016***

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 (2016) parents and students are encouraged to attend. The session will start at 6.30pm sharp and conclude by 7.15pm. The VCE Information session starts at 7.30pm (you are welcome to stay for this session if you wish).

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 Wednesday 3 August.

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: Wednesday 3 August 2016***

# 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*

Arts	Ms Kristen Guthrie
Careers / VETiS / SBAT	Ms Gina Bolch / Mr Laurent Julicher
Drama	Ms Carey Saunders
English	Ms Helen Billett
Humanities	Mr Tom Ryan
Information Technology	Mr Lance Pilgrim
LOTE	Ms Michelle Pitcher
Mathematics	Ms Christina Brown
Media	Ms Jeanette Kaindel
Music	Ms Cathy Holt
Personal Development	Mr Michael Paxino
Science	Dr Gary Simpson
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 <i>Aimed at Year 9 (but could also be done by Year 10s consolidating)</i>	Level A/B <i>Suitable for both Year 9 and Year 10 students</i>	Level B <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 and Collaborative Investigations A/B	
LOTE: French Year 9 (all year) LOTE: Indonesian Year 9 (all year)	Literacy Studies A/B	LOTE: French Year 10 (all year) LOTE: Indonesian Year 10 (all year)
General Science A* Natural Sciences A Science of New Materials A	Animal and Plant Production A/B Landscape Gardening and Design A/B Science of the Environment A/B Science of Technology A/B	Food and Wine Science B Forensic Science B Marine Science B Science of Flight B Science of Sport B
	IT: Animation and Film A/B Robotics and Games Development A/B	Software Development B Web Design and Development B
Art and Design A Design and Technology A Drama A Group Music A	The Media and You A/B Textiles A/B	Art B Contemporary Music B Drama: Devising Performances B Drama: The Actor's Tools B Group Music B Making Fine Furniture in Wood B Media: Life in the Lens B Product Design B Visual Communication B
Food Studies A		Food Studies B
	Business Studies A/B Engaging Asia A/B Geography A/B History: The World at War A/B Indigenous Studies A/B	History: America – Land of Liberty? B
	Literature A/B (run on a 2 year rotation) Literature 2 A/B	
<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.</p> <p>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 <i>Aimed at Year 9 (but could also be done by Year 10s consolidating)</i>	Level A/B <i>Suitable for both Year 9 and Year 10 students</i>	Level B <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 and Collaborative Investigations A/B	
LOTE: French Year 9 (all year) LOTE: Indonesian Year 9 (all year)	Literacy Studies A/B	LOTE: French Year 10 (all year) LOTE: Indonesian Year 10 (all year)
General Science A* Natural Sciences A Science of New Materials A	Animal and Plant Production A/B Landscape Gardening and Design A/B Science of the Environment A/B Science of Technology A/B	Food and Wine Science B Forensic Science B Marine Science B Science of Flight B Science of Sport B
	IT: Animation and Film A/B Robotics and Games Development A/B	Software Development B Web Design and Development B
Art and Design A Design and Technology A Drama A Group Music A	The Media and You A/B Textiles A/B	Art B Contemporary Music B Drama: Devising Performances B Drama: The Actor's Tools B Group Music B Making Fine Furniture in Wood B Media: Life in the Lens B Product Design B Visual Communication B
Food Studies A		Food Studies B
	Business Studies A/B Engaging Asia A/B Geography A/B History: The World at War A/B Indigenous Studies A/B	History: America – Land of Liberty? B
	Literature A/B (run on a 2 year rotation) Literature 2 A/B	
<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.</p> <p>Over two years, a minimum of 2 units of Science are to be taken, MORE if you intend to take VCE Science.</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>	

# 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 one study (or two studies) 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. Students who have been part of the Challenge Program and who have been recognised by this potential may automatically qualify.

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

- Teacher and/or Tutor recommendations.
- Report grade average of B+ 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 will be alerted to this fact. Should they wish to proceed with their application they 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 2017 and their suitability for possible study by Year 10 students:*

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<b>Subject</b>	<b>Suitability Comment</b>
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)
Drama Units 1 & 2	No
Economics Unit 1	Yes
English Units 1 & 2	No (unless special case)
Food Studies Units 1 & 2	Yes
Health and Human Development Units 3 & 4	No
History Units 1 & 2	No (unless special case)
Informatics Units 3 & 4	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).
- Informatics, 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 Head of Studies and Director of Careers who will review the requests and present their recommendations to the Timetable Committee for final authorisation.

# Year 10 at Woodleigh School

## *Sample Expression of Interest Application Form – Accelerated VCE Studies (Year 10 students in 2017)*

(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 have a Report grade average of B+ in all the relevant subjects.
- 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 Year 10 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 industry work placement** with an employer in the relevant industry area is also a **compulsory** component of all VETiS programs regardless of RTO expectations. The hours of work required in a structured work placement varies between VETiS certificates. Work placement is usually completed during the Term 2 school holidays, in the final week only.

Students undertaking a VETiS program as part of their 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 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. Students will be required to sit the GAT for this to occur.

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 on the School website.

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.

Note: Costs for the VETiS courses cannot be refunded after March 1, 2017 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
- Dance
- Electro Technology (to be renamed Integrated Technologies)
- Engineering Studies
- Equine Industry
- Financial Services
- Furnishing
- Hospitality
- Information Technology

# Year 10 at Woodleigh School

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- Interactive Digital Media
- Laboratory Skills
- Music Industry (Performance or Technical Production)
- Sport and Recreation (Outdoor Recreation or Community)

## ***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 <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).

Please note: Block Credit programs will only contribute towards the ATAR calculation if students have less than 6 permissible studies.

Some of the Block Credit programs available to students include:

- Acting (Screen) Certificate II
- Agriculture Certificate II
- Allied Health Certificate III
- Animal Studies Certificate II
- Applied Fashion Design and Technology Clothing Products
- Beauty Therapy Certificate III (SBAT)
- Children’s Services Certificate III
- Christian Ministry and Theology Certificate II
- Creative Arts Screen (Animation) Certificate
- Creative Industries (Media) Certificate II
- Electrical
- Hairdressing Certificate II
- Justice Certificate IV
- Make-Up Services Certificate II
- Nail Technology Certificate II
- Plumbing
- Retail Certificate
- Residential Drafting Certificate IV
- Tourism
- Welding and Fabrication

This list is only a snapshot of the huge array of VETiS programs offered by outside providers. If there is a program of interest that has not been listed, students are encouraged to speak to the Director of Careers to find out more information.

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 Center on 1800 639 022
- [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)
- Apprenticeships Training Information Service, [www.aatinfo.com.au](http://www.aatinfo.com.au), telephone: 1800 338 022
- The VCAA website [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) for VCE and VCAL 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 Co-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 Co-ordinators 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 2016.

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.

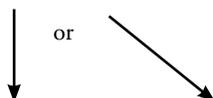
Students develop an understanding of the physical, emotional and social benefits of participating in physical activity. They explore views about personal wellbeing and what it means to be fit, and consider the relationships between physical activity, fitness and health. Students will measure their own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

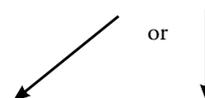
plus 6 electives from



## Core Year 10

English  
Mathematics  
Humanities  
PE / Health

plus 6 electives from



Level A <i>Aimed at Year 9 (but could also be done by Year 10s consolidating)</i>	Level A/B <i>Suitable for both Year 9 and Year 10 students</i>	Level B <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 and Collaborative Investigations A/B	
LOTE: French Year 9 (all year) LOTE: Indonesian Year 9 (all year)	Literacy Studies A/B	LOTE: French Year 10 (all year) LOTE: Indonesian Year 10 (all year)
General Science A* Natural Sciences A Science of New Materials A	Animal and Plant Production A/B Landscape Gardening and Design A/B Science of the Environment A/B Science of Technology A/B	Food and Wine Science B Forensic Science B Marine Science B Science of Flight B Science of Sport B
	IT: Animation and Film A/B Robotics and Games Development A/B	Software Development B Web Design and Development B
Art and Design A Design and Technology A Drama A Group Music A	The Media and You A/B Textiles A/B	Art B Contemporary Music B Drama: Devising Performances B Drama: The Actor's Tools B Group Music B Making Fine Furniture in Wood B Media: Life in the Lens B Product Design B Visual Communication B
Food Studies A		Food Studies B
	Business Studies A/B Engaging Asia A/B Geography A/B History: The World at War A/B Indigenous Studies A/B	History: America - Land of Liberty? B
	Literature A/B (run on a 2 year rotation) Literature 2 A/B	
<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.

## ***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.

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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.

## ***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**

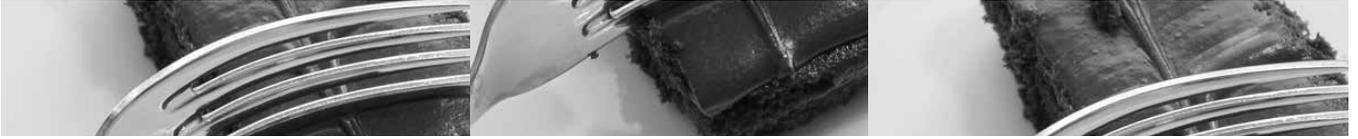
Students undertake a different creative task over separate days or sessions (a negotiated time frame). Tasks might include short animations, written works, artworks etc. and should challenge students to experiment and focus on the generation of creative ideas rather than the execution. Students may focus 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.





## ***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.

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# 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.

## ***Engaging Asia A/B (Year 9 or 10)***

Did you know Asia includes 30% of the world's land mass and 60% of the world's population? By 2040, China and India, the world's most populous nations, will rank amongst the world's leading economies. Asia is rising and, as global citizens, Australians need to be increasingly 'Asia literate'. In this course, you will examine India and China's modern history, including politics, law and economics, with a focus on the challenges of globalisation and modernisation. This course will also provide you with a snapshot of their unique cultures through exploring art, literature, music and food. You will gain further insight to the coursework and learn about the relationship these countries have with Australia, through excursions to Chinatown and Little India. What images come to mind when you think of 'Asia'? In Engaging Asia your preconceptions will be challenged and your understanding enriched. Those considering participation in the India Broadening Horizons exchange are encouraged to further their knowledge through this unit. We deepen ourselves when we come to understand that there are different ways of being. Engaging with Asia will give you this opportunity.

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

Geography emphasises the role of the environment in supporting human life, the important interrelationships between people and environments, and the characteristics of the places that make up our world. Geography uses an inquiry approach to help make meaning of the world. Fieldwork, the mapping and interpretation of spatial distributions, and the use of spatial technologies are fundamental geographical skills. An extended investigation of a local geographical issue forms a fundamental part of the 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.

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

There is a deep yearning in Australia to find out more about our country's Indigenous peoples, their unique and ancient cultures and what happened post-colonisation. After the apology, issues such as reconciliation, the Northern Territory intervention and Closing the Gap remain, but contemporary Indigenous culture finds exciting new forms of expression in music, film, theatre and art. Your parents may have asked themselves "Why weren't we told?", but you can find out in a way they never could. This elective would be ideal for anyone interested in Indigenous exchange, the Student Reconciliation Group and the future of our country.

## ***History: America - Land of Liberty? B (Year 10)***

The United States of America was founded on the idea that "all men are created equal". However, a glaring hypocrisy stained the so-called land of liberty: slavery. This course first examines the origins and impact of slavery in America. The treatment of slaves in the South of America will confront and shock you. Slavery ultimately led to a bitter and bloody Civil War; however, this terrible conflict did not resolve the struggles of African-Americans for full equality. It would not be until the inspiring campaigns of the Civil Rights Movement of the 1950s and 1960s that unjust practices, such as laws that kept Black and White people separate and unequal, were successfully challenged. Martin Luther King Jnr, Rosa Parks, the Black Panthers and Malcolm X are key people you will come to know through 'America – Land of Liberty?'

This course is a brilliant introduction to the skills required for VCE History.

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# Information Technology

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## ***Animation and Film A/B (Year 9 or 10)***

Adobe Animate will be used to create animated figures and caricatures; some basic scripting will automate the movies produced. These “movies” will be rendered into HTML5 and other web animations for use in any website or to be just run from a computer. You will then create a short movie of your choice in Adobe Premier Pro, learning the process of storyboarding, scene creation, filming and editing and finally rendering to a high definition movie. You will get the software to load on your Mac so you can continue your projects as required.

## ***Robotics and Games Development A/B (Year 9 or 10)***

NXT Robotic software will be used with the sophisticated prebuilt robot to achieve various tasks - make your robot do amazing things! Gamemaker will be used to develop small multi-levelled games where objects collide, self-destruct, magically appear and more. You will learn the skills of object programming in a fun way! Software will be loaded so you can continue working at home.

## ***Software Development B (Year 10)***

In today's world there are many opportunities for people who can code to make applications - everything from your phone applications to applications that run on websites or you can even create the website. You will learn how to code and make applications. Code you can learn will range from Javascript, PHP, python, ruby or jQuery, depending on your interest and what you want to make. Career Pathways include application development and freelance coding.

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

## ***Web Design and Development B (Year 10)***

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 to very quickly create membership sites containing forums and online chat applications, high tech slideshows and dynamic content. Career Pathways include Freelance Web Design and Graphic Design.

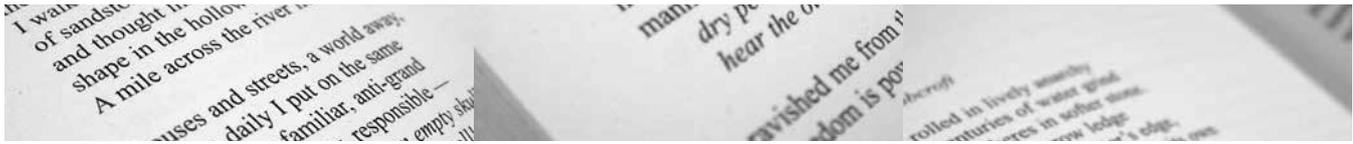
This unit is an excellent preparation for VCE Informatics Units 3 & 4.

*Note: Woodleigh School does not offer VCE Informatics at Units 1 & 2 level. Students who successfully complete this unit could consider undertaking VCE Informatics Units 3 & 4 in Year 11.*

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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.

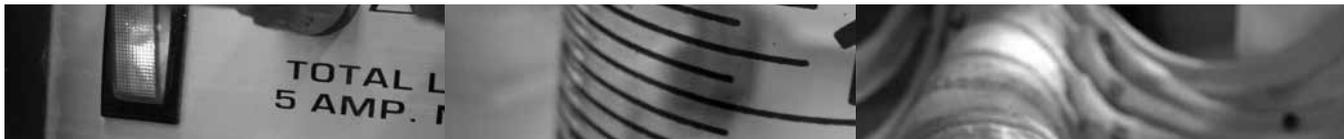
## *Indonesian B (Year 10)*

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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# 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. Students will consider how animals and plants use the nervous system and endocrine system to respond to information to maintain the safety of the organism. They will 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. They will consider how ecosystems are a combination of the living things living in their physical surroundings. To complete the semester 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.

## ***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 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)***

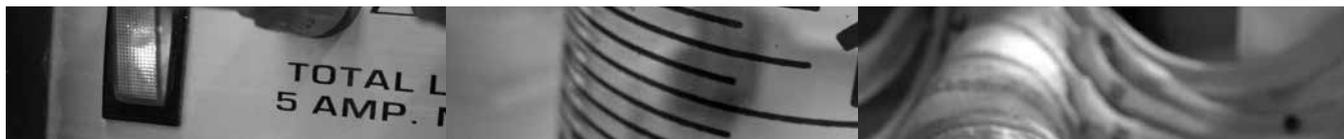
In this unit of study will investigate how chemical reactions involve rearranging atoms to form new substances, such as polymers and hydrocarbons. Lavoisier's Law of Constant Mass suggests that, during a chemical reaction, mass is neither created nor destroyed. Students will need to consider how substances 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.

## ***Animal and Plant Production A/B (Year 9 or 10)***

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.

## ***Landscape Gardening and Design A/B (Year 9 or 10)***

Jamie Durie and Edna Walling have something in common. They are both landscape designers. To become a landscape designer it is important to understand the materials with which you work. You will learn how to identify a range of different plants, including their structure, growth habits and uses within the environment. Not only will you be able to choose the right plant to fit the look of your design, but also explore plants which grow in similar climatic conditions. From this you will create and implement a design within the school grounds. You will learn the basics of how to build simple garden structures, safe handling of tools and equipment, and evaluation techniques. Take this opportunity to learn the art of outdoor design. This elective provides good preparation for VCE Agricultural and Horticultural Studies.



## ***Science of the Environment A/B (Year 9 or 10)***

This unit of study will seek to explore a series of ideas regarding the environment in a hands-on manner making use of the School's facilities, including the Brian Henderson Wildlife Reserve and the Agriculture and Horticulture Sustainable Building. Students will consider land management for conservation of ecosystems and endangered species, the management of a captive breeding population of the endangered Eastern Quoll, the sustainable use of resources such as energy and water, and the sustainable management of waste.

## ***Science of Technology A/B (Year 9 or 10)***

This unit of study is designed for students interested in physical sciences. It includes a consideration of sound and light as forms of energy and how these are transferred and transformed in modern communication devices, such as DVDs, Blu-Ray players, Digital Radio, and mobile phones. Students will also construct electric circuits investigating a range of components, such as capacitors, transistors and resistors and how these are used in many modern appliances. To complete the unit, students will build and program robots to perform simple activities.

## ***Food and Wine Science B (Year 10)***

Ever wondered how to make wine? Or which sweetener is sweetest? Ever wondered why wine and cheese complement each other, or how foods are metabolised by the body? This course will offer you, as prospective students of VCE Chemistry, Biology and Agricultural and Horticultural Studies, an opportunity to further your understanding of edible substances (yes, you will have to eat in this unit!). You will also learn how to make confectionery, how to test for and control bacterial and fungal growth in food samples, and what processes affect the flavour and odour of foodstuffs. There will also be an opportunity to visit a chocolate or wine manufacturer in a large-scale commercial setting.

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

This unit of work allows students to work with all the main disciplines of Science - Biology, Chemistry, Physics and Earth Sciences - as all are used in the solving of crimes. You will learn how forensic scientists gather and study information in their quest to solve crime. Burglaries, murders and assaults can be solved using many of the tools available today. If DNA fingerprinting were available twenty years ago, the Azaria Chamberlain Case would have been solved rapidly and with very little doubt. You will have the opportunity to undertake crime investigation and, using such techniques as DNA fingerprinting, will be able to solve a 'hypothetical' crime. Many other crime-solving techniques will also be covered. A major focus of this unit will be the use of Genetic Technologies in the solving of crime and therefore this unit is useful preparation for students considering VCE studies in Biology. However, the major focus of the unit is the application of scientific process to investigating data in a rigorous manner and therefore this unit supports the study of all sciences at VCE.

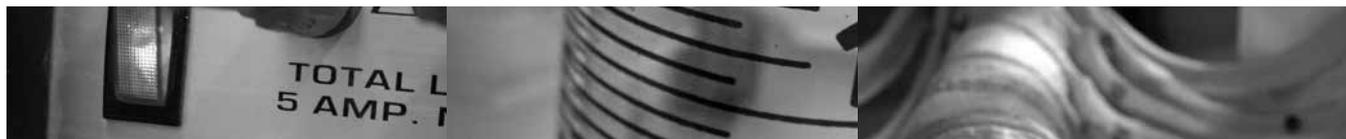
## ***Marine Science B (Year 10)***

The diversity of the plants and animals of our southern Australian ocean forms the basis of this unit. There will be 'hands-on' experience as well as relevant video footage and microscope work. Living marine organisms will be very much part of our lessons for most of the first term. The field trip to the Flinders rock platform will enable you to establish baseline data and to learn techniques of data collection. You'll also look at the chemical composition of seawater and some of the physics that needs to be known in order to explore the ocean safely on scuba. If your enthusiasm and interest take us in that direction, some of you might consider doing a scuba course. You will be required to explore one aspect of the marine environment and present your investigation in any way that you choose - from a PowerPoint presentation to a poster, video, book or project. The 'ecological issue' requirement will encourage you to take an interest in current events and threats to the marine environment, preferably at a local rather than a global level. Communication and evaluation of your findings are a very important part of science. You'll explore the web in a structured way, and increase your scientific vocabulary as you build up an impressive glossary of terminology.

This is a structured and comprehensive course that will give you an excellent understanding of the ocean's inhabitants as well as a very solid grounding for VCE Biology.

# Science – continued

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

Flight has fascinated humans from ancient times. What must it be like to soar above the Earth and look down on the world and all its beauty? In this unit students will investigate Flight. This will include the construction of kites, hot air balloons and powered rockets to investigate how Sir Isaac Newton's famous Laws of Motion have been used to allow humans to build machines that allow them to look back at Earth.

The unit will begin with the analysis of basic motion, such as cars and people, through the use of data loggers. Students will then be required to build an array of flying devices which will culminate with the launch of a Student-designed rocket. Students will be required to critically analyse and hypothesise on the performance of their rocket in a major practical report. The unit will give students the skills to analyse and question their physical world in order to gain a more thorough understanding of the world they live in.

This unit is highly recommended for those students who are thinking about studying VCE Physics. It will also be of interest for students considering VCE Chemistry, as Hydro Carbon Chemistry and how it is used to fuel jet engines and rockets for space exploration will also be investigated.

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

Find out how skateboarding and surfing are governed by the principles of momentum, gravity, friction and centripetal force. 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 particular type of 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. 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. You will use data logging equipment to analyze motion. 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 and so is good preparation for studies in VCE Biology, Chemistry and Physics.

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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 – 2017

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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***

Informatics Units 3 & 4

### ***Other***

Extended Investigation Units 3 & 4

*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.*

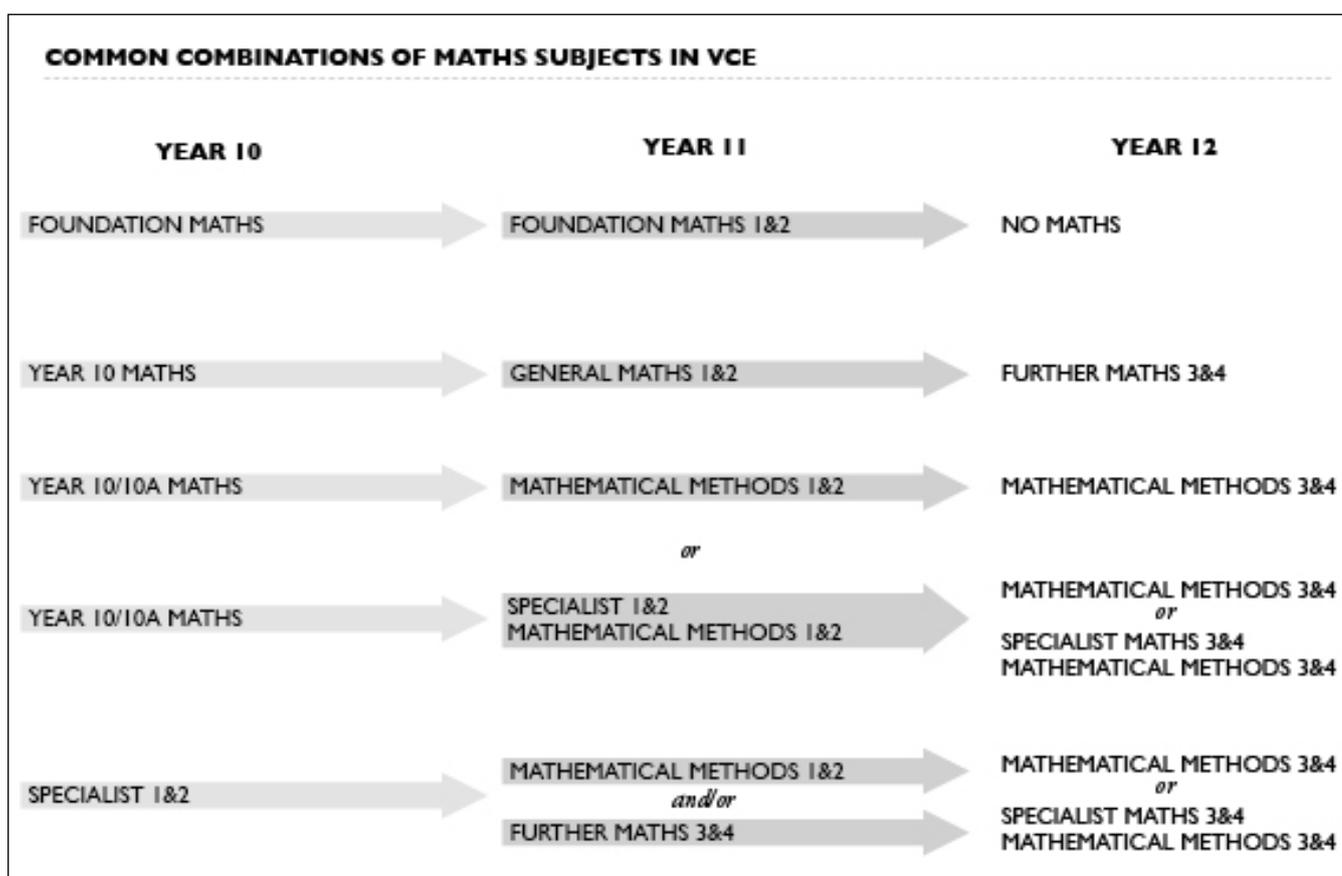
*The school reserves the right to balance the number of units offered if there is an excessive imbalance.*

# 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	Geography 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	
Engaging Asia A/B	Food Studies A
Science of New Materials A	Science of the Environment A/B
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	
Science of Flight B	Forensic Science 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 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
Software 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	
Food and Wine Science B	Contemporary Music B
Drama: Devising Performances B	Animal and Plant Production A/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	Indigenous Studies A/B
Web Design and Development B	Landscape Gardening and Design A/B

## Year 9 & 10 2017 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, Parents or Ms Bolch.

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, 2017*

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, 2017*

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 2017:

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

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