



Whittlesea
SECONDARY COLLEGE

Year 10 Handbook 2017

a school with a country feel and city opportunities

Year 10 Program at Whittlesea Secondary College

Middle School (Years 9 and 10) is an important transition period for students as they gradually take more responsibility for their own learning. Year 10 students have a great deal of flexibility in choosing a program that suits them. They have fewer compulsory subjects, as well as the opportunity to study a VCE subject or commence a Vocational Education and Training (VET) course or start a School-based Apprenticeship program. The College will assist each student to realise their full potential while encouraging independent learning.

OUR VISION

Whittlesea Secondary College aims to equip students for an ever-changing world. Together we will challenge students to gain personal, social and academic skills that will inspire them to be successful members of our global community.

OUR MISSION

Whittlesea Secondary College aims to provide many and varied opportunities for students to:

- develop active and self-motivated learning skills to inspire life long learning
- develop strong personal and team building skills
- develop their individual talents and abilities to achieve their full potential
- become valued and responsible global citizens
- develop and encourage a curious and creative mind
- learn through an innovative and flexible curriculum program
- experience and learn in a natural, safe and caring environment .

OUR SCHOOL WIDE PEDAGOGY

Powerful learning occurs in an environment offering support, challenge and the development of self esteem. We provide students with the necessary skills for autonomous and reflective learning.

OUR COLLEGE VALUES

TEAMWORK RESPECT EXCELLENCE INTEGRITY COMMITMENT KNOWLEDGE

The values of Whittlesea Secondary College underpin its cultural and moral framework enabling it to set clear and resolute behavioural codes. These codes, once adhered to, enable the members of the school college community to function in a safe, mutually respectful and highly energised learning community.

College Organisation

The Administration

The administration at Whittlesea Secondary College consists of a Principal and two Assistant Principals who, with the College Council, ensure that College policy reflects the shared expectations of the whole school community. These are to develop a positive school culture that is safe, supportive and promotes respectful relationships that foster strong student learning.

Principal	Terry Twomey
Assistant Principals	Adam Bell
	Tania Pearson

The School Managers

The College is divided into three sub-schools, Junior, Middle and Senior. The School Managers oversee the enrolments, curriculum, transitions and student well-being in the sub-schools.

Junior School Manager	Kristen Jean
Middle School Manager	Julian Holland
Senior School Manager	Belinda Necovski
Student Pathways Manager	Faye Moriarty
Student Wellbeing Manager	Sue Muir
Differentiated Curriculum Leader	Raelene Gittos
Literacy Leader	Pauline Pearson

The Curriculum Managers

Curriculum Managers oversee the curriculum, assessment and learning in their respective learning areas.

The Arts	Danielle Benham
English	Pauline Pearson
Health & Physical Education	Leigh Bumpstead
Humanities	Bronwyn Hardwick
Mathematics	Leanne Batty
Science	Annette Rodaughan
Design Technology – Wood/Systems	Ian Hocking
Design Technology – Food/Textiles	Steve Lascelles
Digital Technology	Gavin Povolo
Performing Arts / Music	Emily Wiltshire
VET / VCAL	Janet Elovaris
Library / LEAP	Sheena Cuthbert

The Student Managers

Student Managers oversee the welfare and discipline of students in their designated year level by fostering and maintaining the College's Student Engagement and Well Being Policy.

Student Engagement and Wellbeing

The College is structured in a way that enables students to have ready access to support and enables the school to effectively follow up matters of welfare and discipline. All members of the College community have the right to work in a safe and respectful learning environment free from intimidation, bullying and harassment where positive relationships are fostered and encouraged. When behaviours that do not support our positive school culture occur, the College works towards restoring relationships and appropriate consequences are negotiated using the Principles of Restorative Practice.

The Student Wellbeing Manager is available to all students, parents and teachers for support and advice in behavioural, social and learning problems. This person liaises with staff from all areas of the College, Counsellors and Youth Workers and outside agencies where necessary to assist student wellbeing.

The College Chaplain works within our school community on a full time basis, assisting with educational, social, psychological and spiritual matters. The Chaplain offers pastoral support to our College community, counsels, and works with small groups, assists young people and their families in crisis, provides support for staff and extra-curricular activities.

The College's Health Educator (school nurse) assists with individual health counselling, health promotion and health education classes.

Bullying and Harassment

Whittlesea Secondary College is committed to providing a safe and caring environment that promotes learning, personal growth and positive self-esteem where individual differences are respected. The students are encouraged to support and look out for each other. Harassment is unwelcome and offensive and hurts people whether or not the instigator intends or understands it to be hurtful. If a student feels he/she is being harassed or suffering discrimination in any of its forms, a student is encouraged to let a member of staff know. All reports will be taken seriously.

The College uses "Shared Responsibility", a proven positive approach, to beat bullying. It enables students to feel safe and to change behaviour of those who bully.

Mediation is used as an effective means of resolving student conflict. With the help of a facilitator, students involved share their feelings and concerns with each other and work together to find ways to resolve the issues.

Student Pathways and Career Guidance

The Student Pathways office is located at the rear of the library. The Student Pathways Manager is available to provide support, guidance and advice to students, staff and the general community on any issue relating to course selection, career guidance, employment and further education. The office is fully resourced with relevant information related to course selection, employment opportunities, external agencies and liaison with TAFE, Universities and private institutes. Feel free to drop in during recess or lunchtimes. Parents are welcome to ring for an appointment to discuss career and pathways options.

Career Development

School Based Apprenticeships & Traineeships

School Based Apprenticeships and Traineeships particularly suit students in Years 10 & 11, and can be easily incorporated into their VCE VET program. They enable students to commence a nationally accredited apprenticeship or traineeship at the same time as their VCE VET studies. Students work in a paid environment and time may be taken off a full-time apprenticeship or traineeship gained after completing VCE, VCAL or their VCE VET Certificate. Students must be over the age of 16 years old to enrol. If you are interested in a School Based Apprenticeship, Traineeship or would like more information, please book an appointment with the Student Pathways Manager.

Work Placement Program

The Work Placement Program can increase vocational opportunities for students while enrolled in VET or VCAL programs.

Year 10 Work Experience Program

Year 10 students are required to complete a minimum of one week of Work Experience in the last week of Term 2. The purpose of work experience is to give the students a taste of what employment is like in the outside world and provides them with an opportunity to explore possible career options. It also enhances students' opportunities for part-time or casual employment. Students must satisfactorily complete two online Safe at Work modules prior to commencing their placement. For assistance with selecting a placement, students can see the Student Pathways Manager or VET/VCAL Coordinator.

Curriculum Support and Extension

In addition to the formal curriculum, the College offers an extensive range of programs that enrich student learning and allow students to participate in activities outside the classroom. These include:

Maths / English Homework Clubs

Students from Years 7-12 can attend these sessions if they require assistance with homework, assignments or literacy/numeracy support.

Maths – Wednesday afternoons from 3:25pm – 4:30pm

English – Thursday afternoons from 3:25pm – 4:30pm

Performing Arts

There are many opportunities for students interested in the Performing Arts, including learning an instrument or vocal training, being a member of the Concert, Jazz and/or Rock bands, performing in the school Musical, Drama elective and the Year 10 Music Program.

Sport

The Intra-School Sports program includes the annual Athletics Carnival and a variety of sports conducted at lunchtimes. The Interschool Sports program is organised through affiliation with School Sport Victoria (SSV). Competition is available in athletics, swimming, cross-country, cricket, volleyball, tennis, baseball, table tennis, golf, netball, AFL football, soccer and basketball and provides the opportunity for students to progress to Region and State levels.

Camps

Students in Year 10 have the opportunity to attend the Bogong Ski camp (Falls Creek) each year or an interstate camp to either Tasmania or Central Australia on alternate years. There is also an International Tour which runs every second year in September.

Student Representative Council (SRC)

Student representatives from all year levels form the Student Representative Council (SRC) that provides a vital link between students, the College Council and the staff. The SRC provides a major forum for expression of student opinion on matters of importance to themselves and the College such as the canteen, school environment and lunchtime activities. It is also responsible for school fundraising events for the students. Members of the SRC can complete personal development leadership courses.

General Information for Middle School

School Day

Session 1	9:00 to 10:00am
Session 2	10:00 to 11:00am
Recess	11:00 to 11:30am
Session 3	11:30 to 12:30pm
Session 4	12:30 to 1:30pm
Lunch	1:30 to 2:15pm
Session 5	2:15 to 3:15pm
Buses leave from 3:25pm	

General Office

The General Office is open on Monday to Friday from 8.15am to 4.30pm. After hours the College's answering machine is available for messages to be left. Students pay monies and return permission forms for College activities to the General Office, before school and at recess.

Compass School Manager

The College uses this online management system to streamline many school operations, from attendance, communication, event management and reporting.

Buses

The College has an extensive bus service. Free bus allocation, routes and schedules are given upon enrolment at the College for students who reside more than 4.8km from the school, provided they are attending their closest school.

Attendance

Attendance at all classes is compulsory. Regular punctual attendance is essential if students are to maximise their learning. Rolls are electronically marked at all classes – poor attendance will be referred to a Student Manager for possible consequences.

Parents are encouraged to contact the College over matters of concern including notification of student absence and any required appointments with staff. If a student is to be absent for an extended period due to illness or family reasons, the College would appreciate a phone call to inform us of the situation. The Year 10 Student Manager can arrange for work to be sent home if necessary.

Arriving late

Students who arrive after 9:00am must report to the Subschool Administration Manager (SAM) in the Middle School Office to obtain a late pass to present to the class teacher and it will be recorded on the attendance roll. Frequent lateness will be referred to a Student Manager for possible consequences.

Leaving early

If a parent wishes their child to leave school early, a note must be supplied and taken to the Middle School Manager for approval. This note should then be taken to the Subschool Administration Manager just before the student leaves so that the school is aware of the situation and the rolls marked accordingly.

Student Planner

The student planner provides information and assists students to organise their learning, record homework and develop good study habits. Parents are encouraged to regularly check their child's planner. School Planners are supplied to each student at the beginning of the school year.

Homework

In general, Year 10 students should expect to spend 1-3 hours per week completing class work, set homework or study.

Textbooks and Stationery

Students in Year 10 are required to purchase textbooks for Core Subjects. Textbook/stationery lists and order forms may be placed through the school supplier, 'Atlas Educational'. (www.atlaseducational.com.au/) A second-hand book sale is held in December at the College.

Curriculum Materials and Charges

The College Council sets the Curriculum and Material Charges. Families who experience financial difficulty can discuss payment options with the College Business Manager.

Year 10 students are charged a global fee for all core and elective subjects. Students who wish to study Music are required to pay a Music Levy prior to the commencement of the course.

Reports

An Interim Report is issued at the end of terms 1 and 3 and consists of a progress report on each student's application to their studies, behaviour and attitude.

A Semester report is issued at the end of terms 2 and 4 and consists of a detailed report on each subject indicating the student's standard of achievement in School Assessed Coursework tasks, commitment to learning and their level of personal and social behaviours.

Student reports can be accessed by parents via Compass at <http://whittleseasc.vic.idlf.com.au>. Reports can be viewed, downloaded and printed/saved at home by parents.

Publications

A vital form of communication with parents is the fortnightly Newsletter (e-News). It contains news of events, developments and achievements in the College and is obtainable by email or via the College website (<http://www.whittlesesc.vic.edu.au>).

An annual College Magazine, highlighting important events and student achievements is given to each student at the end of the school year.

Canteen

The College canteen is equipped to provide students with a balanced food intake important for general health. It has a manager and is supported by two assistants. The canteen is open before school, recess and lunchtime. A list of the canteen items is in the information pack provided upon enrolment.

Library

The Library Resource Centre is open from 8.30am to 4.30pm including recess and lunchtime for research and study purposes.

College Uniform Requirements for Year 10 - 2017

Students attending Whittlesea Secondary College are expected to wear the required school uniform at all times. Uniform can be purchased from *Academy Uniforms*, 238 Wolseley Place, Thomastown. Eligible families can apply for State Schools Relief funding through the Student Welfare Manager to support them with uniform costs. Students who consistently do not comply with the College uniform policy will receive consequences from their Student Manager.

For 2017, the uniform for Year 10 students will be as follows:

Girls Uniform

- Whittlesea Secondary College summer dress
- Whittlesea Secondary College pleated skirt
- Whittlesea Secondary College gold polo shirt
- Whittlesea Secondary College navy knitted jumper
- Whittlesea Secondary College grey tailored pants or shorts
- Whittlesea Secondary College spray jacket
- Long white socks, plain white socks (clearly above the ankle) or navy tights
- Plain black leather, low heeled school shoes (i.e. black leather, fully enclosed 'cross-bar' styles).

Boys Uniform

- Whittlesea Secondary College grey tailored pants or shorts
- Whittlesea Secondary College gold polo shirt (short or long sleeved)
- Whittlesea Secondary College navy knitted jumper
- Whittlesea Secondary College spray jacket
- Plain black leather, traditional lace-up shoes or black leather boots
- Plain white, grey or black socks

Optional Items

- Plain navy T-shirt may be worn under gold polo shirt (provided navy sleeves are NOT visible).
- Plain navy hat or cap (NO logos)
- Plain navy scarf and gloves

Physical Education / Interschool Sport uniform

- Whittlesea Secondary College white physical education polo shirt.
- Whittlesea Secondary College blue physical education shorts or skirt for girls.
- Whittlesea Secondary College tracksuit or plain navy tracksuit pants.

Students involved in Interschool Sports must wear the full Whittlesea Secondary College sports uniform.

Reminders

- If for some reason a student cannot wear the full school uniform, they must see their SAM before school with a note from home to obtain a uniform pass. Failure to do this may result in possible consequences.
- Please read the College planner for rules on acceptable jewellery and hair colouring.

Year 10 Program Organisation - 2017

The Victorian Curriculum

The Victorian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

Students in Year 10 will study six subjects per semester – 10 subjects per year.

Each student's program of study will include:

- **5 core subjects** (Maths, English, Science, 20th Century History, Health and PE)
- **5 preference elective subjects** - you must choose at least one from The Arts, and at least one from Technology.

Semester 1	English LEAP English	<i>Mathematics</i> <i>LEAP Mathematics</i>	<i>Science</i> * <i>or</i> <i>Get the edge – Advanced Science</i>	Health & PE * <i>or</i> Advanced Health & PE *	Technology Preference Elective *	Preference elective *
			20th Century History *	Preference elective *		
Semester 2	English LEAP English	<i>Mathematics</i> <i>LEAP Mathematics</i>	<i>Science</i> <i>or</i> <i>Get the edge – Advanced Science</i>	Health & PE	The Arts Preference Elective	Preference elective
			20th Century History	Preference elective		

(*) Subject runs for one semester only and cannot be repeated in Semester 2.

Student Pathways - 2017 Subject Selection

	YEAR 7	YEAR 8	YEAR 9		YEAR 10		VCE	VET	VCAL	
			CORE	ELECTIVES	CORE	ELECTIVES				
ENGLISH	English LEAP English	English LEAP English	English LEAP English		English LEAP English	Literature	English English Language Literature LEAP English		Literacy	Foundation Intermediate Senior
MATHS	Maths LEAP Maths	Maths LEAP Maths	Maths LEAP Maths		Foundation Maths Maths LEAP Maths		Foundation Maths (11) General Maths (11) Further Maths (12) Maths Methods (11/12) Specialist Maths (Distance Ed -11/12)		Numeracy	Foundation Intermediate Senior
SCIENCE	Science LEAP Science	Science LEAP Science	Science LEAP Science		Science Get the Edge		Biology Psychology Chemistry Physics			
HUMANITIES	Humanities LEAP Humanities	Humanities LEAP Humanities	Australian Studies		20 th Century History	Business Mgmt. Geography Legal Studies	20 th Century History (11) History Revolutions (12) Business Management Geography Legal Studies		Personal Develop.	Foundation Intermediate Senior
HEALTH & PE	Health & PE	Health & PE	Health & PE		Health & PE Advanced Health & PE		Health & Human Development Physical Education	Sport & Rec		

THE ARTS	Art/Visual Com & Design	Art/Visual Com & Design		Art Drawing & Print Making Visual Com & Design Computer Graphics Drama Song Writing & Composition Music Performance Tech Production & Digital Recording Musical Theatre		Art Visual Com & Design Drama Song Writing & Composition Music Performance Tech Production & Digital Recording Musical Theatre Media Photography	Art Visual Com & Design Drama Music Performance Media Studio Art:Photography	Interactive Digital Media		
	TECHNOLOGY	Technology Digital Technology	Technology Food Technology	Product Design Tech -Wood Electro-mechanical tech Engineering & Welding Digital Tech Cooking for life Design Tech - Textiles/Jewellery Auto Practices		Product Design Tech - Wood Product Design Tech - Metal Engineering Digital Tech Food Studies Café Culture Design Tech – Textiles/Jewellery	Product Design Technology - Wood Systems Engineering Food Studies Design Technology - Textiles	Building & Construction Engineering Hospitality Automotive	Work Related Skills Foundation Intermediate Senior	
LOTE	Indonesian	Indonesian								

Subject Selection Advice

In the Year 10 program students continue to have the flexibility to explore a wide range of subjects as they did in Year 9 and study a variety of sequential subjects in greater depth in preparation for their senior years of schooling. There is a greater focus on the development of their individual career pathways as they emerge as young adults.

It is highly recommended that parents and students set aside time to thoroughly review this handbook prior to completing the subject selection form. Students are advised to carefully consider their strengths and talents so they can choose wisely to plan a pathway through their senior years at the College. It is important to consider the following when making your choices:

- Your interests: What would you like to learn about?
- Your abilities: What are you good at? What do you enjoy doing? Think about your previous experiences, successes and difficulties with subjects already studied.
- Will these subjects help you to develop skills, knowledge and attitudes useful throughout your life, not just your career pathway? What are your goals?
- Don't be afraid to talk your teachers and ask them questions. They know you and their subject areas very well and will give you helpful advice. You don't want to be stuck in a class that you don't like because you didn't ask what it was like.
- Don't choose subjects just because your friends picked them. Choosing subjects is about YOU. Students who choose classes because of their mates, generally don't like their subjects and therefore aren't motivated to do well.
- Talk to peers you know about subjects, but keep in mind that just because a subject was great or not great for them, it doesn't necessarily mean that it won't be the right fit for you.
- Keep up-to-date. Information on subjects required for a particular career may change, so you need to see the Student Pathways Manager to make sure that you're on the right track.
- Check Pathways. Is the subject essential or recommended to have successfully completed prior to undertaking a VCE and/or VCE VET subject?

The selection of elective subjects is to be completed online. The website to access WebChoices is <http://web.edval.com.au/> Students will be given their own unique code to log in. Students can also see their SAM for this code.

Helpful Resources

- MyFuture Website: <http://www.myfuture.edu.au>
- Attending Career Expos, Open Days at Universities, TAFE.
- Completing Work Experience (you must be over 15 years old to do work experience)

If you would like further information on Career Pathways advice, please contact the Student Pathways Manager, Ms Faye Moriarty to book an appointment on 9719 1200.

If you require assistance to complete the Subject Selection form please contact the Middle School Manager, Mr Julian Holland on 9719 1200.

Year 10 Core Units

At Year 10 the core (compulsory) subjects will be:

- English - two semesters (all year)
- Mathematics - two semesters (all year)
- 20th Century History – (one semester only)
- Physical Education - (one semester only)
- Science - (one semester only) or Science – Get the Edge (two semesters – full year)

English

Students develop the language skills essential for life and their future education. Emphasis is placed on styles of writing for different audiences and purposes; reading and analysing literature, class discussion and debating, analysing issues and argument and the use of language to influence, study involving a range of media and film, and the development of study techniques and research skills.

Assessment: Based on student participation in class activities, submission of all set work and exam to a satisfactory standard.

LEAP English

(Learning Enhancement and Acceleration Program)

Operating on the principles of Curriculum enhancement and acceleration entry into LEAP English is open to students seeking to challenge their potential. Students need to be self-directed and motivated to achieve excellence. Selection is based on student attitude, standardised testing, assessment tasks and teacher recommendation. Work of a high standard needs to be demonstrated for recommendation. Higher order thinking is emphasised with a view to developing the student's capacity to apply creative solutions to interpretation and evaluation of texts and issues in preparation for VCE. Development as effective independent thinkers is strongly encouraged.

Assessment: Based on high level student participation in class activities, submission of all set work and exam to a high standard. All submissions must meet strict deadlines.

Mathematics

Students are given the opportunity to develop mathematical skills, concepts, application and processes that allow meaningful participation in society in day-to-day situations. The course will cover the Victorian Curriculum areas of Number and Algebra, Measurement and Geometry, as well as Statistics and Probability.

Assessment: A range of tasks will be used to assess a level of competence against the Victorian Curriculum dimensions for each unit. These include class activities, exercises, projects, problem solving, tests, exams and homework sheets.

Pathway: Year 11 General Mathematics, Year 11 Mathematical Methods, Year 11 Foundation Mathematics, VCAL Numeracy

Please note: Students enrolled in core mathematics are expected to purchase a scientific calculator.

LEAP Mathematics

Students who have demonstrated an aptitude for Mathematics will be selected to join an advanced class. Although aspects of the core curriculum will be covered, students will be further encouraged to develop their potential for the higher levels of understanding necessary for more challenging VCE Mathematics subjects.

Assessment: A range of tasks will be used to assess a level of competence against the Victorian Curriculum dimensions for each unit. These include class activities, exercises, projects, problem solving, tests, exams and homework sheets.

Pathway: Year 11 Mathematical Methods, Year 11 General Mathematics, Year 11 Specialist Mathematics (Distance Education)

Please note: Students enrolled in Year 10 LEAP Mathematics are expected to purchase a CAS calculator. Students will not be able to complete the course without this equipment. The calculator costs approximately \$210 (new) and can be purchased through the school at the end of 2016..

Science

This one-semester Science course aims to develop each student's understanding of Biology, Chemistry Earth and Space sciences, Physical sciences and science as an aspect of Human Endeavour. These areas are explored through a range of activities which include research, practical experimentation, teamwork, excursions, problem solving and communication. Topics covered in Year 10 include:

- Genetics
- Evolution
- Atomic structure and the periodic table
- Chemical reactions (II)
- Global systems
- The Universe
- Energy in the Earth's atmosphere
- The physics of motion

Assessment: Research assignments, practical reports, tests and an exam at the end of the semester. Students are expected to maintain an organised record of class work in the form of a workbook and an activity folio.

Pathway: Core Science provides a pathway to all VCE Sciences and VET Lab skills.

Year 10 Science Elective

Year 10 students can complete the following full year subject, instead of core Science:

Science - Get the Edge

This full year Science subject follows the Core course outlined above but students will be strongly encouraged to develop their potential for wider exploration and deeper understanding. Students are expected to take an active part in all class activities and to maintain an organised record of class work in the form of a workbook and an activity folio.

Assessment: Based on set tasks such as research assignments, practical reports, tests and an exam at the end of each semester.

Pathway: Get the Edge provides an excellent preparation for all VCE sciences and VET Lab skills.

20th Century History

In 1919 the world was a much different place. Then came a depression, a world war, atomic bombs, rock 'n' roll, space travel and the internet. The world had not only changed but it had revolutionised itself. Students will not only investigate the above events, but also the Cold War and the impact technological change has had on the world in a political, geographical and economic context. Social change will also be examined, looking at the rise of a new counter-culture that fought tradition, and the rise of feminism and the current environmental movement. History can lead to careers in Teaching, Journalism, Libraries, Publishing and tertiary courses in Arts, Humanities and Social Sciences.

Assessment: Based on individual research, assignments, essays and tests.

Pathway: VCE 20th Century History, VCE History Revolutions

Health and Physical Education

The aim of this course is to have students participate in practical activities to improve fitness and personal health. In weekly theory sessions, students will cover fitness components, classification of motor skills, health related benefits of exercise, training sessions, training principles and methods. Students will participate in sports and activities that promote lifelong physical activity.

Assessment: Participation in practical activities, creating and implementing a training session, games analysis, topic tests and an end of semester exam.

Advanced Health and Physical Education

Students may take up the option to participate in an advanced Health and Physical Education class (as an alternative to core Health & Physical Education). This class will offer students a chance to improve their knowledge and understanding of high performance strategies in Physical Education. Topics will reflect the content covered in VCE Health & Human Development, VET Sport & Recreation, as well as Physical Education units 1 to 4.

* Please note that it is not mandatory to take this class in order to do VCE Physical Education.

Assessment: Participation in class activities, sport science lab reports, nutritional analysis, peer teaching assignment and an end of semester exam.

Pathway: Recommended for students looking to get an accelerated pathway into VCE Health & Human Development, VCE Physical Education, VET Sport & Recreation.

Preference Elective Units

Students have the opportunity to complete their educational program by selecting a number of preference elective units:

- Five preference elective subjects at Year 10.
- **One VCE / VET subject may be taken in place of two elective units if there are sufficient places remaining after VCE students have been allocated to their subjects.**

To broaden their educational experience students are encouraged to sample subjects from across the full range of the curriculum. To achieve this aim, students must take at least one unit from each of the following curriculum areas:

- Discipline-based Learning - The Arts
- Interdisciplinary Learning - Technology Studies

Year 10 students may include a year long science course (Science – Get the Edge) as two of their ‘free choice’ electives. It will replace the core Science (one semester) subject. This is highly recommended for students intending to study Biology, Chemistry or Physics in VCE.

THE ARTS

Year 10 students must complete at least one unit from the following:

Visual Communication and Design

Visual Communication is a bridge between an idea and its intended audience. Students are given the opportunity to design visual solutions that are imaginative, informative and appealing for the visual environment. Students will develop skills using a variety of drawing methods, media and techniques to produce final presentations that have visual impact. ICT programs will be used to assist with the final artwork for some tasks. This subject is the extension of Design Solutions in Year 9.

Assessment: Based on effort and completion of the development of ideas within a folio, set work requirements and assignment work.

Pathway: VCE Visual Communication and Design, VET Interactive Digital Media and VCE ART. Recommended for students with an interest in visual design areas such as Graphic Design, Industrial Design, Multimedia, Interior Design and Publications.

Art

Students will pursue themes in readiness for VCE Art. There is a strong emphasis on the development of ideas and trialling of techniques and processes prior to the completion of a finished artwork. All developmental work is to be collated in a visual diary (see booklist). Students can create 2D and/or 3D art using a wide range of media. A number of short written outcomes and one extended essay are designed to help students prepare for VCE Art.

Assessment: Based on effort and completion of the development of ideas within a folio, set work requirements and assignment work.

Pathway: VCE Art, VCE Studio Arts, VCE Visual Communication and Design

Drama

Year 10 Drama aims to further develop understanding of Drama techniques, theatrical styles, conventions and explorative strategies by allowing the students to research and present various forms of work. This may include improvisations, role-plays, characterisations, script writing, movement, group exploration and performance.

Assessment: Based on student participation, individual and group performances, performance analysis and a research task.

Pathway: VCE Drama. Recommended for students interested in a career in Performance Arts or for personal interest and development.

Media

The goals of this course are to extend and enrich students' understanding of the media through practical experience with equipment, research and study of various media forms. The unit contains:

- Genre study: students investigate the codes and conventions of various genres in film, and explore the differences between feature films and short films.
- Film analysis: students explore the story and production elements that classic and contemporary film makers use to engage audiences.
- Video Production: students learn how to plan, write a script and storyboard a video production (3-5 minutes) and then to film and edit footage to produce a refined video product for a specific audience and purpose.

Assessment: Participation in and completion of class activities, written assignments, as well as print and video production.

Pathway: VCE Media Studies, also for students who have creative ideas, however are not necessarily interested in traditional Arts subjects. This subject also has strong links to English.

Photography

This unit focuses on a number of options for students interested in photography. Working in a darkroom, students learn skills to develop photograms, create pinhole photographs, and use mixed media to create artworks. Students also develop skills in digital photography, 'iPhoneography', and learn manipulation techniques in Adobe Photoshop. Students will explore the use of photography as a basis for making artworks that incorporate mixed media and techniques such as paint, ink, printmaking and collage. Practical assignments require a considerable amount of self-direction.

Assessment: Based on effort and completion of the development of ideas within a folio, set work requirements and assignment work.

Pathway: VCE Studio Arts, VCE Art, VCE Visual Communication Design or for personal interest

Music

The following Music electives may be selected in Year 9 or Year 10. The classes will be made up of students from both year levels. Please note there is a Music Levy associated with these electives.

Musical Theatre

This unit aims to develop students' skills in the various disciplines involved in music theatre performances. This will include skills in vocal, drama and dance performance, as well as off stage skills such as directing, choreographing, costume and lighting design. Students will look at the development of musical theatre over time.

Assessment: Students will complete a research assignment and the final assessment will involve students contributing to a performance at the end of Term 2.

Pathway: Further music subjects in middle school, VCE Music Performance.

Technical Production and Digital Recording

In this unit students will learn the basics of sound engineering including the properties of sound and the use of multitrack mixing desks. They will use computers to create digital recordings and learn how to mix and master these recordings. (Please note students don't necessarily need to play instruments for their recordings but are encouraged to have an understanding of instruments).

Assessment: Students will be required to demonstrate their ability to use various pieces of equipment and will need to submit a fully mastered recording.

Pathway: Further music subjects in middle school, TAFE Music courses.

Song Writing and Composition

In this unit students will learn about the elements of music and use these to create various musical compositions with or without lyrics. Students will use digital media to create scores for their compositions and develop aural and theory skills to aid them in producing more complex compositions.

Assessment: Various tests and submission of a folio of their compositions.

Pathway: Further music subjects in middle school, VCE Music Performance, TAFE and Tertiary Music Courses.

Music Performance

In this unit students will develop their instrumental through solo and ensemble performances. Students will develop technical skills on their instrument through instrumental lessons as well as developing their musicianship and analytical skills through theory and analysis tasks. The main aim of this unit is to prepare students for VCE Music Performance, therefore it is recommended to be studied in Semester 2 of Year 10.

Assessment: Various tests and performances including an end of semester concert.

Pathway: VCE Music Performance, Tertiary Music Courses.

TECHNOLOGY

Year 10 students **must** complete at least **one** unit from the following:

Digital Technology

This subject will broaden the IT skills of students interested in learning about some of the more technical aspects of web page design, coding, animation, computer hardware, networking and security. Students will participate in a range of creative tasks designed to provide practical IT skills they can apply in different settings, or build upon in preparation for further VET or VCE studies.

Assessment: Based on satisfactory completion of set tasks and digital folio as well as participation in class activities.

Pathway: VCE Information Digital Media & Technology, VET Interactive Digital Media. Leads to a wide range of employment possibilities in the IT industry and further studies at University and TAFE.

Food Studies

This unit aims to promote the use of food as a creative outlet, leisure time activity, and a method of communicating and socialising. Students make a variety of products from appetisers, entrees, to main courses and sweets. Vegetarian alternatives are also prepared.

Assessment: Student participation in practical and theory classes, completing a range of work requirements.

Pathway: VCE Food Technology, VET Hospitality (Kitchen Operations) and for personal interest and development.

Cafe Culture

Cafe Culture in Melbourne has exploded in recent years to provide a haven for socialising or hiding away from the world. Cafe food is comforting and tasty, familiar and welcoming at any time of the day. Showcasing influences from Italy, France, Middle East and the Mediterranean, students are able to prepare a range of foods from Breakfast, Afternoon tea, and everything in between. During the Semester they will develop a production portfolio, Complete a Design brief and a Practical test and gain an insight into running a cafe.

Assessment: Student participation in practical and theory classes, completing a range of work requirements.

Pathway: VCE Food Technology, VET Hospitality (Kitchen Operations) and for personal interest and development.

Product Design and Technology – Textiles/Jewellery

Textiles (1 term)

Students will work through the Design Process of Investigation, Designing, Production and Evaluation. The use of different fibres and fabrics, embellishments, fabric dyeing and construction techniques will be explored to safely complete a variety of textile products, including garment construction. Students will study the environmental impact of design and the use of sustainable/recycled materials in producing a textile item.

Assessment: Design folio, research project and completed textile products.

Pathway: VCE Product Design & Technology – Textiles, VCE Art, textile design, fashion design, interior design, retail merchandising and garment construction.

Jewellery (1 term)

Students enhance their thinking processes though developing their development of design breifs and translating these into handcrafted pieces. Learning silver smithing skills, students use a variety of metals and surface embellishment techniques to form their individual designs.

Assessment: Based on the quality of work produced, the completion of a range of work requirements and the application of safe work practices.

Pathway: A good subject for students with a keen interest in Design and Engineering. This subject is recommended as a special interest subject that will also broaden students' engineering skills.

Product Design & Technology – Metal Fabrication

Equipment, safety, operation and practice will be the main themes of this subject, with a focus on electric welding systems. Students will use Arc, MIG, Oxy/Acetylene and Spot welding processes to develop a range of models. Students will research the welding industry to gain an understanding of available career paths.

Assessment: Based on the quality of work produced, the completion of a range of work requirements and the application of safe work practices.

Pathway: VCE/VET Certificate II Engineering, VCE Systems Engineering.

Product Design and Technology – Wood

This unit is considered a precursor to VCE Design Technology-Wood. It focuses on the design, planning and construction of a furniture product based around a timber product.

Assessment: Based on student participation and completion of a range of work requirements including practical, research, evaluation tasks and safe working practices.

Pathway: VET Certificate II in Building and Construction, VCE Design & Technology- Wood.

Engineering

Students' skills will be extended while dealing with a variety of materials found in the engineering field. Materials covered will include brass, aluminium, copper, steel, plastic and nylons. Processes covered will include turning, milling, cutting, drilling, sanding, buffing, bending and forming.

Assessment: Based on the quality of work produced, the completion of a range of work requirements and the application of safe work practices.

Pathway: VCE/VET Certificate II Engineering, VCE Systems Engineering.

HUMANITIES

Year 10 students have the option of choosing one of the following Humanities subjects:

Business Management

This subject aims to give students an understanding of economic concepts relevant to how a small business operates in Australia. Students use their enterprising and creative skills to develop a small business idea into a plan. They will learn about different types of business ownership, management skills and the day to day operations of a small business.

Assessment: Based on student participation, planning a business idea, completion of class exercises and excursions, topic tests and assignments.

Pathway: VCE Business Management

Geography

Students will study the natural and human world, investigating why environmental change occurs and how it can be managed. The differences in wealth and health around the world will be examined and what can be done to assist those who are more disadvantaged than us. Skills will be developed in sketching, mapping and graphing.

Assessment: Based on class participation, group work, bookwork, research assignments and tests.

Pathway: VCE Geography, VCE Revolutions and VCE 20th Century History

Legal Studies

This unit introduces students to the Australian legal system. The course begins with an overview of criminal law and civil law. More notable Australian case studies are used as source material for topics including police powers, investigating court systems and Human Rights, contemporary and current issues. Through the use of case studies, students trace the progress of a criminal trial through the courts. The nature and function of punishment including the controversial topic of Capital Punishment is studied in depth.

Assessment: Based on class exercises, research tasks, folio assignments and tests.

Pathway: VCE Legal Studies

Year 10 English Elective

Year 10 students have the option of completing this elective in addition to core English:

Literature

In Literature you will read and analyse a wide range of texts both classical and modern, including novels, plays and poetry. This provides an opportunity to see the world through the author's eyes and understand the connection between the text, the context in which the text was produced and how your personal experiences relate to the text.

Assessment: Reflective journal, analytical essay and creative writing

Pathway: Highly recommended for students considering studying VCE Literature.

Special Programs

Learning Enhancement and Acceleration Program (LEAP)

The Learning Enhancement and Acceleration Program (LEAP) is designed to provide challenging curriculum for students who have demonstrated aptitude and achievement in the subjects of Mathematics and/or English. See the English and Mathematics core subject descriptions for further details. Students are invited into the program by written invitation. Student selection is based upon academic progress in class, exam results, test results and teacher recommendation.

Acceleration Studies

Year 10 students also have the opportunity to enrol in one VCE or VCE VET (Vocational Education & Training) unit in place of two preference elective units. Participation in these units will depend on availability, suitability and teacher recommendation. For further information on these subjects please refer to the Senior School Handbook or the website (www.whittleseasc.vic.edu.au). Students must also consult the Middle School Manager and Student Pathways Manager over VCE or VET selections.

Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) at Whittlesea Secondary College is normally taken over 2 or 3 years with most students completing 22 units.

Students are to select a program which includes:

- 12 VCE/VET Units (Six Unit 1 and 2 study sequences) at Years 10 / 11 and
- 10 VCE/VET Units (Five Unit 3 and 4 study sequences) at Year 11 / 12

Students select from a wide range of courses, based around vocational and tertiary educational pathways. A wide range of VCE Programs are offered at Whittlesea Secondary College but only those attracting a sufficient number of students will be able to go ahead.

There are no prerequisites for Units 1 or 2 in any VCE study, although your performance in related subjects in previous years would provide a guide as to which units could be coped with at this level.

The VCE does not require Unit 1 and 2 sequences to precede Units 3 and 4 sequences, but it is strongly advised that students do study Units 1 to 4 in order.

Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied learning (VCAL) is a “hands-on” option for senior students who aspire toward TAFE, apprenticeships and training or employment.

VCAL is a recognised certificate and offered at three levels (Foundation, Intermediate and Senior) and on successful completion students receive a VCAL Certificate of the appropriate level and a statement of results.

The flexibility of the VCAL allows each program to be tailor-made for each student based on his/her individual interests and needs. Subjects studied are the core VCAL subjects of Literacy, Numeracy, Personal Development Skills and Work Related Skills and a combination of VET and VCE subjects to complete the requirement of the award of the certificate.

Students are required to complete their program with regular employment through the Structured Workplace Learning program.

Students will also be given the opportunity to gain other qualifications through the VCAL program.

For further information please contact the VCAL Manager.

Vocational Education & Training (VET)

VCE Vocational Education and Training (VET) enables students to learn through practical experience from training institutions and actual workplaces and to gain a nationally recognised industry qualification. VET develops skills that will equip students for the workforce and further study. VET may contribute to the VCE at Unit 1/2 or Unit 3/4 level or to the VCAL with each 90-hour block equalling one VCAL unit. VET may be undertaken in three ways: VCE VET Programs, Apprenticeships & Traineeships, and Block Credit Recognition, as below.

VCE VET Programs

Students may select from a number of VCE VET programs. All students in a VET program are expected to complete some Structured Workplace Learning activities. Structured workplace learning is on the job training during which a student is expected to master a set of skills or competencies, related to their VET or VCAL programs. The work placement can be one day per week, or a block release, depending on the program or individual circumstances of either the student or employer.

Please note:

- All courses are fully run at the College, but time may be spent at TAFE and/or the workplace.
- All VET courses are accredited through a Registered Training Authority.

School Based Apprenticeships & Traineeships

The part-time Apprenticeship and Traineeship program lets you complete a nationally accredited apprenticeship or traineeship and your VCE/VCAL studies. You will work in paid employment, undertake training related to your work and study for your VCE/VCAL. Your Apprenticeship or Traineeship will count towards recognition of your VCE/VCAL.

Benefits:

- Completion or progress towards the completion of your VCE/VCAL
- Paid employment
- Training linked to your work and a head start in the job market
- Time taken off a full-time apprenticeship or traineeship gained after completing VCE
- The opportunity to learn in the workplace
- Credit for the program in your VCE/VCAL
- The opportunity to test a career

For further information see the Student Pathways Manager (Ms. Faye Moriarty) or the VET Program Manager (Ms. Janet Elovaris).

Block Credit Recognition

Students who have completed, or are completing training in a nationally recognised VET qualification not included in the approved VCE/VET and School Based Apprenticeship and Traineeship programs, may be eligible for credit towards their VCE through Block Credit Recognition.

Credit will be available for full or partial completion of a nationally recognised qualification, according to strict guidelines. The training should take place on either Fridays or out of school hours. A wide range of programs are available but some examples include Hairdressing, Retail, Plumbing, Tourism and Events. Programs can be quite expensive and the cost is to be covered by the student (apart from a small government subsidy).

Students who are interested in gaining these qualifications must discuss the arrangements with the Student Pathways Manager prior to making final arrangements.

Whittlesea Secondary College

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