CWSC
DIVERSIS VIRIBUS

CRANBOURNE WEST
SECONDARY COLLEGE

YEAR 10
PROGRAM HANDBOOK

STRENGTH THROUGH DIVERSITY

www.cwsc.vic.edu.au

2024

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Principal   Rob Duncan

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INTRODUCTION

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As students enter Year 10, the senior pathways available to them increase significantly. Students may choose a course designed to prepare them for the Victorian Certificate of Education (VCE), Victorian Certificate of Education (Vocational Major or VM), Victorian Pathways Certificate (VPC) or Apprenticeship/ Traineeships. It is therefore important that students are provided with a course that meets their specific educational needs and that challenges them to produce their personal best. The Year 10 course is designed to effectively prepare students with the skills and knowledge to successfully complete the applied and academic learning pathways that will be available in the VCE, VM, VPC and on and off-site Vocational Education and Training (VET) programs.

It is important to note that any student considering VCE and wanting to undertake a VET course must complete this prior to the start of Year 12, therefore will need to commence this in Year 10. Students undertaking the VCE - VM course may commence VET studies in Year 11.

It must be stressed that a key aim throughout the program will be to ensure parents are actively engaged in the education of their child. The reason for this is that active parental involvement in their child's education positively impacts on school attendance, academic performance and behaviours during this critical period of schooling. In making these decisions do not hesitate, if there is a need, to further discuss the matter with the relevant coordinators, careers team or myself.

Rob Duncan
College Principal

COURSE OF STUDY OUTLINE – YEAR 10

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Year 10 Mainstream Course Program

Students in this program are required to undertake core studies in English, Mathematics, Science, PE and Humanities. They will also be required to select two elective courses of study (one per semester) and one VCE/VET subject (to be studied across the whole year).

YEAR 10 MAINSTREAM LESSONS PER WEEK			
English 5 Periods	Maths 5 Periods	Physical Education 2 Periods	Science 3 Periods
Humanities 3 Periods	Elective 1 – Sem 1 3 Periods	Elective 2 – Sem 2 3 Periods	VCE/VET 4 Periods

Vocational Pathways Course Program

This student program addresses the learning needs of a significant cohort of Year 10 students who have been identified as wanting to pursue a VM or VPC pathway, apprenticeship or full time work. These students complete a combination of units from the Vocational Pathways Certificate, Vocational Education and Training and mainstream Year 10 electives and will be well prepared for the VPC or VCE (VM) in Year 11. If you are interested in this program please read the VPC Suitability Guidelines at the back of this book.

Program Goals
- Students' general knowledge of the world of work would increase
- Individual career and learning pathways completed
- Knowledge of career pathways increased
- Increased understanding of Industry and Workplace options
- Increased knowledge of Occupational Health and Safety
- Participate in Work Education and life skills training
- Improve literacy, numeracy, personal health and development
- Participation in vocational placement – work experience.

Curriculum
- Literacy to be met through VPC Literacy (4 periods /week)
- Numeracy to be met through VPC Numeracy (4 periods /week)
- Structured Workplace Learning (SWL) - (1 day per week)
- Personal Development Skills/Work Related Skills (3 periods/week)
- VCE or VET Unit (4 periods /week)
- Physical Education (2 periods /week)
- An Elective per Semester (3 periods /week)

YEAR 10 VOCATIONAL PATHWAYS LESSONS PER WEEK			
Literacy 4 Periods	**Numeracy** 4 Periods	**Physical Education** 2 Periods	**WRS / PDS** 3 Periods
SWL 1 day per week	**Elective 1 – Sem 1** 3 Periods	**Elective 2 – Sem 2** 3 Periods	**VCE/VET** 4 Periods

Vocational Education and Training (VET)

When making selections for courses of study at Year 10, students also need to be aware that Vocational Education Training (VET) programs can be considered as a viable option. If students plan to do VCE then they MUST begin their VET program in Year 10. Completing their VET units in Years 10 and 11 avoids possible disruptions to their Year 12 studies. If students plan to do VCE (VM) in Year 11 and 12 then they can begin their VET course of study in Year 10 or 11.

A VET course of study provides students with the opportunity to explore an area of interest whilst developing general work-related competencies and the skills required for a particular industry. The College provides opportunities for Year 10 Students to undertake VET Courses in the areas of Building and Construction, Community Services, Sport and Recreation and the Music Industry. There are a number of VET programs endorsed by the Victorian Curriculum Assessment Authority (VCAA) and these can take up to two years to complete. They are equivalent to completing VCE units 1 and 2. In the case of certain courses, they are equivalent to VCE units 3 and 4 which can also contribute to an ATAR score at the end of Year 12. VET courses of study are credited towards completion of the VCE (VM) certificate.

In year 10 VET programs are incorporated into the curriculum and have costs attached to them that can vary from program to program. Some VET programs also require a compulsory work placement component. This involves students doing structured work placement in the relevant industry. There are many advantages for students who choose to do a VET program. Cranbourne West Secondary College is committed to doing all that it can to ensure that students gain entry to and are successful in the VET programs of their choice. Students need to be committed to their VET program. They will be expected to:
- Attend all classes.
- Promptly notify the College's VET Coordinator when problems or queries arise.

TIME-LINE AND SELECTION PROCESS: ONLINE APPLICATION

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TERM 3	INFORMATION
Week 2	Handbook available to all students (on College website) and emailed to all future year 10 students.
Week 3	During Careers, staff explain subject selections and courses.
	Students discuss elective choices with parents/carers using the PDF copy on the College website.
Weeks 4 - 5	Year 10 Information Evening for students and parents/carers
	Students enter subject selections into the online system during a designated class at school.
	Students will receive a print out of their subject selections
	Students are to take this print out home and have it endorsed and signed by a parent/carer - this is an acknowledgement of the parent/carer that they endorse the selected subjects and agree to pay any fees required for the subjects selected
Week 7	Student signed forms are returned to school with parent authorisation for selected subjects.
	*Please note, our elective programs fill up quickly. While we do our best to ensure students are placed in their preferred electives, students who return forms after the deadline may not be able to be placed in their preferred classes.
Weeks 9 - 10	Staff work to place students in their elective classes. Where there is a clash, or a reason a student cannot be placed in one of their preferred classes, a member of staff will speak with that student to arrange an alternative selection.

TERM 4	INFORMATION
Week 2	**Electives are announced to students for 2024**

English

In Year 10 students will continue to analyse written and spoken texts, with a more specific focus on how language varies according to its audience and purpose. They will construct their own written and spoken texts for a range of purposes, including analytical, persuasive and imaginative writing. They will also be asked to respond critically to a range of more challenging texts, including a novel, play and film. Students will develop the necessary skills and knowledge for VCE English, as well as skills to meet the demands of the workplace or the VCE-Vocational Major. Course work and assessment tasks are developed in line with the following three areas of study from the Australian Curriculum: Literature, Literacy and Language.

EAL

This study aims to enable students to develop critical understanding and control of Australian English. Students will develop literacy skills for a variety of purposes, including personal and informal situations, to the more formal requirements of senior school courses. Students will be expected to communicate ideas, feelings, observations and information, both orally and in writing. This course recognises and values student diversity and encourages self-esteem by enabling students to use the English language confidently and take responsibility for their own language development. Students carry out classroom activities that integrate the skills of reading, writing, speaking, listening and thinking. In order to qualify for this course students must be a recent arrival to Australia (from a non-English speaking country) within the past 5 years.

Mathematics

The mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently. In Year 10, students will consolidate and extend prior mathematical knowledge and skills in the three strands according to the Victorian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students will be supported in this core unit to develop the required skills for mathematics studies beyond Year 10.

Science

During this course, students will further develop their skills in using a scientific approach to understand the world around them. Students will use models to explain the structure and properties of elements and the periodic table, classify chemical reactions, describe the relationships of force and motion and explore cell biology and genetics. Students will use technical equipment, design investigations, make observations and analyse results. Assessment and course work will be according to the Victorian Curriculum: Science Understanding and Science Inquiry Skills.

Physical Education

Year 10 Physical Education is an introduction to VCE Physical Education. The theory component includes body systems, fitness components, biomechanics and energy systems. The practical component focuses on laboratory exercises and explores the development of strategies and tactics within a competitive sport environment. Students will learn to set personal, physical activity and fitness goals and will recognise the benefits of a healthy active lifestyle. They investigate community facilities available to improve health and physical fitness, as well as engage in a variety of recreational and outdoor activities. Students will investigate different aspects of fitness and training methods and how these vary between activities and individuals. Students will be assessed on the practical and theory component in semester exams, practical participation, uniform and sportsmanship.

Humanities

In Humanities students will study for one term each of the following four Humanities subjects over the course of the year - Geography, Economics, History, Civics and Citizenship. This will enable students to take any of the Humanities options available to them in Year 11.

The areas of focus include:
- Geography - Students will learn about Environmental change and management as well as Geography relating to human wellbeing.
- Economics & Business - The focus will be for students to build financial literacy skills and be prepared for the real world.
- History - Students will learn about the history of first nations people within Australia as well as World War 2 with a focus on the Holocaust.
- Civics & Citizenship - The focus will be on laws and citizens, identity as well as government and democracy.

YEAR 10 ELECTIVES

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Students are required to take 2 subject electives (1 per semester) over the academic year in 2024. They will also be undertaking a unit 1 and 2 VCE or VET subject in sequence over the whole school year.

For each semester, elective choices must be numbered 1 to 6 on the subject selection form in order of preference. There can be NO GUARANTEES that any student will be allocated to their first or second choice elective subject, however if they are allocated to a lower choice for one semester, every effort will be made to place them in their preferred elective in the other semester. Where there are insufficient numbers to run an elective subject, students will be allocated to their highest available next choice so consider all numbers from 1 to 6 carefully.

Listed below are the electives being offered for Year 10 in 2024. Please note, not all these electives will run in both semesters so bear this in mind when making your subject selections.

Note that some subjects will only be offered in one semester. Please read the selection sheet carefully and place number 1 against the subject you most want to do, all the way down to your 6th choice, for BOTH semesters.

SUMMARY OF ELECTIVES AND ASSOCIATED COSTS

All costs are subject to change, pending School Council approval for 2024

DOMAIN	ELECTIVE	COST
Physical Education	Power Up	$70.00
	Sports Coaching	$20.00
Humanities	Freedom for the People	$0.00
	International Politics & Law	$30.00
	Introduction to Accounting	$0.00
Science	Chem-ics	$50.00
	Marine Biology	$50.00
Technology	Café Culture	$70.00
	Focus On Food	$70.00
	Global Technologies (Computing)	$20.00
	Product Design – Wood / Metal / Plastics	$70.00
	Robotics	$70.00
The Arts	BeatLab (Music)	$30.00
	Gig Workshop (Music)	$30.00
	Stage Door (Drama)	$30.00
	Film & Photgraphy (Media)	$60.00
	Visual Arts	$50.00
	Visual Communication Design (VCD)	$50.00

PHYSICAL EDUCATION ELECTIVES

Power Up

Want to work in the fitness industry? In power up, students will develop their knowledge and skills in the fitness industry. They will learn about the correct lifting techniques, specificity of training and be able to design and implement a strength training program. Students will be able to apply advanced resistance principles to produce desired training effects. They will participate in a structured and comprehensive program of advanced weight training where they will develop and apply personal fitness goals while also learning how to demonstrate safe and appropriate use of resistance training machines and free weights.

Approximate Cost: $70.00

Sports Coaching

Sports Coaching Students will learn about what it takes to successfully coach a local community sports team as part of their studies in this subject. Students learn the difference between planning skill activity drills as opposed to game sense activities and the purpose of when to use each skill activity. They learn about the different coaching styles used by junior sports coaches and professional sports coaches alike and practice their technique to master one style when coaching a group of students. Students learn to modify drills according to both age and ability and are assessed upon their ability to modify their drills for students of different ages, including year 7/8 students as well as primary school aged students.

Approximate Cost: $20.00

HUMANITIES ELECTIVES

Freedom for the People	Across history we have toppled kings, unchained slaves, and liberated women. People have been fighting for their beliefs since Ancient times when Spartacus and the Thebans rose up, right up to the Black Power Movement and the feminist counterculture of the 1960's. From freeing slaves to equal rights, in this subject you will explore the revolutions and uprisings that not only changed history, but made it. You will develop an understanding of oppression throughout history and the impact of revolutions and freedom movements on society. During this study, you will engage in an exploration of conflicts throughout history on topics including race, gender, sexuality and power. This subject is designed to focus on a development of skills and knowledge and preparation for studies at VCE level in History: Revolutions, History: Empires, Modern History and more. **Approximate Cost: $0.00**
International Politics & Law	Curious about what shapes the world we live in and how your rights are protected? In International Politics and Law we will dive into the fascinating world of International Relations; exploring the political bodies and legal frameworks that shape our global community. Let's analyse the power dynamics between countries and unpack important global issues such as human rights and climate change. This subject is perfect for anyone who wants to know more about the world, loves to argue and wants to make a difference. Through thought provoking debates, analysis of legal and political issues and a mock United Nations Summit; you will begin to understand how change can be provoked by courts, politicians and individuals like you! **Approximate Cost: $30.00**
Introduction to Accounting	Year 10 Accounting explores the financial recording, reporting, analysis and decision-making processes of businesses. Students will study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and ICT such as Google Sheets. Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account. This subject is aimed at preparing those who are looking to study VCE Accounting in Year 11 & 12. **Approximate Cost: $0.00**

SCIENCE ELECTIVES

Chem-ics

In Chem-ics students will explore the dynamic fields of Chemistry and Physics.

Students will learn about the behaviour of atoms and molecules. They will explore chemical bonding and learn how to use chemical equations to describe and predict chemical reactions. Students will learn to design circuits and analyse machines based on the principles of electricity and magnetism.

Through engaging experiments and simulations, students will have the opportunity to investigate topics such as electrochemistry, mechanics, thermochemistry. They will also learn how to use laboratory equipment and techniques to conduct experiments and analyse data. Throughout the course, students will develop the necessary knowledge, problem-solving, critical thinking, and experimental design skills required to excel in both VCE Chemistry and VCE Physics.

Approximate Cost: $50.00

Marine Biology

In Marine Biology students will explore the biology of marine organisms and their habitats, as well as the interactions between organisms and their environment.

Students will learn about the structure and function of different marine ecosystems, including coral reefs, rocky shores, and estuaries. They will investigate the adaptations of marine organisms to their environment, including their physiological, behavioural, and ecological responses to environmental stressors.

Students will also learn about the impacts of human activities on marine ecosystems, including pollution, overfishing, and climate change. They will explore strategies for sustainable marine resource management and conservation, including the use of marine protected areas, aquaculture, and responsible fishing practices.

Throughout the course, students will engage in hands-on activities, including laboratory experiments and field studies, to develop their scientific inquiry skills necessary for VCE Biology.

Approximate Cost: $50.00

TECHNOLOGY ELECTIVES

Café Culture	In this elective, students will build practical food skills in the planning, preparation, evaluation and enjoyment of food. They will develop an awareness of the diverse range of influences on food choices in response to advertising and marketing, current food trends and information about ingredients. Students will have the opportunity to experience cafe culture which will assist them to design their own nutritious cafe menu incorporating aspects of the Australian Guide to Healthy Eating. They will have the opportunity to cook at least once a week, so as to produce a variety of café foods including breakfasts, light meals, cakes and coffees. Students will also learn basic hospitality skills such as table service, safe food handling and how to be a barista which can provide employment opportunities in their future. Course outcomes are achieved through a series of design and research tasks as well as practical assessments of learnt hospitality skills. This course will also prepare students for VCE Food Studies and VET Hospitality. **Approximate Cost: $70.00**
Focus on Food	This course is designed to further develop cooking skills and extend students' understanding of the relationship between food, nutrition and health. Students will investigate current trends in food, Indigenous ingredients, dining, food styling and photography. They will also look at environmental, preservation and sustainability issues in the production of food and how to make informed consumer choices. Students will evaluate the various eating models that provide good health and will use one of these to assess the suitability of the food in our local area. They will further develop their culinary skills by cooking at least once a week, as they learn how to create a variety of quick and easy meals that can easily be made at home both now and in the future rather than choosing processed snacks and meals. Students will visit Dandenong Market to experience the economic, sensory perceptions and sociocultural choices relating to what we choose to consume. This elective will also prepare students for VCE Food Studies and VET Hospitality. Course outcomes are achieved through a series of design briefs allowing students to investigate, design, produce and evaluate food and drink products. **Approximate Cost: $70.00**
Global Technologies (Computing)	This course focuses on developing computational-thinking skills and digital-system understandings and media literacy. Students will study a wide range of topics including; App development, game design and programming, 3D printing, web design, and will study new digital technologies and how they impact students lives in the 21 century and beyond. Students will also have the opportunity to discover new technologies in the local community. **Approximate Cost: $20.00**

Product Design (Wood / Metal / Plastics)

Product Design & Technology is designed for students to explore the Design Process through theory and practice. Students will receive further training of power tools, machinery and basic hand tools. Students will use a range of materials and manufacturing techniques to complete an end product. This elective will prepare students for VCE Product design.
Taking home a finished product is also an important component of this elective.

Approximate Cost: $70.00

Robotics

Year 10 robotics introduces students to the world of robotics and programming. Through hands-on building and programming projects, students will learn the fundamentals of robot design, construction, programming languages, and the function of complex robotics components. Students will develop key skills in problem-solving, critical thinking, and teamwork as they work together on various practical and fun project-based applications of robotics.

Approximate Cost: $70.00

THE ARTS ELECTIVES

BeatLab (Music)

In 'BeatLab' students will develop skills in order to record, edit and mix music using electronic sound production tools. Students will develop their own songs and will develop the ability to utilise a various music technology in their music production. Students will work with bands and solo musicians to record and develop samples to use within their own music, whilst exploring a range of genres from hip hop, to modern classical music.

Approximate Cost: $30.00

Gig Workshop (Music)

In "Gig Workshop!" students will develop the skills needed to organise and present their own live music performance in a wide range of settings. Students will gain a deeper understanding of live performance and what it takes to put on an awesome gig! Students will have the opportunity to perform at a wide range of school and community based events with their self developed bands.

Approximate Cost: $30.00

Film & Photography (Media)

In this elective, students will gain a hands-on understanding of camera and editing techniques to capture, manipulate and present creative video and photography content. Students will develop their ability to plan and create a short film that demonstrates the conventions of genres and styles.. Students will learn how to use a SLR camera and create photographic pieces that take inspiration from the techniques of past and current photographic artists. They will also analyse a range of films and gain an appreciation of the impact of media, film and video within our daily lives. This elective prepares students who are interested in undertaking VCE media.

Approximate Cost: $60.00

Stage Door (Drama)

Stage Door focuses on creating original and dynamic performance. Students are introduced to contemporary theatre styles and practitioners. They build on their understanding of dramatic elements to shape and develop their performance work. They develop performance skills and apply costume, lighting and sound in non-naturalistic ways, gaining experience of how acting and production elements can be used to create meaning for an audience.

Approximate Cost: $30.00

THE ARTS ELECTIVES

Visual Arts

In this elective, students will participate in a range of hands-on art activities such as painting, printmaking, drawing and sculpture. Students will learn to follow the creative folio process undertaken by both contemporary and traditional artists whilst completing their own folio of artworks. Through the exploration of art techniques, students will gain an appreciation of artworks and an ability to evaluate their own artworks. Students will also study the work of a variety of artists who work in different fields and with different mediums. These are studied through research assignments and the creation of artworks inspired by their exploration. This elective prepares students for undertaking VCE Studio Art.

Approximate Cost: $50.00

Visual Communication Design (VCD)

In this elective, students will be introduced to the design process and creative techniques that encourage them to explore both hands-on and digital techniques in the areas of graphic design, architecture/interior design and product design. Students will learn 2D and 3D technical drawing skills, researching design eras and investigating design practices. During the semester, students will create designs suited to different design briefs and be required to complete a range of practical tasks that explore the use of design elements, principles and techniques. This elective prepares students who are interested in undertaking VCE Visual Communication Design.

Approximate Cost: $50.00

VCE & VET SUBJECTS – SEMESTER 1 & 2

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Year 10 students in 2024 will have the opportunity to study Units 1 and 2 of a VCE subject or a VET subject. Approximate VCE and VET fees have been displayed, but at the time of publication are an estimation only. Excursions and activities costs have not been included as these will happen on a pay as you go basis.

VCE SUBJECTS

VCE Applied Computing

What's it all about?
VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions. The unit is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact. It provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

Unit 1: Applied Computing
In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Areas of study:
- Data Analysis
- Programming

Unit 2: Applied Computing
In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Areas of study:
- Innovative solutions
- Network security

Approximate Cost: $0.00

VCE Business Management

What's it all about?
VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

Unit 1: Planning a Business
In Unit 1 of Business Management, students develop knowledge about how to plan for business operations. This starts from the very beginning as it looks at how business ideas are formed and whether these ideas will be successful within the overall market place. As students progress through we look at skills and techniques that can be used to assess how customers might interact with the business and whether or not it is likely to be successful. The unit then tackles the idea of looking at the external environment that surrounds the business, how do businesses plan to position themselves within a market that has national and international players due to the accelerating globalisation of the world. Finally, we investigate how you can make sure you plan for success within the internal environment of your business - ensuring you do everything you can to prepare for success.

Areas of study:
- The business idea
- External environment
- Internal environment

Unit 2: Establishing a Business
In Unit 2, students will start looking at how to actually set their business up. They will start evaluating the legal and financial elements they need to look at, which will make sure they are able to operate and financially protected. From here, we'll start developing an understanding of how to get their product ready for sale. We'll review the marking process looking at what's necessary to make sure your product meets the needs of the market you're targeting. Staff are what make the business world work, so Business Management students will now look at this crucial element of their set-up process.

Areas of study:
- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

Approximate Cost: $0.00

VCE General Mathematics

What's it all about?
This study includes the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for the real world, general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

Unit 1 & 2 Prerequisite: Students need to have satisfactorily completed Year 9 Mathematics to a high level.

Areas of study across the year:
- Data analysis, Probability and Statistics (univariate & bivariate data and regression)
- Algebra, number and structure (sequences and financial mathematics) Functions, relations and graphs (linear & nonlinear equations and their associated graphs)
- Discrete mathematics (matrices and networks)
- Space, Measurement and Trigonometry

Approximate Cost: $0.00

VCE Health and Human Development

What's it all about?
The study of Health and Human Development provides an opportunity for students to investigate health and human development across the lifespan. Students examine the factors that promote well- being in individuals, families, and their local and global communities. It explains the physical, social and emotional aspects of health and development and links health to a range of determinants such as behavioural, biomedical and social. Students look at Australia's Health on a global scale and recognise government and non-government organisations that contribute to better health outcomes for Australia's population.

Unit 1: Understanding Health and Wellbeing
This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Areas of study:
- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

Unit 2: Managing Health and Development
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality healthcare.

Areas of study:
- Developmental transitions
- Health care in Australia

Approximate Cost: $0.00

VCE Psychology

What's it all about?
Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

Unit 1: How are behaviour and mental processes shaped?
In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Areas of study:
- What influences psychological development?
- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?

Unit 2: How do external factors influence behaviour and mental processes?
In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Areas of study:
- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop understanding of influences on perception and behaviour?

Approximate Cost: $0.00

VET Certificate II in Community Services

What's it all about?
To provide an introduction to the Social and Community Services Industry and develop entry level skills.

Course Content Year 1:
- Participate in workplace health and safety
- Work with diverse people
- Provide first point of contact
- Communicate and work in health or community services

Future Pathways:
- Certificate III/IV in Nursing
- Residential Care Welfare
- Disability Studies and Childcare
- Social Work
- Aged Care

VCAA Information and Video: https://www.vcaa.vic.edu.au/curriculum/vet/vcevet-programs/Pages/communityservices.aspx

Approximate Cost: $250.00

VET Certificate II in Construction Pathways

Duration: 2 school years, one day per week or 4/5 periods per week.
The Certificate II in Construction Pathways will give you a chance to sample a variety of trade skills, such as carpentry, concreting, joinery, shopfitting, bricklaying, landscaping, plumbing, and tiling and help you find your career path in a highly employable sector.

Career opportunities, include:
- Carpentry apprenticeship
- Wall and floor tiling apprenticeship
- Bricklaying apprenticeship
- Joinery and shopfitting apprenticeship
- Painting and decorating apprenticeship

Pathways to further study:
- CPC33020 Certificate III in Bricklaying/Block laying
- CPC30220 Certificate III in Carpentry
- CPC31320 Certificate III in Wall and Floor Tiling
- CPC30620 Certificate III in Painting and decorating
- CPC30120 Certificate III in Shopfitting
- CPC31920 Certificate III in Joinery

Approximate Cost: $300.00

VET Certificate II in Music

What's it all about?
The course offers students live music performance opportunities and develops each students' individual skills on their chosen instrument. This certificate aims to provide access to various career pathways available in the music industry and offers skill enhancement in music performance.

Other subjects
There are no prerequisites for this course, however you need a demonstrated understanding of music or the ability to play an instrument.

Course Content:
- Develop and update music industry knowledge
- Develop music knowledge and listening skills
- Follow health, safety and security procedures in the music industry
- Work with others
- Address copyright requirements and performance.

Materials required:
Musical instruments are supplied in the classroom but it would be highly recommended that you have an instrument at home to practice on.

Future Pathways:
- Cert IV in Music
- Diploma of Music
- Advanced Diploma of Music
- Bachelor of Music
- Diploma of Music Business
- Bachelor of Music Industry

VCAA Information and Video: https://www.vcaa.vic.edu.au/curriculum/vet/vcevet-programs/Pages/musicindustry.aspx

Approximate Cost: $300.00

VET Certificate II in Sport and Recreation

What's it all about?
The course is designed to offer students hands on theoretical learning about the Sport and Recreation industry.

Course Content:
- Sport
- Fitness and recreation industry
- First aid and emergency situations
- Workplace health and safety
- Introductory IT skills
- Customer and quality service
- Equipment maintenance.

Future Pathways:
- Sports retail roles
- After-school sports program
- Recreation officer
- Sport and recreation attendant
- Leisure services officer
- Business administrator
- Sales and customer services

VCAA Information and Video: https://www.vcaa.vic.edu.au/curriculum/vet/vcevet-programs/Pages/sportrecreation.aspx

Approximate Cost: $300.00

VCE, VCE VOCATIONAL MAJOR AND VICTORIAN PATHWAYS CERTIFICATE SPECIFIC RULES AND POLICIES

Please note that these policies are generally specified by the VCAA and apply not just to Cranbourne West Secondary College. More policies specific to our College are found on our College Web page, via the Resources link.

Satisfactory Completion of the Victorian Certificate of Education and Victorian Pathways Certificate

In order to be awarded the Victorian Certificate of Education, including the VCE Vocational Major, a student must satisfactorily complete 16 units, including 3 units of English/EAL, 4 sequences of Unit 3 and 4 studies including English/EAL. The 16 units may include units of Vocational Education and Training. The way that some VET studies may be included has changed, and there is an increased flexibility in the way that English studies may be combined. Students wanting to complete the VCE - Vocational Major must include studies in VET, Work Related Skills, Personal Development Skills in addition to the English and Maths requirements. Students seeking more information should speak to the VCE or VET Team Leaders or Careers Leader.

Students enrolled in the Victorian Pathways Certificate (VPC) will satisfactorily complete 12 units including two units each of literacy, numeracy, work related skills and personal development. Enrolment in the VPC will require a parent and student conference with the Head of Senior School.

Satisfactory Completion of Studies

At the end of the Unit, a student will be awarded satisfactory completion (S) or unsatisfactory completion (N) for the study. For satisfactory completion, the student must demonstrate achievement of each of the outcomes for that unit as specified in the study design. This decision will be based on the teacher's judgement of the student's performance on assessment tasks designated for the unit. If all outcomes are achieved, the student receives S for the unit; if any of the outcomes are not achieved, the student receives N for the unit. Therefore, all assessment tasks must be completed in order to be awarded an S for the unit. Achievement of an outcome means that the work meets the required standard, and there has been no substantive breach of rules, including attendance requirements, authentication and submission of work in accordance with the conditions of the assessment task. Where a student has completed work, but there has been a substantive breach of rules, the student may be awarded N. Classroom teachers will explain to students the work they need to do, assessment criteria, and conditions for completion of the assessment task including timelines and deadlines.

Assessment Tasks

Assessment tasks are formal pieces of work set in order that students may demonstrate that they have achieved the knowledge and skills outlined in the learning outcomes for the unit. There may be one or more assessment tasks linked to each outcome. The assessment tasks also provide a basis for judgement of level of performance, reported as a score. In Units 3 and 4, the assessment tasks are the School Assessed Coursework (SACs) and in some studies (eg Art/technology), extended pieces of work called School Assessed Tasks (SATs). School based assessment of work completed during these SACs and SATs contribute to the study score and ATAR score for Units 3 and 4 studies. Units 1 and 2 studies will employ a similar method of assessment to that used in Units 3 and 4. Scores for Unit 1 and 2 assessment tasks are reported on the End of Unit Reports, but are not communicated to the VCAA. Conditions for assessment tasks/SACs (School Assessed Coursework) Assessment tasks, including SACs, will be conducted under particular conditions, laid down for each task in the study design. Specific conditions for assessment tasks will be explained to students for each task, but there are also some common conditions.

Timelines

Most tasks are to be completed mainly in class time. Study designs provide advice about the time allowed for each task. It would be typical for some preparatory work to take place before the formal task, so that students may prepare notes and acquire skills required for satisfactory completion of the task. In some cases, students may bring prepared material, text books etc to the formal task. The dates and timelines for assessment tasks/SACs will usually be given to students at the start of the unit. It is very important that students attend class in the lead-up to the task to prepare themselves adequately, and MOST IMPORTANT that students attend for the actual task date. Students who are absent from class for an assessment task/ SAC should apply for permission to complete a Supplementary Task at another time.

Drafting

As assessment tasks/SACs are completed mostly in class time and in a limited time frame, the practice of drafting with feedback from the teacher has ceased in most cases. The work completed for assessment is completed under supervision and typically submitted at the end of the class time set aside for the task.

Specific details of the formal task will only be given just prior to the starting date of the task. Students may prepare practice pieces during the preparatory time, and may seek advice from teachers on this work. However, teachers must not mark or provide comments on any draft of work that is to be submitted for assessment. Teachers are not required to formally sight drafts or to record their completion.

Word Range

The study designs provide information about the word range for each task. This is an indication of the detail expected to allow a student to demonstrate achievement of that outcome in the time set for that task. The upper and lower ends of the word range are not compulsory word limits. There are no formal rules for what counts in the word range.

Resubmission Policy (Redemption)

If a student attends for the assessment task/SAC, but the overall judgement of the piece is that it does not meet the required standard to demonstrate achievement of the outcome, the student will be given an opportunity to resubmit the task. Where this piece of work has been assessed for a score, the score awarded to the initial task will not be changed, and will be recorded as the school assessed score for that task. Resubmitted work which meets the requirements will subsequently be awarded an S, and records will be changed so that an S for the unit may be awarded. Students should negotiate with the teacher about which parts of the work were incomplete or unsatisfactory, and as to when and where the additional work should be completed.

Supplementary Assessment Task Policy

Timelines and dates for the completion of assessment tasks and SACs will be given to students at the start of each unit, and students should familiarize themselves with the Attendance Policy (following). However, it is recognised that students may be unavoidably absent for an assessment task/SAC, due to illness etc. If a student is absent for an assessment task for any reason they should apply as soon as possible for permission to complete a Supplementary Assessment Task to replace the one which was missed. Students need to complete all assessment tasks in order to demonstrate achievement of all outcomes and be awarded satisfactory completion of the unit. Failure to complete an assessment task or SAC would result in an N for the unit. The classroom teacher will notify the student/parents through a formal letter, which outlines the dates and tasks missed, and provides a form on which to apply for permission to complete a supplementary task. All applications to sit supplementary tasks will be dealt with by the Head of Senior School or VCE Team Leader in conjunction with the subject teacher. Documentation needs to be provided for reasons for the absence. If the reason for absence is judged to be acceptable, the student will be permitted to attempt the supplementary task, which will be scored as normal and awarded S or N. This policy includes Unit 3 and 4 SACs. The supplementary task will take place at a time and place specified by the Head of Senior School or VCE Team Leader. Supplementary assessment task sessions will be supervised by teachers, and work completed should be submitted to the supervising teacher. Such extensions of time for completion of SACs due to acceptable, documented absence are limited to a period of two weeks, as laid down in the VCE Administration Handbook (unless extenuating circumstances apply).Tasks not completed within two weeks of the initial task will not receive a score, however, the work may be completed in order to obtain satisfactory achievement of the outcome and thus receive an S for the unit. In this case,

conditions for completing the work should be negotiated with the VCE Team Leader. If a student is absent from an assessment task, and does not have an acceptable, documented reason, they may apply for permission to complete the task for the purpose of obtaining satisfactory completion of the outcome. Students who are absent from the assessment task SAC without an acceptable reason, will forfeit their right to have that work scored. They will effectively receive a score of zero for that task. The supplementary task must ordinarily be completed within a two week period to receive an S. The VCE Team Leader will seek feedback on the completion of student assessment tasks, and identify students at risk. Where students are not completing the assessment tasks under the required conditions, parents will be contacted and interviews with parents and students will take place, to discuss the unsatisfactory situation.

Authentication Policy

Students must ensure that all unacknowledged work submitted for assessment is genuinely their own work. The work will only be accepted if the teacher can attest that it is the authentic work of the student.

It is the responsibility of the student to make sure that the teacher has no difficulty in authenticating their work.

Strategies for Ensuring Authentication

The student must acknowledge all sources used in completing the work (usually in the form of a bibliography and footnotes). This includes texts and source material (including data obtained from computer sources), as well as the names and status of persons who provided assistance and the nature of that assistance. The rules and procedures for authentication requirements are published and communicated to students as they enter VCE. Students are periodically reminded of their responsibilities regarding authentication. Classroom teachers inform students of the requirements of individual studies and assessment tasks for monitoring authentication and the conditions under which work will be completed. Most coursework assessment tasks are to be completed mainly in class time, and the teacher will monitor the development of the task. This does not preclude some of the work being completed out of class, but teachers will make it clear to students, the amount and type of work that may be completed without teacher supervision. In allowing students to complete part of their work out of class, teachers must be able to authenticate work. The student must keep plans, research notes and prepared work used in the development of the task and is advised to submit these documents with the final copy as evidence of development of their ideas. Students are also advised to keep their work after it has been assessed and returned to them. VCAA rules state that individual students' work may be audited. In this case it will be called in and submitted to VCAA. Students may accept assistance including the incorporation of ideas from material derived from other sources which has been transformed by the student and used in a new context. They may also accept prompting and general advice which leads to refinements and self-correction.

Undue Assistance

A student may not accept undue assistance from any person in the preparation and submission of work. This includes undue assistance from artificial intelligence, a teacher, tutor, family member or another student. Undue assistance is an excessive amount of help whereby the work is no longer the authentic work of the student. Undue assistance includes providing actual adjustments to the work, or directing the student to insert particular text. A student may obtain advice about areas of the work which require attention and clarification, but it is the student's responsibility to act on the advice and provide any improvement themselves. Undue assistance sometimes occurs when two students work closely together so that the two pieces of work submitted are too similar. Students are encouraged to discuss their ideas with family, peers and teachers in order to develop their understanding of the work, but work submitted must reflect the student's own ideas about and understanding of the issues. The student must acknowledge assistance received in the development of ideas and discuss their inclusion with the teacher. Copying or paraphrasing large sections of existing text, even with suitable citation, may be judged as not the authentic work of the student. Teachers must not mark or provide comments on any draft of work that is to be submitted for assessment. Teachers are not required to formally sight drafts or to record their completion. In the case where a teacher rejects submission of the work because of a breach of the rules for authentication, the student would be given an N for that task and thus an N for the unit.

Appeals

A student has the right to appeal a decision to be awarded N for a unit of study. Students requesting an appeal should address a letter of intention to the chairperson of the Appeals Panel (Head of Senior School). A student may appeal if they believe that they have been awarded an N in error; that they did not have a fair opportunity to complete the assessment tasks; or that they believe they have not been in breach of the rules.

Attendance Policy

VCE students are expected to attend all timetabled classes. A class roll will be kept by individual teachers to record absences from class, and Group Teachers will monitor attendance. Students who miss more than 10% of the scheduled class time may be recorded as not satisfactorily completing the unit/s. Where students have completed work but there has been a substantive breach of attendance rules, the student may be awarded an N.

The VCE attendance system is designed to monitor student attendance and to alert parents and Group Teachers as soon as poor attendance becomes an issue. Participation in school activities, such as sport, excursions and productions are not treated as absences from school and are not ordinarily included in the calculation of absence percentage. However, if a student's commitment to co-curricular activities is impinging on their ability to complete assessment tasks, the Team Leader may need to discuss priorities with the student. Students must indicate the reason for absences to the Home Group Teacher and Team Leader and should also

speak to the classroom teacher, out of courtesy and to negotiate about work missed. In order for an absence to be approved, a medical certificate or similar documentation needs to be presented to the Group Teacher. A coordinator will make contact with the student's family if attendance falls below 95%. The focus at this stage is to ensure that all parties are aware of the attendance requirements and that the student has kept up with the required work. The student's family will be invited to contact the school if the student is experiencing significant hardship, and arrangements for special provision may be discussed. If attendance remains a problem, the VCE Team Leader will convene a conference with the student, the student's parents, Group Teacher and/or classroom teacher as appropriate. The focus of this meeting is to ensure that the student can complete the required work and to clearly outline the consequences of lack of attendance. An attendance contract may be negotiated with the student, requiring students to obtain signatures from teachers of each class attended. The student may be referred to the Student Welfare Coordinator, and if the student is experiencing significant hardship, special provisions may be arranged. However, absence from school or study for prolonged periods is not of itself grounds for special assistance. If the student's attendance still remains a problem it will be viewed as a discipline issue, and will be referred to the Team Leader or Head of Senior School. A student may be awarded an N for the Unit for a substantive breach of attendance requirements. It is important to understand that if a student's combined absences (approved and unapproved) become extensive, the school may consider that insufficient classes have been attended for satisfactory completion. An N will be awarded.

Study Period Attendance

Cranbourne West Secondary College has deliberately put in place a structure which minimizes the need for study periods. No Year 10 students will need to access study periods. The only students in Year 11 and 12 who will need to access study periods are those enrolled in VET programs because they have not selected from one block in order to study their VET subject. These students will be expected to attend Study Hall. A roll will be kept and attendance monitored. This will not apply to VCE - VM or VPC students, who will have a weekly schedule which ensures VET studies are taken over a full day and does not compromise the rest of the week.

Reporting and Feedback

Students and parents receive information about academic performance in a number of ways. Work submitted for assessment tasks and SACs will be corrected and returned to students with comments about strengths and weaknesses of the work, and a score derived from the assessment criteria. In Units 3 and 4, this score is used for part of the calculation of the student's study score and ATAR score for tertiary selection. However, students will be unable to estimate their final score from individual scores on SACs, since a mathematical equation is applied to scores after the examinations at the end of the year. Parents and students also receive a progress report twice per term from their subject teachers to indicate progress and identify students at risk or not completing their studies satisfactorily. A more detailed report is compiled at the end of each semester, indicating whether the

student has satisfactorily completed each Unit, and including a score for each assessment task undertaken.

Unsupervised Excursion Policy

Occasionally, some classes or students are required to attend excursions independently. This means they will have no staff supervision. This will most often occur individually or in small groups and only at Year 11 and 12. Parental permission is still required. Students may be absent only from periods of the subject concerned and during lunchtime and recess if appropriate, unless authorised by the teachers affected. Team Leader or Head of Senior School must authorise the excursion on the appropriate form. Students must sign the 'Early Leavers' register before leaving the school grounds.

VICTORIAN PATHWAYS CERTIFICATE SUITABILITY GUIDELINES

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Introduction to the Victorian Pathways Certificate

The Victorian Pathways Certificate (VPC) is an inclusive Years 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE. It will provide an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

The VPC is an accredited qualification described through recent amendments to the Education Training and Reform Act 2006 as a foundation secondary qualification. It is designed to commence at Level 1 of the Australian Qualifications Framework (AQF).

The VPC is designed to engage students through applied learning and provides flexibility to meet individual learning needs. The VPC curriculum develops the skills, knowledge, values and capabilities that enable students to make informed choices about pathways into further education, training and/or employment.

The VPC is designed for students in Years 11 and 12 who would benefit from an individualised program at a more accessible level than a senior secondary certificate. It has a flexible duration depending on a student's individual education plan and the delivery setting. The VPC may be completed in a variable timeframe, with a minimum of 12 months. Students can enter the VPC at a time of year that best suits their learning needs, abilities and interests.

Purpose of the VPC

The purpose of the VPC is to:

- equip students with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- empower students to make informed decisions about the next stages of their lives through authentic workplace experiences providing them with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world.

Enrolment Suitability

When enrolling a student into the VPC the individual needs of the student must be considered. Discussions about the VPC's suitability for a student should be conducted between the school, the student and their family.

The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including academic and/or wellbeing issues.

VPC enrolment would be suitable for a student who:

- has had a highly modified program during their F-10 years
- is re-engaging into the school environment
- would have previously been enrolled in Foundation VCAL
- has had a transient experience with previous school enrolments
- meets the eligibility for the Program for Students with Disabilities (PSD) / Disability Inclusion Profile
- has a history of school refusal
- has additional wellbeing considerations.

Applied learning in Year 10

Students who are identified as suitable for the VPC may start the certificate in Year 10 if they require additional time to complete the course, this includes students in specialist schools or flexible learning options, who complete the VPC as a pathway to VCE. It is not recommended for other students to start and complete the VPC in Year 10 as a standalone program.

Support materials on applied learning at Year 10 are available on the VCAA website. These resources include program samples and unit descriptors that support schools to develop an applied learning approach in Year 10, based on the F–10 Victorian Curriculum. This approach may be developed in schools where a large number of students will undertake an applied learning senior secondary pathway beyond Year 10.

Entry to VPC studies

There are no entry requirements for VPC studies. The VPC has been designed to accommodate flexible entry and exit. Students are able to enter VPC studies at a time that best suits their current lives, learning needs, abilities and interests.

Parameters for entry and exit in schools is determined by school regulations and enrolment guidelines. Flexible entry and exit points of non-school VPC providers are determined by the policies and regulations of that education provider in accordance with their VRQA registration requirements.

The VPC has been designed to be flexible, enabling the individual needs and capabilities of students to be recognised. It is important to note that some students with additional learning needs may require additional resources to enable the successful completion of the learning program and some students may require additional time to achieve learning goals.

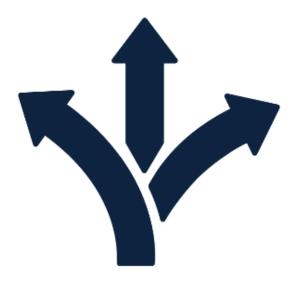## Specific eligibility requirements for VPC studies

There are no eligibility requirements for VPC studies. Should a student also enrol in a VCE study, some have specific eligibility requirements. Refer to the *VCE Administrative Handbook* for these requirements.

Pathways

The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. On completion of the VPC students will be able to make informed choices about employment or future/further education pathways. Meaningful pathways are created by linking student aspirations and future employment goals to the choice of accredited curriculum, as well as connecting VPC learning programs to work and industry experiences and active participation in the community. Including VET in VPC learning programs, where possible, helps connect students with broader options for work, further education and active community participation.

Possible future pathways for VPC students include:

- completion of the VCE or VCE Vocational Major
- apprenticeships and traineeships
- VET courses
- Employment
- TAFE

CRANBOURNE WEST SECONDARY COLLEGE

YEAR 10 COURSE SELECTION SHEET 2024

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Complete all sections of Selection Sheet and return to Reception. Reception will number Selection Sheets in order received to fill classes – First in Best Dressed!

Year 10 students are required to undertake over the academic year:

- All Core subjects
- A Unit 1 and 2 VCE or VET subject to be studied in sequence over the whole school year (GREEN)
- Two Electives – One per semester (RED)

Approximate Fees for all subjects are displayed. Excursion and/or activity costs HAVE NOT BEEN INCLUDED in Approximate Fees as events will be on a pay as you go basis.

Student Name: **Current Home Group:**

STUDY PATHWAY

Circle one: **VPP**   **OR**   **Mainstream Year 10**

VCE & VET SUBJECT – ONE TO BE STUDIED FOR THE WHOLE OF 2024

- Number your VCE/VET choice from 1 to 6 (Number one being your most preferred subject)

SUBJECT	APPROX. FEE	PREFERENCE NUMBER 1 TO 6
VCE Applied Computing	$0.00	
VCE Business Management	$0.00	
VCE Health and Human Development	$0.00	
VCE General Maths	$0.00	
VCE Psychology	$0.00	
VET Certificate II in Construction Pathways	$300.00	
VET Certificate II in Community Services	$250.00	
VET Certificate II in Music	$300.00	
VET Certificate II in Sport and Recreation	$300.00	

ELECTIVES – ONE PER SEMESTER

- Number your Elective choices from 1 to 6 in each column for Semester One AND Two
- Remember to number your FAVOURITE subject at Number 1 in BOTH Semesters, if it is offered in both.

Please Note: Not all electives run in both semesters so bear this in mind when making your subject selections. Courses will ONLY run if there are sufficient numbers to justify a class.

ELECTIVE	APPROX. FEE	SEMESTER 1 NUMBER 1 TO 6	SEMESTER 2 NUMBER 1 TO 6
Power Up	$70.00	██████	
Sport Coaching	$20.00		██████
Freedom For The People	$0.00	██████	
International Politics and Law	$30.00		██████
Introduction to Accounting	$0.00		
Chem-ics	$50.00	██████	
Marine Biology	$50.00		██████
Café Culture	$70.00		
Focus on Food	$70.00		
Global Technology (IT)	$20.00		
Product Design	$70.00		
Robotics	$70.00		
Beat Lab	$30.00		██████
Gig Workshop	$30.00	██████	
Stage Door	$30.00		
Film and Photography	$60.00		
Visual Arts	$50.00		██████
Visual Communication & Design	$50.00	██████	

Parent Consent: I have read my child's subject choices and understand there will be a cost associated with the above selections. I acknowledge that payment is due as soon as placement is confirmed.

PARENT'S NAME: _____

SIGNATURE: _____ **DATE:** _____