



# Subject Selection **HANDBOOK**

Woodleigh School  
Year 10 2025



# Table of contents

<b>Welcome to Year 10 Course Selection</b> .....	<b>4</b>
Key dates for Year 10 subject selection 2025 .....	4
Schedule for selection of subjects .....	5
Learning area and subject contact information .....	5
<b>The Regenerative Futures Program</b> .....	<b>6</b>
Project-based learning .....	6
Futures Studio .....	6
Year 10 learning and subject overview .....	7
Disciplinary Studies .....	8
Interdisciplinary Studies .....	9
<b>Elective Subjects</b> .....	<b>10</b>
<b>The Arts</b> .....	<b>11</b>
Art .....	11
Drama .....	11
Group Music .....	11
Photo and Video Media .....	11
Textiles .....	11
<b>Design</b> .....	<b>12</b>
Data Cyber Apps .....	12
Food Studies .....	12
Product Design .....	12
Visual Communication .....	12
<b>Health &amp; Physical Education</b> .....	<b>13</b>
Outdoor Education .....	13
Enhancing Sports Performance .....	13
<b>Humanities</b> .....	<b>13</b>
Business & Economics .....	13
History: Guns, Guillotines & Girl Power .....	13
Law & Order .....	13
<b>Language Acquisition</b> .....	<b>14</b>
French .....	14
Indonesian .....	14
<b>Language &amp; Literature</b> .....	<b>14</b>
Literature .....	14
<b>Science</b> .....	<b>15</b>
Biology .....	15
Chemistry .....	15
Physics .....	15
Science of Sport .....	15
Marine Science .....	15
Conservation and Ecosystem Management .....	15
<b>Learning Enhancement</b> .....	<b>16</b>
<b>The Victorian Certificate of Education</b> .....	<b>17</b>
<b>Accelerated Studies</b> .....	<b>18</b>
VCE possible accelerated studies .....	19
Accelerated studies expressions of interest .....	20
VET Studies .....	20
School-Based Apprenticeships and Traineeships (SBAT) .....	22
Mathematics at VCE .....	23
Year 10 Course Selection Proposed Subject Selection Planning Sheet .....	24





# Welcome to Year 10 Course Selection

## BE INFORMED!

This booklet outlines the subjects which will be offered to students undertaking Year 10 at Woodleigh School in 2024. The Year 10 elective system is designed to provide students with choice and a broad educational experience prior to specialising in Year 11.

Students undertaking Year 10 in 2025 will subsequently undertake the Victorian Certificate of Education, a two-year course of study, in 2026 and 2027. Details of the VCE and VET courses offered are included at the rear of this handbook.

After finalising the VCE timetable, it may be possible for individual students in Year 10 to join VCE classes and hence opt for a VCE subject instead of two Year 10 electives. This will need to be determined once VCE subject blockings are finalised. Students wishing to accelerate into VCE subjects must meet the eligibility criteria outlined on page 9.

### Key dates for Year 10 subject selection 2025

#### 14 May, 2024

Year 10 and VCE Subject Selection and Careers Information Evening

#### Week 9, Term 2 2024

Online subject selection opens

#### 6 August, 2024

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

# SCHEDULE FOR SELECTION OF SUBJECTS

## STEP 1. Subject handbooks are distributed to students during term 2

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

## STEP 2. Year 10 and VCE Subject Selection and Careers Information Evening

14 May, 2024

This night provides specific information for Year 10 subject selection and will also provide information to enable planning for VCE subject selections and careers/ courses beyond school.

## STEP 3. Online subject selection

Subject Selection forms due  
Tuesday 6 August, 2024

Students will be required to complete their subject selection online, ensuring subjects are listed in preference order and carefully consider reserves as they may be used. If students are interested in taking one VCE subject in Year 10 this can also be indicated. Students need to print their final selections and return this signed form by Tuesday 6 August to Reception. This must include the acceleration application form (if relevant).

In early Term 4, a subject confirmation email will be sent. Every effort will be made to cater for all students, but inevitably some students may have to revise their choices for their final selection. These students will be notified.

## Learning area and subject contact information

### Michell Pitcher

Head of Middle Years Learning

### Craig Radley

Head of Senior Years Learning

### Shannon Maher

Head of Careers

### Derek Kirk

VET Coordinator

### Emma Cleine

Learning Area - Arts

### Andrea De Jong

Learning Area - Design

### Zachary Shinkfield

Learning Area - Language and Literature

### Craig Radley

Learning Area - Health & Physical Education

### Tom Ryan

Learning Area – Individuals and Societies (Humanities)

### Prue Patterson

Learning Area - Language Acquisition

### Alisdair Ross

Learning Area - Mathematics

### David Benton

Learning Area - Science

### Emma Hall

Director of Learning Enhancement

### Amy White

Head of Regenerative Futures: Teaching and Learning

## Advice to students and parents

In selecting electives, students should take into account:

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

Year 10 should be seen as a perfect opportunity to 'try' new and different subjects for a final time prior to specialising in VCE.

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

# THE REGENERATIVE FUTURES PROGRAM (RFP)

The Regenerative Futures Program (RFP) has been strategically designed to develop Woodleigh students' knowledge and ability to best prepare them for their Senior Years at Woodleigh and beyond.

The RFP combines a mix of Disciplinary, Interdisciplinary and Elective programs to encourage breadth in choice and experience. Additionally, the RFP is all about the depth of learning, teaching students to approach their learning with a critical and creative lens to go beyond the surface information.

Homestead systems and wellbeing in the RFP align with Woodleigh's current practices. Our holistic view of the power of individuals within their world is enhanced by the curriculum program.

## Project-based learning

Project-based learning practices link firmly with Woodleigh's values, allowing for rigorous academic approaches that are fueled by personalized passions and approaches.

A highly structured delivery which generous scope for real-world learning and experiences, project-based learning shapes education around the needs of contemporary learners, fostering student agency, ethical and credible research, and accountability.

## Futures Project

The Futures Project starts with individual passions and links them to regenerative theory and approaches.

This 6-month exploration provides students with opportunities to make a real difference in the Woodleigh community and beyond. Key learning modules of research, planning and hands-on experience culminate into a final exhibition where findings and potential solutions are shared back to the Woodleigh community.

## Futures Studio

The Futures Studio has been consciously designed to embrace regenerative building practices to model an active Regenerative mindset.

The classroom and Homestead spaces take advantage of passive solar design, carbon neutral practices, and solar powered energy. The buildings allow for regenerative learning opportunities with student access to live power monitoring and closed loop food systems.

Every choice has been made to enhance learning and empower our young people as they embark into the Senior Years.



# YEAR 10 LEARNING AND SUBJECT OVERVIEW

## Disciplinary Studies

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

## Interdisciplinary Studies

A key element in the Regenerative Futures Program is the deliberate design of Interdisciplinary studies which provide access to multi-disciplinary units with a focus on Regenerative concepts and thinking styles. All students take part in the Interdisciplinary studies as part of capability and knowledge building in the Regenerative Futures Program.

## Futures Project

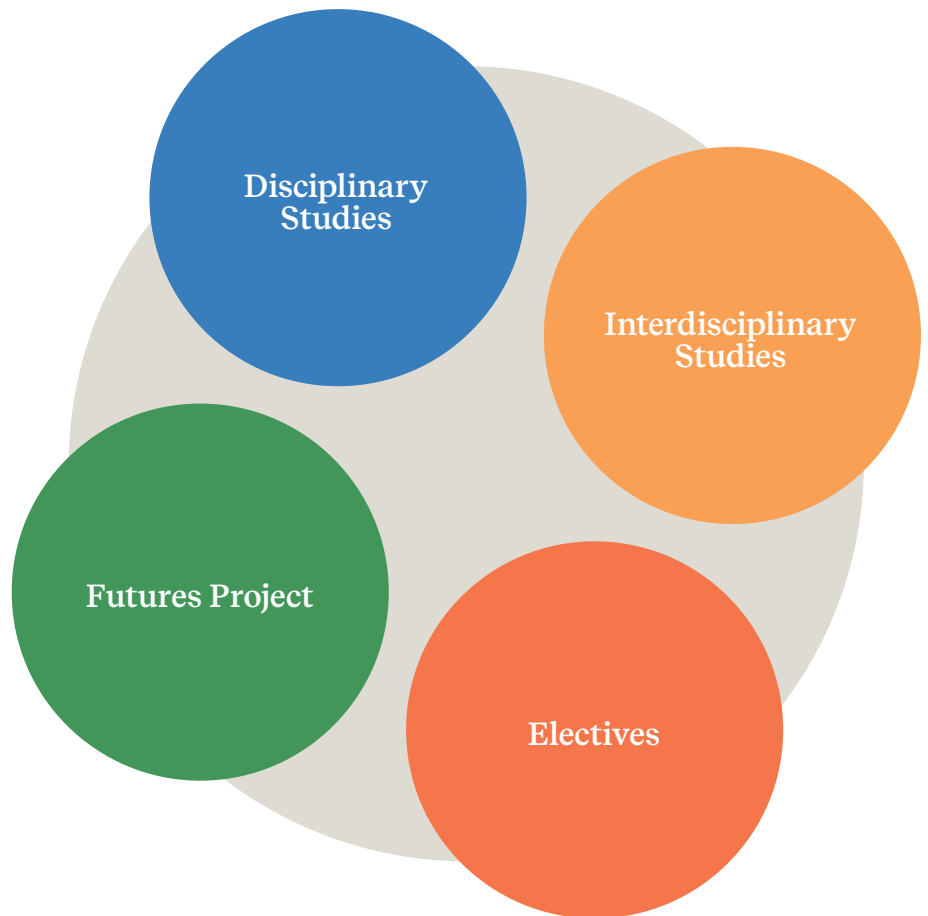
The Futures Project adopts a project-based approach to learning whilst exploring vital real-world problems. Students select their own topic, linked to the key theme of sustainability and can apply any range of lenses; creative arts, communications, science, sociology, and more. Students are mentored through a personalised design process and hands-on methodology to develop a solution. The Futures Project is designed to develop a student's understanding of research skills, critical thinking, written and oral communication, and organisational strategies.

## Electives

At Year 10, students have a choice of a range of Elective offerings. The Elective options allow for pathways through the Senior Years and should be considered in line with future VCE options.

**All students must select at least one Science Elective.**

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



### Overall, students will undertake:

- two core disciplinary subjects in Semesters 1 and 2 (English and Mathematics)
- a semester of Interdisciplinary Studies
- a semester of Humanities
- a semester of Health & Physical Education
- a semester of The Futures Project
- at least one semester of a Science Elective
- four more semester subjects via Elective choices (VCE accelerated subjects take up two semesters, as do French and Indonesian)



## DISCIPLINARY STUDIES

### English

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

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

### Mathematics

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

- **Acceleration**  
Acceleration into Specialist Maths Units 1 & 2: a program for students who have taken part in the Mathematics Acceleration program, or new students with proven ability.
- **'Standard' Year 10**  
Year 10 Mathematics: The groups (10, 10+10A, Foundation) will be

formed and adjusted to allow for more specific preparation of students for General Mathematics Units 1 & 2 and/or Mathematical Methods Units 1 & 2 and/or Foundation Mathematics Units 1 & 2. Consultations regarding student options and choices will take place in Mathematics classes during Term 3 2024.

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

### Humanities

- At Year 10 the Humanities course investigates the world around us and our role as Australian citizens. Students study significant aspects of Australian society from the past and present. The Humanities curriculum is designed to support student knowledge about the complex processes that have shaped the modern world and to investigate people's interconnections with the natural and social environment. A key depth study will include an investigation of Australia's role in the Vietnam War through a focus on the

origins of the conflict and different interests involved, as well as the long-term significance of the war.

### Health & Physical Education

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

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

### Science

**Students must select at least one**

All students must select at least one Science elective for Year 10 as a VCAA requirement. Science options are presented later in this booklet



# INTERDISCIPLINARY STUDIES

Interdisciplinary Studies access two or more academic disciplines combined in a learning approach.

Interdisciplinary approaches encourage real-world application and holistic understanding of an issue. The Interdisciplinary Studies will provide rich learning environments with an anchor in real-world learning.

The Regenerative Futures Program uses interdisciplinary learning across the year through a series of interlinking units.

Skills promoted during the Interdisciplinary Studies are deliberately aligned with preparation for VCE and beyond.

## TERM 1

### Hattah and Regeneration

**Interdisciplinary opportunities in:**

- Health & Physical Education
- Humanities
- English

**New Metrics capabilities in:**

- Communication
- Quality thinking
- Collaboration

In Term 1, students will access Interdisciplinary Studies to develop knowledge linking to Hattah and Regeneration via Health & Physical Education, Humanities and English.

## TERM 2

### Enterprise and Regeneration

**Interdisciplinary opportunities in:**

- STEAM
- IT
- Humanities
- Careers

**New Metrics capabilities in:**

- Communication
- Quality thinking
- Collaboration

In Term 2, the interdisciplinary studies focus on the future of Enterprise and Regeneration. This provides opportunity for innovative and creative thinking in response to changing work futures and the impact of AI and Automation.

## TERMS 3 AND 4

### Futures Project

**Interdisciplinary opportunities in:**

- Humanities
- Personalised interests

**New Metrics capabilities in:**

- Communication
- Quality thinking
- Collaboration

The Futures Project takes place in Term 3 and 4 and continues to support development of student agency and real-world regenerative impact. Selecting a personal interest, students develop research and investigation skills to find regenerative solutions to real-world issues.

# Elective Subjects

Woodleigh School offers a variety of electives to Year 10 students, including core sciences, humanities, languages and creative arts. The following pages detail the subjects on offer.



# THE ARTS

## Art

Art gives students the opportunity to interpret artworks and develop a folio of artworks, using experiential learning. Through interpreting artworks and exploration as the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation challenges and shapes their personal ideas. Students examine artworks from different periods of time and cultures to explore the different ways that artists interpret and communicate social and personal commentaries. This subject is ideal for students interested in VCE Art Creative Practice, Media, Product Design Technology and Visual Communication and Design.

## Drama

This elective offers students the opportunity to develop and refine performance skills through group-devised pieces of theatre, with a focus on constructing scenes and exploring playmaking techniques. Through workshops, master classes, and rehearsal sessions, students will create ensemble performances based on various stimuli, fostering collaboration and creativity. The elective will also place emphasis on the developing craft of acting, with students exploring a range of vocal, physical, and practical techniques necessary for creating characters. Adopting methods from theatrical practitioners such as Stanislavski, Strasberg, and Laban, they will develop valuable tools for approaching a variety of roles. The elective provides a solid foundation for VCE Drama and is ideal for those looking to seriously improve their acting abilities.



## Group Music

This subject builds on the skills acquired in Year 9 Group Music. The course aims to provide students with a broad and thorough understanding of music, with a focus on ensemble playing, theory, analysis and aural training. They develop their proficiency in, and understanding of, each of these components to support their growth as well-rounded musicians. In the practical component of the course, students will work as an ensemble, learn how to arrange repertoire, rehearse effectively, and consider their presentation as a group in performance. The final performance will be at one of the school's Musicales. Students will also study existing arrangements to gain greater knowledge about how instruments are used in combination and will continue to develop their musicianship skills. This unit is excellent preparation for anyone intending to complete VCE Music in the future.

## Photo and Video Media

In this unit, students learn about various symbolic and technical codes and how they are used to create meaning in films. Media consists of technical and theoretical analysis and creative production.

Students complete a range of tasks using both photographic and video formats. They will create, analyse and annotate Portrait Photography, commenting on framing, composition, subject matter and meaning. Students also produce a series of photographic images on the theme of 'What is Woodleigh', using appropriate editing software. The unit concludes with students producing a 60-second documentary on a theme of their choice using appropriate editing software.

## Textiles

Textiles involves deconstructing the garment; the study of fabrics, fashion, and design as an artform. Throughout the course, students explore the history of textiles and fashion and its role in contemporary society. Students respond to the question, 'what is an Australian aesthetic?' through drawing, dyeing, construction, and printing. Students investigate sustainability, slow fashion, upcycling and use a range of innovative techniques. This subject is ideal for students interested in VCE Art Creative Practice, Product Design Technology and caters for those students who pursue VET studies in Fashion.

# DESIGN

## Data Cyber Apps

Applications, smart devices, robotics, drones and AI software are becoming more and more prevalent in our communities. Many applications can be modified, adjusted and customised to function according to how users program them, having huge impacts on the way organisations and communities live and operate. In this subject, students will learn how to use real world software applications to create products and programs of their own. They will customise and control smart devices like lights, speakers, applications, drones and cameras, and will learn how to make their own smart programs, games, chatbots, websites and more.

Students will also explore the important role of data in our society, growing their skills in data collection and visualisation. Additionally, they will learn about the importance of safe data collection, and the risk of data breaches.

Students will learn to independently manage projects, investigate issues and generating solutions to complex problems, learning the transferrable skills necessary for future study in Applied Computing and Data Analytics.

## Product Design

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

## Food Studies

The focus of Food Studies in Year 10 is on creating designed solutions which involves investigating, generating, producing and evaluating, planning and managing. A broad variety of foods will be explored and prepared using diverse production techniques. Students will work collaboratively on the design process to create an instant restaurant evening for parents titled 'Woodleigh Kitchen Rules'. Students will also explore the functional role of the key components of ingredients, techniques used to create quality food products, the impact on the sensory properties of meals and modern trends in the food industry. Assessment will be based on practical production work and a design folio. This elective provides an excellent preparation for VCE Food Studies.

## Visual Communication

In Year 10 Visual Communication and Design, students will develop a folio of observational and technical drawings using both manual techniques and digital illustration. Students will make and view visual communications and learn about how designs communicate ideas and information.

In this unit, students will be introduced to the visual communication fields, (Messages, Objects, Environments) and learn about the design process, to generate ideas and develop these in response to specified design needs.

Students will learn how to develop and demonstrate their skills, by using a variety of techniques, conventions, and processes in a range of designs. At Year 10, students will manipulate design elements and design principles, materials, methods, media, and technologies to develop concepts and drawing techniques for specific purposes and needs.



# HEALTH & PHYSICAL EDUCATION

## Outdoor Education

This course provides students with some understanding of concepts covered in VCE Outdoor and Environmental Studies. The course has practical and theoretical components. There are a number of opportunities to explore the native outdoor environment at Woodleigh. Students contribute to developing an environmental interpretation trail within the Woodleigh grounds that include the indigenous perspectives on uses of plants and ecosystems. Students learn skills in bushcraft to safely plan and implement their own adventurous outdoor experiences and explore the importance of maintaining healthy outdoor environments.

## Enhancing Sports Performance

Dive into the dynamic world of athlete training, exploring the cutting-edge techniques employed to supercharge performance both in training and competition. From dissecting training methods to delving into the intricacies of biomechanics, physiology, sports psychology, and the latest technological innovations in sports. This course is a blend of mainly theory in the classroom and some hands-on practical sessions, you'll not only gain profound insights but also put your newfound knowledge into action. For any student considering studying VCE Physical Education, this elective is highly recommended.



# HUMANITIES

## Business & Economics

Students explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market. Students then examine economic measures to determine how well the Australian economy is performing and explore the relationship between economic performance and living standards, as well as the reasons why these differ across regions and between economies. This course will provide students with an insight into some of the topics studied in VCE Business Management and Economics.

## History: Guns, Guillotines & Girl Power

There have been many times in the past when challenging and changing society has not been achieved by peaceful or democratic means. For many people, the fight for change was a desperate and dangerous struggle. Those in power often resisted challenges to the established order and fought back against people or groups who were seen as terrorists or rebels. In this course you will study a range of historical contexts where brave

individuals challenged and changed political, social and economic systems. Topics may include: the French Revolution, slave revolts, the Civil Rights movement, the Suffragette movement and other examples of popular resistance to tyranny in the 20th Century. This subject is highly recommended for students considering studying History in their VCE.

## Law & Order

In Law and Order, students will develop an understanding of criminal law and civil law. In criminal law, students will learn about the crucial role of juries, the rights of victims and defendants and the elements that need to be proven for a criminal conviction. In civil law, students will examine various torts including defamation, negligence, nuisance, and trespass. Students will also gain an understanding of the court hierarchy and how laws are made and examine the process of appealing a decision. Students will learn the content through course materials, hands-on activities, role plays, mock trials, and investigations. This course will provide students with an insight into VCE Legal Studies.

# LANGUAGE ACQUISITION

French and Indonesian are recognised by the Australian Government as two of the nine languages of economic significance for Australia. Apart from enhancing students' cognitive skills, language acquisition also develops international mindedness through broadening appreciation of people and their cultures.

In Australia's multicultural society, the study of an additional language also expands their career options. The Middle Years Program encourages students to continue their Language Acquisition studies at least until the end of Year 10. Woodleigh also has a commitment to language studies and encourages students to continue their French and Indonesian courses to senior years. At some universities, completion of a VCE Language Other Than English is recommended for particular courses. Some courses also offer a bonus to those students who satisfactorily complete VCE LOTE. Semesters 1 and 2 must be done as a sequence, and are essential for non-native speakers considering French or Indonesian at VCE level.

## French

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

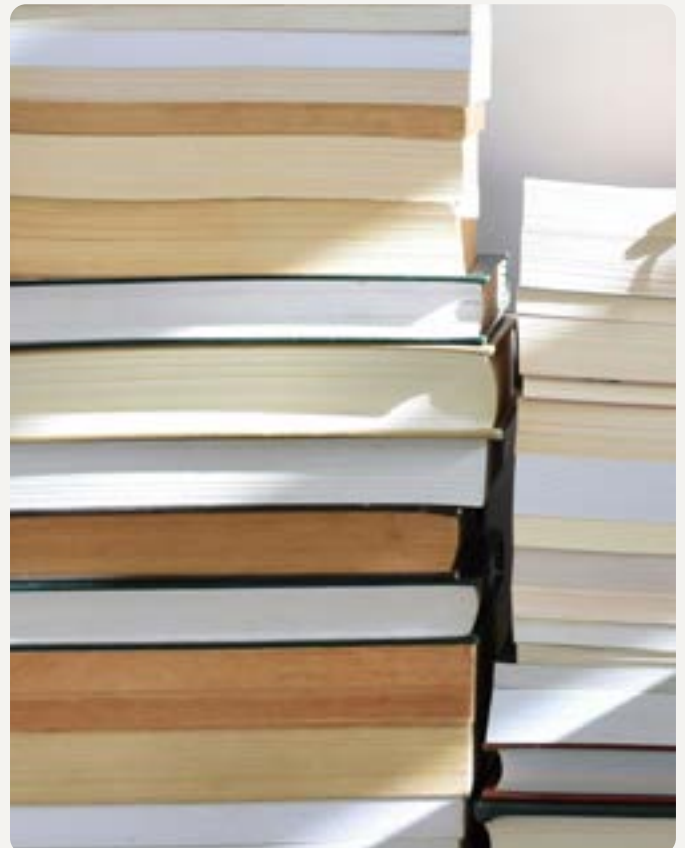
## Indonesian

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

# LANGUAGE & LITERATURE

## Literature

The Literature elective focuses on developing an enjoyment and appreciation of reading that arises from discussion, debate and close analysis. You will reflect on your own interpretations and be introduced to new ways of thinking critically about what you read. The Year 10 literature study includes texts that vary in form (plays, poetry, short stories, novels) and range from classic to contemporary contexts. During the course, you will learn to: understand that texts are constructions, to consider the complexity of language and to challenge the assumptions that poets and authors would have you accept. The study of literature encourages independent and critical thinking and will help you to refine your written expression, skills which will assist you when undertaking the study of Literature at VCE level and other subjects.



# SCIENCE

All students must select at least one science elective for Year 10 as a VCAA requirement.

## Biology

If you are considering studying Biology at VCE, then this course is highly recommended. In this unit of work, you will explore some of the core biological concepts through the lens of conservation of ecosystems; using the Reserve for field work. Those concepts include; Cell Theory, Ecosystem Study, Classification, Energy Transfer and Transformations through Ecosystems, Adaptations and Evolution. All of these topics will be expanded upon in the VCE Biology course. During this unit of work, you will be encouraged to develop your scientific investigation skills through the design, implementation and analysis of an individual investigation.

## Chemistry

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

## Physics

If you are considering studying Physics at VCE, then this course is highly recommended. During this unit you will explore and apply the properties of light as a wave. We will investigate the laws of reflection and refraction, including Snell's Law and the dispersion of light in the visible spectrum. You will develop the basic manipulative skills of the Right-Hand Rule in Magnetism, including electromagnetism, field strength and solenoids. We will explore these concepts both physically and mathematically, using proofs as a method of practical investigation. We will investigate Straight Line Motion and the associated terms, including graphs, equations, and real-life applications. During this unit you will also explore Newton's three Laws of Motion and use them to predict, describe and calculate the forces acting on objects with the aid of vectors and free-body diagrams.

## Science of Sport

Find out how sports like cycling, golf and surfing are governed by the principles of momentum, gravity, friction and buoyancy forces. Find out how your muscles, bones and ligaments function when running, swimming and playing netball. Where do we obtain our energy from and how can we tailor our diet for a specific



sport or event? What happens to your heart and lungs when you exercise? In this unit, you will learn about your centre of gravity, your muscles, blood and bones. You will learn about the pressure your foot exerts on your sneakers and how drugs can affect the human body. You will learn how technology has played a major part in improving sporting performance. Apply this knowledge to the sports you play and work out how they can change how you play the game. This unit will allow students to investigate sport from biological, chemical and physical aspects.

## Marine Science

The diversity of the plants and animals of our southern Australian ocean and the threats to their survival forms the basis of this unit. This course gives a basic introduction to the marine environment and the wide variety of life that exists within it. With a particular focus on Port Phillip Bay, students are introduced to the enormous diversity of marine life found locally, investigate the concepts of classification, and explore the structure and function of various marine animals and the reasons they belong to the same groups. One of the biggest threats to marine ecosystems and life in our seas is plastic, and through research and beach surveys students will investigate the implications of this pollution as well as the implications of other human impacts on our marine environments.

## Animal and Plant Production

This semester long subject will look at a variety of both Animal and Plant production systems. You will be involved with caring for, and monitoring the growth rates of our animals on the Farm; propagating plants from both seed and cuttings; learning about the structure and function of plants; paddock to plate using an edible garden; and, gaining a basic understanding of a variety of agricultural production systems using the resources available at the Woodleigh School Farm. You will explore local agricultural and horticultural businesses and possible career options across the sustainability, food and fibre industries.

# LEARNING ENHANCEMENT: PERSONALISED LEARNING

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

## Learning Enhancement

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





## THE VICTORIAN CERTIFICATE OF EDUCATION

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

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

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

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

### Notes:

- At Woodleigh School we offer both English Units 1–4 and Literature Units 1–4. The majority of Woodleigh students complete English Units 1–4 to satisfy the above VCAA requirement.
- Students are strongly advised to complete English Units 1–2 alongside Literature Units 1–2. Students thinking

about Literature Units 1–2 on its own should discuss this with the Head of English prior to meeting this selection.

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

### Choice of VCE units

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

- Units 1 and 2 level is the equivalent of Year 11. Students can choose to do one or both units at this level.
- Units 3 and 4 level is the equivalent of Year 12. Students have to do both units as a sequence at this level. At Woodleigh, students generally undertake 22 units on the following basis:

**Year 11:** 12 Units (most commonly 6 x Unit 1 and 6 x Unit 2)

**Year 12:** 10 Units (most commonly 5 x Unit 3 and 5 x Unit 4)

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

- Students who are struggling academically may complete five rather than six Unit 1 and 2 studies. This gives the student the opportunity for additional study time and to seek help from Inclusion staff.
- Students who are performing strongly in all subject areas and have particular strengths may be encouraged to undertake a Unit 3 and 4 sequence while still in Year 11. There is an expectation that this advancement will not be at the expense of a student's Year 11 program and that students will still undertake a total of six studies during Year 11. (See the Acceleration Policy and information on pages 8–10.)
- Year 12 students who are struggling academically may choose to focus on 4 studies rather than 5 studies in their final year.

# ACCELERATED STUDIES

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

## Policy on accelerating students in VCE studies

There are many benefits of accelerating students into VCE subjects early, but it is also important to recognise that the academic transition is a significant step – not all students are mature enough, both emotionally and academically. Units 1 & 2 in the VCE are benchmarked nationally and internationally to a Year 11 standard. Similarly, Units 3 & 4 in the VCE are benchmarked nationally and internationally to a Year 12 standard.

### Some benefits include:

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

### Some of the drawbacks include:

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



### Eligibility to apply

In order to minimise possible problems, we will consider each student application carefully. We require a (flexible) combination of:

- I am achieving at least 6 on MYP criteria in Year 9.
- Relevant/complementary subject teacher and/or Tutor feedback.
- A high level of Self-management, Sense of responsibility, and Teamwork, as evidenced in a student’s Effective Learning Habits
- A history of a reasonable level of maturity and organisation with their Academic studies.
- The Maths Acceleration program is a special case and students involved in this program will be reviewed by the Mathematics Learning Area Leader.

### Notes:

1. Students who do not initially satisfy the listed criteria will be alerted to this fact. Where the student has been deemed not to meet the requirements, the student will be asked to reconsider their subject choices for the following year and their reserve subject selections will be used.
2. Progression from accelerated Units 1 and 2 to Units 3 and 4 subject is not automatic and may be subject to review.

3. This Acceleration criteria does not apply to students wishing to accelerate into VCE VET studies or any Block Credit recognition program. Students are discouraged from accelerating into both VCE and VET programs.
4. Approval for students wishing to apply to accelerate into a VCE subject will be at the discretion of the Head of Learning – Senior Years in consultation with other key staff. In every instance, the decision will be based on the best interests of the student.

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

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

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

## VCE possible accelerated studies

The following is a list of VCE studies offered in 2025 and their suitability for possible study by Year 10 students.

**Notes:**

- **Timetable blockings and class size limits will restrict the availability of the studies listed above.**
- VCE subjects are only offered to students who demonstrate academic suitability – check the eligibility criteria.
- All Year 11 students must enter 6 Year 11 subject preferences. They may then also indicate up to 2 Unit 3 and 4 subject preferences that they would

like to be considered for acceleration. **This process requires the completion of a written Application Form (including obtaining necessary signatures). Only one is likely to be approved.**

Year 10s will be required to put in an “expression of interest” to be considered for a VCE subject as part of the Subject Selection process.

This expression of interest will be reviewed according to the criteria listed under eligibility (above).

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

**While Woodleigh offers a full range of VCE subjects, the above subjects have been selected as appropriate for acceleration by Year 10 students.**

**Refer to the VCE Subject Selection Handbook for more information.**

Subject	Suitability for accelerated study
Accounting Units 1 & 2	● Yes
Agricultural and Horticultural Studies Units 1 & 2	● Yes
Applied Computing Units 1 & 2	● Yes
Biology Units 1 & 2	● Yes
Economics and Legal Studies Units 1 & 2	● Yes
Food Studies Units 1 & 2	● Yes
General Mathematics Units 1 & 2	● Yes
Specialist Mathematics Units 1 & 2	● Yes, as part of Math Accel program
Outdoor and Environmental Studies Units 1 & 2	● Yes
Physical Education Units 1 & 2	● Yes
Psychology Units 1 & 2	● Yes

## ACCELERATED STUDIES Expression of Interest

Year 10s will be required to put in an “expression of interest” to be considered for a VCE Unit 3 and 4 subject as part of the Subject Selection process. This expression of interest will be reviewed according to the criteria listed under eligibility (previous page).

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

You will receive a link to this form at the time of subject selection, and it can also be found on the Woodleigh website.

### Check your eligibility to accelerate

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

- I am achieving at least 6 on MYP criteria in Year 9.
- My Effective Learning Habits are at 'consistently' in the relevant/complimentary subject(s).
- Feedback from teachers in a relevant/complementary subject suggest that I would be a suitable candidate for accelerating in this area.
- Feedback from teachers/tutor note an historical track record of maturity and organisation with my Academic studies.
- I have researched this subject and/or have discussed the details with teachers/former students/Careers Counsellors.

If you satisfy a majority of the criteria listed above, you will be able to complete a form for consideration by the VCE coordinator.



# VET STUDIES

## Forward thinking: planning for a later years pathway

It is important that when planning a VCE program, future studies are kept in mind. The Victorian Certificate of Education (VCE) and Vocational Education and Training in Schools (VET) certificates can be included in a Year 11 student's program of study. Most VET programs are for 2 years in duration, some can be completed in 1 year. This means that if you are interested in VET, you should look into it for the start of your VCE. It is possible for students to start a VET program in Year 12; however, a statement of attainment may only be given.

### VET (vocational education & training in schools)

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

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

**Structured Workplace Learning (SWL)** with an employer in the relevant industry area is also a compulsory component of some VET programs. The SWL hours of work required varies between VET certificates.

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

Some VET programs include a scored assessment. This allows the VET program to contribute to the VCE

requirements and also the student's ATAR score. Students will also be required to sit the GAT.

In order to receive the VET qualification, it is important to note that students must complete the whole duration of the course - usually 2 years. If a Certificate is not fully completed whilst at secondary school, students can also receive a Certificate of Attainment for the partial completion of a VET program and continue studying the Certificate as a post-schooling option.

There is an additional cost when students enrol in a VET course. This charge varies according to the provider / study location.

Though Woodleigh provides a 40% discount on these fees, it is each family's obligation to meet these costs in addition to the school fees. Specific costs for courses should be investigated prior to choosing a VET study. Please contact the VET Coordinator, Derek Kirk, for further details about program charges.

It is also the student's responsibility to make their own travel arrangements to attend the various venues to complete their VET certificate. A limited bus service is available on Wednesday afternoons, departing Woodleigh School at approximately 11.50am and arriving at Chisholm TAFE Frankston around 1.00pm. This is an external service that is also used by students from other schools in our region, fees apply.

Note: Costs for the VET courses cannot be refunded after March 2025, even if the student exits the college or changes their enrolment status.

### Vet courses with a VCE study score

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

It is important to note that the Unit 3–4 sequences of VCE VET programs are not designed as stand-alone studies. In order to receive the VET qualification, students must undertake the entire Unit 1–4

structure of a VCE VET program (which normally takes 2 years).

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

- Business
- Community Services
- Creative and Digital Media
- Dance
- Engineering Studies
- Equine Studies
- Furnishing
- Health
- Hospitality
- Information, Digital Media and Technology
- Integrated Technologies
- Laboratory Skills
- Music Industry (Performance or Technical Production)
- Sport and Recreation (Outdoor Recreation or Community)

For more detailed information, visit [VCAA.vic.edu.au/Pages/vet](http://VCAA.vic.edu.au/Pages/vet)

### Block credit VET courses

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

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

Details pertaining to delivery times, locations and costs for each VET program can be obtained by contacting the school.

# SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

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

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

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

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

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

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

- Agriculture
- Automotive
- Business
- Community Service
- Engineering
- Food Processing
- Food Processing (Wine)
- Horticulture
- Hospitality (Operations)

- Information Technology
- Retail Operations
- Seafood Industry
- Sport and Recreation

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

## School based apprenticeship and traineeship process

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

**Note:** Unit 3/4 OES is not recommended for students who plan on undertaking an SBAT due to the additional workload required to make up for missing field trips.

## Useful contacts for further information

**Australian Apprenticeships**  
Phone 13 38 73  
[www.Australianapprenticeships.gov.au](http://www.Australianapprenticeships.gov.au)

**Australian Government  
Department of Education and  
Training** [www.training.gov.au](http://www.training.gov.au)

**The VCAA** website [www.VCAA.vic.edu.au](http://www.VCAA.vic.edu.au) for VCE and VET information.

# MATHEMATICS AT VCE

The VCE mathematics studies are designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students.

It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of

mathematical ideas and processes. The appropriate use of technology will be incorporated into all of the VCE mathematics units.

The study is made up of the following units:

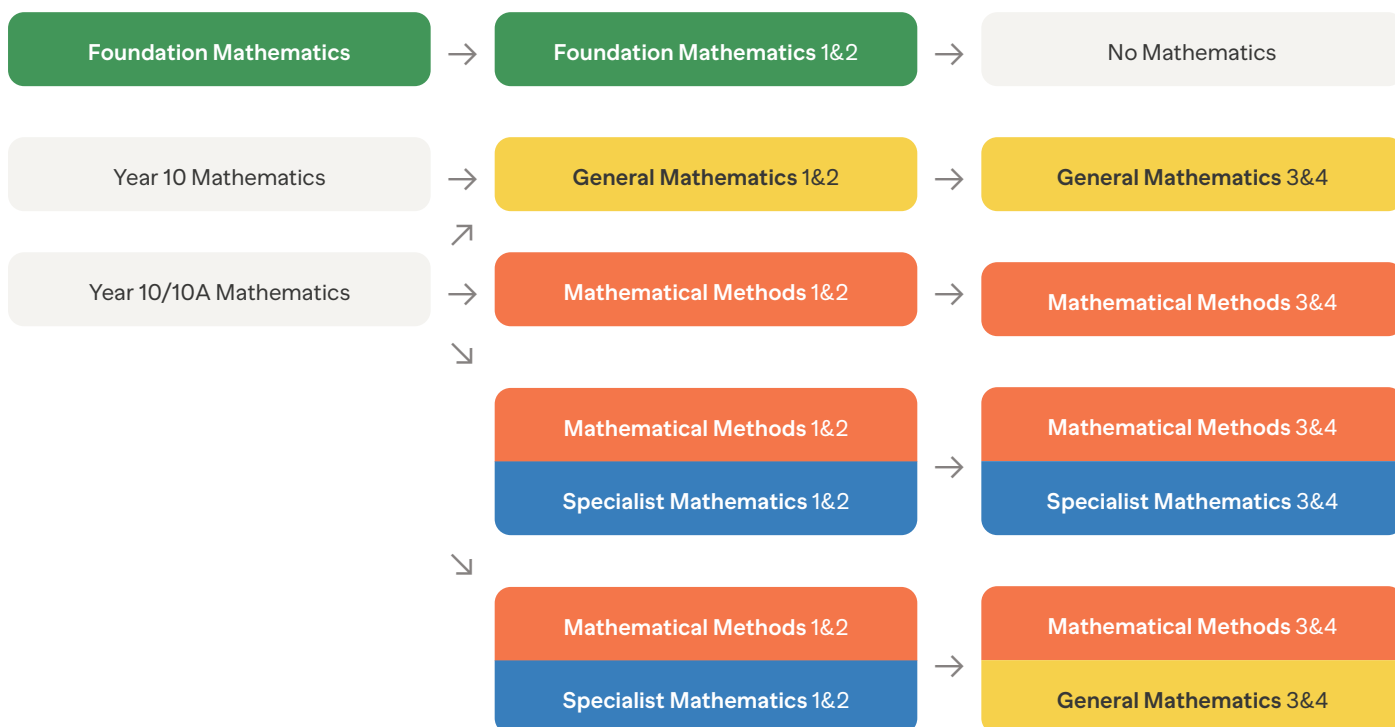
- **Foundation Mathematics**  
Units 1 and 2
- **General Mathematics**  
Units 1 to 4
- **Mathematical Methods** Units 1 to 4
- **Specialist Mathematics** Units 1 to 4

## Common combinations of Maths subjects in VCE

### YEAR 10

### YEAR 11

### YEAR 12



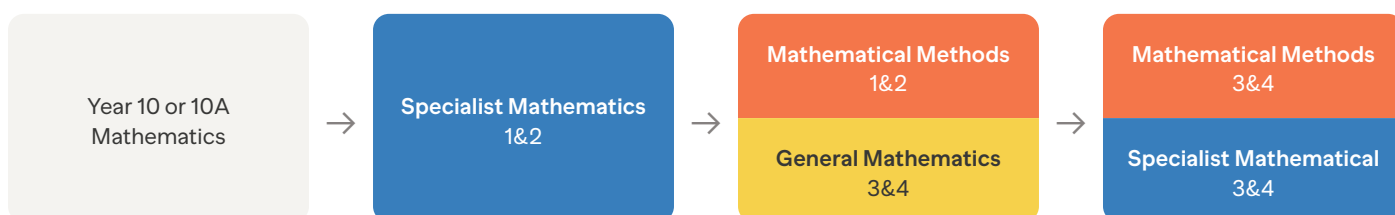
## Enhancement Maths pathway

### YEAR 9, 2024

### YEAR 10, 2025

### YEAR 11, 2026\*

### YEAR 12, 2027



\*Students in enhancement may select to complete two maths subjects in Year 11.

# YEAR 10 COURSE SELECTION

## Proposed Subject Selection Planning Sheet

**Note:** this is not the official subject selection sheet. Your official subject selections will be made online. In order to ensure parents are involved in, and approve of, the selections made, all students are required to print a hard copy of their online selections and return this with the relevant signatures prior to the final due date of Tuesday 6 August 2024

Each student will be required to study English and Mathematics all year, as well as units of Humanities, Health & Physical Education and Futures Project. These are not listed.

### Year 10

- **At Year 10 you need to complete at least one science elective.**  
If you intend to go on to VCE Sciences, the study of at least two units is recommended.
- **You will be required to select more than 5 electives.**  
Your lower choices will only be used if your higher preferences are unavailable.
- **Note:** Language Acquisition should be listed in 1 or 2 below if chosen.

#### Mathematics

- Foundation
- 10 Mathematics
- 10/10A Mathematics

#### Electives

- 1 (Science) .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

#### Reserve Electives

- 1 (Science) .....
- 2 .....
- 3 .....
- 4 .....

### VCE Subject Selection

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

I am interested in studying the following accelerated VCE Subject in 2025:

- 1 .....
- 2 .....



