Dear Students, Parent and Carers,

The changes made to the curriculum in 2016 will ensure that every student is able to plan their pathway for the next three years. The subjects will be blocked three years in advance so that each student will be able to see what subjects are available from Year 10 through to Year 12.

In Year 10 students will follow core subjects that are essential for their future studies; however, they will have a choice of what additional subjects they study. The aim for each student transitioning into Year 10 is for them to have an idea of what they want to achieve when they advance beyond secondary school. Our aim will be to assist them in choosing the right pathway and the right subjects to help them achieve their goal. In the second semester, students will be able to choose PreCAL in preparation for Year 11 and 12 VCAL.

Year 11 and 12 will see students continue to focus on either the VCE or VCAL pathway. All students should aim high and we will encourage them to choose subjects that will challenge them. Education is a lifelong process and an important challenge is to study at the highest level possible to enable greater choice and flexibility in the future.

At Stawell Secondary College we have a ten day timetable that will provide flexibility in the provision of all classes. This structure ensures that we are able to block the subjects several years in advance. The daily structure consists of six, 50 minute periods and a ten minute Home Group session in the morning.

These three years will require greater application from each student to achieve their best. The school will provide the structure and the supports for each student to achieve their main goals.

Nicholas Lynch
Principal of Stawell Secondary College
August 2016

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<th>Time</th>
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<tr>
<td>Morning Bell</td>
<td>8.55am</td>
</tr>
<tr>
<td>Home Group</td>
<td>9.00am</td>
</tr>
<tr>
<td>Period 1</td>
<td>9.10am</td>
</tr>
<tr>
<td>Period 2</td>
<td>10.00am</td>
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<td>Recess</td>
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<td>Locker Bell</td>
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<td>Period 4</td>
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<tr>
<td>Lunch</td>
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<td>Period 5</td>
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<td>Period 6</td>
<td>2.35pm</td>
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<tr>
<td>Dismissal</td>
<td>3.25pm</td>
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</table>
### TIMETABLE

Each student receives a time table, also available on the Portal for you.


You know your child’s teachers

<table>
<thead>
<tr>
<th></th>
<th>Monday Week 1</th>
<th>Tuesday Week 1</th>
<th>Wednesday Week 1</th>
<th>Thursday Week 1</th>
<th>Friday Week 1</th>
<th>Monday Week 2</th>
<th>Tuesday Week 2</th>
<th>Wednesday Week 2</th>
<th>Thursday Week 2</th>
<th>Friday Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period 1</strong></td>
<td>10 English C</td>
<td>10 Chinese Group B CHB-SSL L2</td>
<td>10 Performing Arts C PAC - RTA Room 34</td>
<td>10 Maths C</td>
<td>10 Science C SCC - FDC Room 09</td>
<td>10 Woodwork C WDC - CWH Room 05</td>
<td>10 Humanities C HUC - RAN Room 19</td>
<td>10 Maths C</td>
<td>10 Science C SCC - FDC Room 09</td>
<td>10 Chinese Group B CHB-SSL L2</td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td>10 Maths C</td>
<td>10 English C ENC - STR Room 19</td>
<td>10 Performing Arts C PAC - RTA Room 34</td>
<td>10 English C</td>
<td>10 Digital C DCG- WIL Room 13</td>
<td>10 Chinese Group B CHB-SSL L2</td>
<td>10 PE C</td>
<td>10 Chinese Group B CHB-SSL L2</td>
<td>10 Maths C</td>
<td>10 PE C - ZBU Room 19</td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>10 Woodwork C WDC 10 CWH Room 26</td>
<td>10 Woodwork C WDC 10 CWH Room 26</td>
<td>Lonsdale House Group 5 L511 &amp;12H- GRA, JHE Room 03</td>
<td>10 Chinese Group B CHB-SSL L2</td>
<td>10 Maths C</td>
<td>10 Performing Arts C PAC - RTA Room 34</td>
<td>10 Science C SCC - FDC Room 09</td>
<td>10 Chinese Group B CHB-SSL L2</td>
<td>10 Maths C</td>
<td>10 Performing Arts C PAC - RTA Room 34</td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>10 Maths C</td>
<td>10 PEC - ZBU - RTA</td>
<td>10 Performing Arts C PAC - RTA Room 34</td>
<td>10 Humanities C HUC - RAN Room 19</td>
<td>10 Maths C</td>
<td>10 Performing Arts C PAC - RTA Room 34</td>
<td>10 Humanities C HUC - RAN Room 19</td>
<td>10 Chinese Group B CHB-SSL L2</td>
<td>10 Maths C</td>
<td>10 Performing Arts C PAC - RTA Room 34</td>
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<tr>
<td><strong>Period 5</strong></td>
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<td>10 Science C SCC 10 - FDC Room 09</td>
<td>10 Maths C</td>
<td>10 PEC - ZBU - RTA</td>
<td>10 Performing Arts C PAC - RTA Room 34</td>
<td>10 Science C SCC - FDC Room 12</td>
<td>10 Humanities C HUC - RAN Room 19</td>
<td>10 PEC - ZBU - RTA</td>
<td>10 Performing Arts C PAC - RTA Room 34</td>
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<tr>
<td><strong>Period 6</strong></td>
<td>10 Humanities C HUC 10 -RAN Room 19</td>
<td>10 Science C SCC 10 - FDC Room 09</td>
<td>10 PEC - ZBU - RTA</td>
<td>10 Chinese Group B CHB-SSL L2</td>
<td>10 PEC - ZBU - RTA</td>
<td>10 Humanities C HUC - RAN Room 19</td>
<td>10 PEC - ZBU - RTA</td>
<td>10 PEC - ZBU - RTA</td>
<td>10 Humanities C HUC - RAN Room 19</td>
<td>10 Humanities C HUC - RAN Room 19</td>
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**Welcoming home group meeting each morning**

**Enrichment electives**

**Core subjects studied the whole year**
In Year 10, students study six subjects per semester, twelve per year.

Each student’s learning plan must include:
- English (two semesters)
- Mathematics (two semesters)
- Science (one semester)
- One subject of a Humanities subject (History, Commerce or Civics & Citizenship)
- One subject from each of the Arts and Technology subjects

Year 10 students may be considered for a VCE subject depending on their learning pathway and the support and recommendation of their subject teachers and is subject to availability of a place in the desired class. Any student considering a VCE subject will need to complete the VCE application form and submit the application to the Registrar.

Year 10 students may be considered for a VET subject under special circumstances. This would need to be confirmed by the VET Co-ordinator for recommendation to the Principal, and is subject to availability of a place in the desired class.
The College aims to develop fully the talents and capacities of all students in the skills relating to employment and an understanding of the work environment, in order to maximize their choices for further work or study.

Students 15 years and older are encouraged to gain first hand experience in the workplace, through the Department of Education & Training Work Experience program. These workplace experiences can assist a student with career research, subject selection and skill development.

Work experience in Year 10 involves students undertaking a week long placement that broadens their experience and understanding of the world of work and career opportunities in general. Students observe different aspects of work and may assist with tasks allocated by their supervisor.

The College provides students with the opportunity to participate in activities such as music, sport, debating and public speaking, leadership skills programs and international exchange programs.

A VCE study is generally designed to be taken in Years 11 and 12. In some exceptional cases, Year 10 students may undertake a Unit 1 & 2 subject.

Year 10 Students wishing to study a VCE subject.

It is possible for year 10’s to select a VCE unit as part of their year 10 studies. There are advantages for students to consider this option. By selecting a VCE unit 1 / 2 in year 10 students will be able to complete a VCE unit 3 / 4 in Year 11. This will give them an extra unit in their VCE Year 12 studies and possibly additional enhancement towards their ATAR rank. Doing a VCE unit while in Year 10 assists students in developing their study habits and students are also exposed to the rigors of VCE. The selection of a VCE unit in their course will replace one of their year 10 elective options.

If your child is wishing to take up this option they need to complete the “VCE Subject Request at Year 10” form that is found in the course selection handbook.
The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills described in this study design underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

YEAR 10

English is a compulsory subject throughout secondary school. In Year 10 English we expand upon the concepts, skills and processes that students have developed in earlier years in order to prepare them for Year 11.

Focusing upon the three areas of Language, Literature, and Literacy, students develop their skills in reading and viewing, writing, and speaking and listening. Students engage with a variety of texts and media, including novels, short stories, poetry, plays and various media and online texts.

At a Year 10 level, students extend their reading skills by working through some complex texts. Students study a variety of text types at Year 10 including plays, poetry, film and short stories. They are encouraged to develop their analytical skills in response to the literary texts and develop a greater understanding of how the author influences the reader and how the author is influenced by their context. Students develop their writing skills through planning, writing and editing a range of text types. They study the Australian media and the influence of persuasive language upon readers and viewers. They participate in class discussions in which they communicate and respond to diverse perspectives on relevant issues.

ASSESSMENT:

Year 10 English is assessed through written assignments, classroom observations, and an end of semester examination. Students will be assessed against the Victorian Curriculum. Each unit of study will have a common focus on basic literacy skills, those being grammar, spelling and structure and a specific focus on the skills required for the medium or task.
Mathematics plays a vital role in our increasingly technological society. Mathematics at Year 10 takes into account the needs and aspirations of a wide range of students while providing access to worthwhile and challenging mathematical learning. Students will aim towards working at Victorian Curriculum Level 10 where the following topics are covered:

Number & Algebra
- Real Numbers
- Money & Financial Mathematics
- Patterns & Algebra
- Linear and Non-Linear Relationships

Measurement & Geometry
- Units of Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry

Statistics & Probability
- Chance
- Data Representation & Interpretation

ASSESSMENT:
- Unit Tests
- Written Examination
- Problem Solving Assignments
- Project Investigation Reports
- Homework Sheets
- Work Samples
- Observation of Class Activities

FURTHER STUDIES:
This course will allow entry into Year 11 Mathematical Methods CAS, General Mathematics, Specialist Mathematics and VCAL Numeracy.
Semester 1:
From the Big Bang to bionic eyes, Year 10 Science will explore how our understanding of the world around us has developed over time and been influenced by key historical events. Journeying from our understanding of how the world came to be, students will discover how planet earth supports life and how living things have changed over time. Students will consider the process by which scientists have developed theories and models. They will examine evidence in support of different scientific theories and develop their skills in drawing conclusions based on such evidence. Students will have the opportunity to conduct their own research investigation; this will develop their critical thinking skills and equip them to encounter everyday science with a questioning mind.

ASSESSMENT:
- Written examination
- Practical work
- Assignments
- Unit and topic tests

FURTHER STUDIES:
Year 10 Science leads to Life Sciences and/or Physical Sciences in semester two.

LIFE SCIENCES
Year 10 Life Sciences focuses on the study of biological and psychological sciences. Students will learn about evolution and the interactions of living things within an environment. They will consider the development of psychology as a science and learn to distinguish science from pseudoscience. Students will examine how cultural evolution has impacted on, and informed, biological evolution. Students will develop their skills in the practice of science, learning how to apply research methodologies and ethical principles.

ASSESSMENT:
- Assignments
- Tests
- Written examination

FURTHER STUDIES:
Life Sciences is the preferred pathway to VCE Biology or Psychology. Students can still access Chemistry & Physics with Life Sciences.
This subject is to develop and extend students’ understanding of Chemistry and Physics beyond what is covered by Year 10 Science. It is aimed to give students a deeper understanding of scientific and experimental procedures and the fundamental concepts necessary for study of sciences at higher levels. The course is designed for those students who wish to pursue scientific studies at Year 11 and 12. Chemistry topics include: the periodic table of elements, chemical bonding, solutions including acids and bases, chemical formulae and reactions and chemistry in industry. Physics topics include: Units and vectors, moving objects and Newton’s laws of motion and energy transformations.

ASSESSMENT:
This Unit will be assessed by:
• Written exam
• Topic tests
• Practical work
• Assignments

FURTHER STUDIES:
Year 10 students wishing to undertake VCE Chemistry or Physics are strongly advised to select Physical Sciences in Semester 2.

HEALTH & PHYSICAL EDUCATION CORE

Semester 1
In Year 10 Health and Physical Education students will refine their manipulative and movement skills through participation in activities which may include Tchoukball, European handball, Ultimate Frisbee, Racquet sports, and Volleyball. They will participate in a range of lifestyle activities which promote regular participation in physical activity. Students will improve their fitness through the application of a training program. They will analyse the impact of mental health issues in the community and explore a range of services which promote mental health. Students will develop an understanding of the responsibilities associated with their increasing independence including driving and road safety and take part in programs targeting young people such as Keys Please and Save a Mate.

ASSESSMENT:
• Peer and teacher observation
• Assignments
• Practical skills and participation
• Group presentations
• Short exercises
• Written examination

FURTHER STUDIES:
Year 10 Sport and Physical Education, Year 10 Health, Unit 1 VCE Outdoor and Environmental Studies
SPORT & PHYSICAL EDUCATION

In this elective students will demonstrate advanced skills and apply and analyse strategies in a variety of games. Students will maintain their fitness through regular involvement in physical activities and training. Students will assume responsibility for conducting aspects of a sporting competition in which they will share roles and display appropriate sporting behaviour. Students will coach primary aged students in a selected sport. Students will gain an understanding of basic sports injuries and how to apply appropriate first aid to treat them, including being proficient in CPR. Studies will include issues in community involvement in sport and physical activity, strategic thinking in team games, definitions of sport, the role of the media and spectators in sport, leisure and games, facilities for sport and the structures of sporting clubs.

ASSESSMENT
• Research assignments
• Working in teams
• Practical participation
• Coaching
• Managing personal learning
• Skills/Performance analysis
• Written evaluations
• Strategic thinking
• Peer assessment
• Personal fitness program
• Sportsmanship
• Written examination

FURTHER STUDIES
Year 10 Health elective, VCE Physical Education, VCE Health and Human Development, VCE Outdoor and Environmental Studies, VET Sport & Recreation.

HEALTH

In this elective students will develop their understanding of the factors affecting the health of Australians. Students will study the physical, mental and social health of a variety of population groups. They will analyse the positive and negative health outcomes of a range of personal behaviours and community actions. Students identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. They identify and describe strategies that address current trends in the nutritional status of Australians. Students compare and evaluate perceptions of challenge, risk and safety and develop skills in making informed health promoting decisions. Topics covered include Australia’s health, health of specific groups, factors affecting health, health promotion campaigns, Medicare, accessing health care, risk taking behaviour and illicit drug use, youth health issues and planning for the future.

ASSESSMENT
• Written examination
• Data analysis tasks
• Short exercises
• Assignments/projects
• Media analysis/review tasks
• Tests

FURTHER STUDIES
This course leads to VCE Health and Human Development.
OUTDOOR & ENVIRONMENTAL STUDIES

Unit 1: Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

ASSESSMENT:
For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass both areas of study.

Assessment tasks for this Unit will be selected from the following:
- a journal/report of outdoor experiences
- a case study analysis
- oral presentations
- practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display
- data analysis
- tests
- examination
- written responses, including essays, short answers, weblogs, web discussion forums.

SPECIAL REQUIREMENTS
The cost for this subject is $300 for the semester. This cost will cover all activities, excluding food and will be required prior to the end of the 2016 school year in December.

Students will be required to participate in a variety of outdoor field trips and camp(s) throughout the semester. Trips may include bushwalking, surfing, snorkelling, canoeing and mountain biking.

*Please note that it is a requirement of the subject they you must participate in ALL activities associated with the study in order to gain a satisfactory result for the subject. Students must be able to commit to a number of activities that will run after school hours.
Unit 1: Bodies in motion
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

Unit 2: Sports coaching and physically active lifestyles
In this unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

ASSESSMENT FOR UNITS 1 & 2
Students are required to demonstrate achievement of three outcomes in each unit. As a set these outcomes encompass all areas of study. Assessment tasks include:

- case study analysis
- visual presentation
- multimedia presentation
- data analysis
- written response
- examination & tests

Unit 3: Physical activity participation and physiological performance
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 4: Enhancing performance
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

ASSESSMENT FOR UNITS 3 & 4
In the study of VCE Physical Education students’ level of achievement will be determined by School Assessed Coursework and an end-of-year examination. Percentage contributions to the study score in VCE Physical Education are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

As a number of activities may be conducted at venues and commercial businesses outside of school students will be required to cover any costs involved with these local excursions.
In Year 10 History students explore some of the most important events and developments of the 20th Century both in Australia and around the world. Students will explore the causes, course and consequences of World War 2; they will investigate the development of human rights in Australia and the United States and they will examine how pop-culture has changed since the 1950s. The subject explores history with an eye to the present and the future, so that students can make links and comparisons between events of the past and those happening today.

ASSESSMENT:
Students are assessed over three major research topics examining World War 2, Human Rights and Pop-Culture. In completing these assessments students demonstrate historical knowledge and skills like creating and investigating their own research questions and examining historical evidence as well as competency in reading, writing, research and presentation.

FURTHER STUDIES:
Students completing Year 10 History are able to undertake Year 11 History.
AGRICULTURE & HORTICULTURE
VCE UNIT ONE

This first unit of the VCE study of Agriculture and Horticulture focuses on operations within Agricultural and Horticultural industries. The effect of soil types, breeds and environmental factors on plant and animal growth is explored. Students assess the viability and productivity of a range of local businesses, taking account of the relevant biological, historical, social and economic factors. Working in teams, students plan and implement a small business project involving the care of living plants or animals. Satisfactory completion of this subject earns students one of the sixteen units required to achieve their Victorian Certificate of Education or Victorian Certificate of Applied Learning in future years.

For successful completion of this subject, students will:
• Work effectively in teams to plan and implement practical projects;
• Develop skills in analysing the success and suitability of business;
• Develop skills in applying theoretical understandings to practical situations.

ASSESSMENT:
• Local business analysis (visual display)
• Scientific investigation (plant or animal growth and productivity)
• Business plan, including pitch (group project)
• Business reflection and income report

FURTHER STUDIES:
VCE Agriculture and Horticulture Units 2-4 (not currently offered)
VET Agriculture

COMMERCE

In order to equip students with an understanding of the world of employment and business, two strands are offered within the topic of Commerce.
At Year 10 level the course aims to introduce students to some of the main study areas of Commerce. This unit includes but is not limited to:
• Goal Setting
• Job Search skills
• Analysing the role of Government in regulating the economy.
• Examining the impact of policy and legislation on working conditions.
• Gain a Safe at Work OHS certificate.
• The Australian Legal System
• The Economic System

Students will become familiar with concepts which they will explore further should they choose to study these areas in VCE.

ASSESSMENT:
Unit examination, topic tests, class exercises and assignments.

FURTHER STUDIES:
In Year 11, students further their knowledge by studying VCE Business Management Units 1 and 2.
This unit builds upon the knowledge gained in the Commerce unit studied in Semester 1. Students will gain a greater understanding of the role of Economics and Commerce in Society By:

- Visiting local Businesses
- Playing the Stock Market Game.
- Introduction to Accounting
- Financial Literacy
- Business Ownership and Management

ASSESSMENT
This will be carried out using a variety of methods, including:

- Folio of class work.
- Written tasks
- Exam
- Stock Market game assessment
- Class Presentations

FURTHER STUDIES
This course prepares students for VCE Business Management Units 1 & 2.

CIVICS & CITIZENSHIP

Power, politics and people.
According to the Victorian Curriculum, Civics & Citizenship students develop an understanding of political and legal systems and processes, and the history that underpins them. They think about how to take up and recognize the value of civic responsibilities within our local and global communities. Students work towards an understanding of their rights and responsibilities as citizens, and democratic values and principles such as democratic decision-making, representative and accountable government, freedom of speech, equality before the law, social justice and equality.

Please Note: In Civics, students develop a range of knowledge and skills that will support their entry into VCE Legal Studies, Units 1-4 and Unit 3 & 4 Global Politics

Semester 1
This unit focuses on a study of power: the use of power, its nature, and its limits. Students will examine the relationships of power that operate on and within their own lives. They will develop an understanding of their roles and their capacity to access power in our society, in politics, in institutions – including schools – and in their families. They will study a number of theories or philosophies about how power should be understood, held, exercised, and restricted. Students will investigate and analyse triumphs and failures of power and powerful people in modern political and social history.

Semester 2
This unit will address political citizenship in two areas of study: the Australian citizen, and the global citizen. Students examine the role of the Australian citizen in the Australian political system. They investigate how Australia’s system of laws was imported from England, and how it has developed in the Australian context. They will consider how this has affected the notion of Australian national identity. In the second half of the Semester, students will develop an understanding of the function of the United Nations and the international laws that apply to citizens and nations. Through a case-study, students will investigate how international laws are enforced, and how such enforcement can affect the relationships between countries.

ASSESSMENT OF SEMESTERS 1 & 2
Students must demonstrate a satisfactory understanding of the relevant curriculum standards from the Civics & Citizenship domain. This understanding will be assessed through assignments, debates, tests, speeches, essays, and through the end-of-semester examination.

FURTHER STUDIES
This course prepares students for VCE Legal Studies units 1 & 2.
Chinese is the most widely spoken language in the world. Given Australia’s economic position within Asia, Chinese has become one of the most useful languages for future employment in Australia and around the world. Recognition and an understanding of Chinese culture will be essential for the prosperity of Australia in years to come.

The focus of Year 10 Chinese is to continue to develop communication skills and language awareness. Their studies will include Chinese cultural studies and “real world” applications of the language in social and business environments. Students will participate in a variety of excursions, Chinese language competitions and culture days with students from other Victorian schools. In multicultural Australia, it is becoming increasingly desirable to be competent in a second language. Chinese is also scaled up significantly for the ATAR score, boosting admission chances at university. In 2017, the school is offering VET Chinese Certificate II at Year 10, which is a continuation of the course from Year 9. It is a practical language program that not only helps students improve their applied language skills, but also provides a great foundation for VCE Chinese.

Students will also be exposed to the benefits of social interaction in Chinese by their involvement in the College hosting of Chinese short-stay students each year. The opportunities these visits present are valuable in developing connections between schools, but also in establishing ongoing social communication practice between our students and actual Chinese native speakers.

ASSESSMENT:
- Oral tasks
- Understanding of spoken Chinese
- Written expression tasks
- Understanding of written Chinese
- Listening tasks
- Written examination

Chinese should be selected for both semesters.

FURTHER STUDIES:
This course leads to VCE Chinese or Certificate III of Applied Languages (Mandarin)

Brief Introduction to Certificate II in Applied Languages (Mandarin)

22149VIC
The aim of the Certificate II in Applied Languages is to be able to communicate in a Language other than English (LOTE) and to allow students to have positive interactions in both social and workplace settings. The aim is to also develop cross-cultural language skills, using key words, phrases and expressions appropriate to a variety of situations.

Students who complete the Certificate II course will obtain credit towards Units 1 & 2 of the VCE as block credit. In addition, it will provide access to VCE Unit 3 & 4 courses. This unit is also used in conjunction with other industry specific courses requiring language skills, such as Hospitality. The program length is approximately one year, although students are able to extend or shorten the course by negotiation, recognition of prior learning or other personal needs.

Outcomes of Certificate II
On completion of the four units in this course, students will be awarded Certificate II in Applied Languages (Mandarin).

Units of Competency are:
- Conduct basic oral communication for social purposes in a Language other than English (LOTE)
- Conduct basic workplace oral communication in a Language other than English (LOTE)
- Read and write basic documents for social purposes in a Language other than English (LOTE)
- Read and write basic workplace documents in a Language other than English (LOTE)
Australians who speak German can take advantage of the many personal, social, work and career opportunities in Australia and around the world. German is also scaled up significantly for the ATAR ranking, possibly, boosting admission chances at university.

The focus of Year 10 German is to continue to develop communication skills and language awareness. Building on a variety of topics, the course will further develop competence in conversation, communicative writing and grammatical construction. In multicultural Australia it is becoming increasingly desirable to be competent in a second language. German is one of the most commonly used languages in Australia’s trade and cultural contacts and therefore can lead to career opportunities.

ASSESSMENT:
- Written exam
- Written expression tasks
- Oral expression
- Understanding of spoken German
- Understanding of written German

German should be selected for both semesters. Students planning to select VCE German must select this subject for both semesters.

FURTHER STUDIES:
This course leads to VCE German.

This subject will only be offered if sufficient numbers deem it viable. In the event that insufficient students undertake this subject, it will be offered via the Victorian School of Languages as a correspondence subject.
**ART**

Students identify sources of inspiration and experiment with materials and techniques to develop artworks that communicate meaning. They undertake research to enhance their knowledge of art history and inform the development of ideas. Students maintain a record of their process in their visual diary and develop their ability to reflect, evaluate and alter their direction.

**ASSESSMENT:**
- Visual diary
- Research tasks
- Written exam

**FURTHER STUDIES:**
Leads to VCE Studio Art and it can also lead to VCE Visual Communication Design.

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**EXTENSION ART**

Extension Art is focussed on preparing and developing student’s abilities for VCE Studio Arts. Students begin developing their own ideas, techniques and final artworks in line with their emerging individual design process. The use of an exploration proposal directs the students working methods and communication of their ideas. From this point the key skills and knowledge that are required in VCE Studio Arts begin to be addressed, giving the students a firm understanding of what the expectations are in VCE. These key skills and knowledge include a deeper understanding of aesthetics, materials, techniques, subject matter, historical and cultural contexts and communicating ideas and meanings in art. Completion of Art in semester 1 will not be mandatory for selection of this subject.

**ASSESSMENT**
- Folio work
- Research Tasks
- Year 10 Exam

**FURTHER STUDIES:**
Leads directly to VCE Studio Art.
Year 10 Visual Communication Design focuses on three different areas of design: Communication Design, Environmental Design and Industrial Design. Students will receive design briefs for all three design fields, covering skills required of any accomplished designer in any one of these fields. Students will learn how to use the design process to properly explore and document their design decisions, as well as use design thinking skills that will build on student’s creativity and ability to develop interesting and well-presented design solutions for the given brief. They will use the Design Elements and Principles to create designs on paper and in a digital context, using industry standard computer programs such as Adobe Photoshop and Adobe Illustrator. Students will explore conventions used by graphic designers and research relevant issues to the design industry. Students will also learn and use technical drawing techniques to represent three dimensional designs such as building design and product designs. Students can then choose to expand on all of these skills by choosing Extension Visual Communication in semester 2.

ASSESSMENT:
- Visual Diaries
- Research Tasks
- Folio Work
- Design Analysis
- Year 10 Exam

FURTHER STUDIES:
Year 10 Extension Visual Communication Design, VCE Visual Communication Design

EXTENSION VISUAL COMMUNICATION DESIGN

Extension Visual Communication Design prepares students for the rigorous demands of VCE Visual Communication Design. Students are introduced to key concepts covered in the VCE courses, and develop the essential skills required to succeed in their studies the following year. These key concepts include, a more in depth use of technical drawing, more use of computer programs to present work to high standard, studying the practices of working designers in the field, and incorporating their own style or flare to their own designs. At the end of the semester students should be able to use the design process and design thinking strategies independently to create a solution to a given design brief. Completion of Visual Communication Design semester 1 will not be mandatory for selection of this subject.

ASSESSMENT:
- Visual Diaries
- Folio Work
- Year 10 Exam

FURTHER STUDIES:
VCE Visual Communication Design
DRAMA

Drama offers students the opportunity to reach their creative and expressive potential by developing sophisticated approaches to making and responding to Drama independently and in groups. This subject aims to develop students’ confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through performance. Students explore Drama as an art form through improvisation, scripted drama, rehearsal and performance. They refine and extend their understanding and use of role, character, relationships and situation by exploring the use of voice and movement. Students engage with diverse performance styles by exploring Drama from a range of cultures, times and locations. In doing so, students develop a sense of inquiry and empathy by exploring how Drama has the capacity to influence, challenge and evoke critical reflection upon a variety of historical, social and political concerns.

ASSESSMENT:
• Group performance
• Monologue
• Participation in and contribution to group activities and performance
• Evaluation and analysis of performance styles
• Self and peer evaluation
• Reflection

MUSIC

This course aims to broaden students’ appreciation of music and its elements, while also developing their performance and compositional skills. Students will have the opportunity to perform in a group setting and experience the excitement of live performance playing an approachable and easy to learn percussion instrument. A large focus of this subject is the use of music to convey emotion, story and identity. This will be explored through listening and learning about a wide range of musical genres as well as identifying music that has shaped students’ lives and identities. The course culminates in an extended project involving the recording of sounds and samples, using technology to compose and edit music, and finally the creation of an original piece of music to accompany a visual medium.

No previous musical experience is necessary to participate and it is not compulsory to be learning an instrument. However, additional experience gained by participating concurrently in the instrumental music program would be highly advantageous.

ASSESSMENT:
• Group percussion performance
• Musical life story
• Extended technology and composition project
• Written exam

FURTHER STUDIES:
VET Music

INSTRUMENTAL MUSIC

Instrumental Music is an extra co-curricular program that runs parallel to the main timetable and is offered to all students in the school. Instruments offered include Flute, Oboe, Clarinet, Alto or Tenor Saxophone, Trumpet, French Horn, Trombone, Euphonium, Tuba, Guitar or Bass Guitar. Lessons are scheduled on a rotating timetable so students do not constantly miss the same subject. Students register and pay for lessons each semester with lessons beginning the week following the submission of forms with payment. Lesson fees are $80 per semester. Home practice is essential for success. To support this a limited number of hire instruments are also available at a cost of $80 per semester. Students are also encouraged to participate in the school band which opens other opportunities to work with music students from other schools. Students choosing Elective Classroom Music should be aware that at year 9 and 10 they are also strongly encouraged to be learning an instrument and in VCE it is essential that they be learning an instrument.
FABULOUS FASHION

In this unit students further develop their understanding of the product design process and identify major steps in the production of a designed product, the materials, equipment and components required. Students learn to use the appropriate technical language, develop evaluation criteria, logically work through the production steps and evaluate their work making modifications or improvements when needed. They learn a variety of skills and techniques, and how to safely and competently use a range of tools and equipment. Students are encouraged to use resources wisely, with consideration to social, economic, ethical, legal and environmental implications.

The major focus of this unit is the use of a sewing machine and the understanding of a commercial pattern. Students are taught a variety of skills and processes involved in pattern construction. Students complete a minimum of three practical items requiring different skills and techniques. Production tasks may include the construction of a creative toy, a function item such as a bag, quilt or a piece of clothing, and a production made from recycled material. Students are required to keep a design folio recording the stages of their design process. Practical work is done both individually and in small groups.

ASSESSMENT:
Practical Work
Design Folio
Research and Evaluation Tasks
Written exam.

FURTHER STUDIES:
VCE Product Design and Technology Units 1 & 2
### MATERIALS - WOOD

Materials Wood is primarily a hands-on subject which allows students to produce practical projects whilst developing a better understanding of various materials and improving their designing skills. Working with various materials, tools, and workshop equipment, students develop a range of manipulative, processing, manufacturing, and organizational skills. Industry Standards and Occupational Health and Safety requirements are also covered in this course. Students use technology processes to solve problems and then produce projects from a design brief. The five main areas of study are Investigating, Generating, Producing, Evaluating, and Planning and Managing. Students will also use CAD (computer-aided design) in the generating process and produce hand sketches and detailed drawings.

**ASSESSMENT:**
- Practical projects
- Design Project folio
- Research assignment

**FURTHER STUDIES:**
This course leads to VCE Product Design Technology, VET Building and Construction, and VET Engineering.

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### COMPUTER PROGRAMMING, GAMING AND DESIGN

The focus of this course is Investigating, Generating, Producing, Evaluating, and Planning and Managing. Students will investigate appropriate use of ICT tools and editing skills for visualising thinking. They will design and evaluate different strategies for organising and managing resources involved in problem solving and producing information products. They will use ICT to design detailed plans that sequence tasks to be done, resources needed, and timelines for completion. Students will use accepted protocols to communicate with peers, experts, and others, expressing their messages in language appropriate to the selected form of communication and demonstrating respect for cultural differences. The ICT applications investigated include: Word Processing, Presentation, Spreadsheet and Database software; Graphical Software; Web authoring tools; and Programming languages (including Game Making Software).

**ASSESSMENT:**
- Practical exam
- Theory exam
- Programming folio

**FURTHER STUDIES:**
This course leads to VET Information, Digital Media & Technology.
Certificate II & III in Information, Digital Media & Technology

Location: Stawell Secondary College

Students may choose to complete the one year Certificate II course or commence the two year Certificate III course in Year 10

The VCE VET Information and Communications Technology program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of information technology in a range of industry areas. Organisational and specialist activity skills in addition to some leadership skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program.

QUALIFICATIONS

The following qualifications are available in the VCE VET Information and Communications Technology program:

Program 1: ICA20111 Certificate II in Information, Digital Media and Technology

Certificate II in Information, Digital Media and Technology provides students with the fundamentals to confidently operate computer equipment and computing packages. This qualification provides basic digital skills to support a wide range of varying industry occupations. Depending on electives chosen, units of competency include integrating commercial computing packages, designing organisational documents using computing packages, detecting and protecting systems from spam and destructive software and installing software applications.

Certificate II in Information Technology is an entry-level qualification that provides general computing skills that enable participation in an information technology environment in any industry. Potential occupations may include office or administrative assistant, records officer or junior helpdesk officer.

Program 1 consists of 14 units of competency: seven core units plus a minimum of seven elective units.

On successful completion of Program 1, students are eligible for:

- the award of ICA20111 Certificate II in Information, Digital Media and Technology
- recognition of up to six units at Units 1 and 2 level.

Program 2: ICA30111 Certificate III in Information, Digital Media and Technology (partial completion)

Certificate III in Information Digital Media and Technology provides students with the skills and knowledge to be competent in introductory ICT technical functions. The qualification is designed to support information activities in the workplace and to achieve a degree of self-sufficiency as an advanced ICT user. Units 1 and 2 include some of the core skills from the Certificate III in running standard diagnostic tests, working and communicating effectively in an IT environment. Depending on the electives chosen, units of competency may include use social media tools for collaboration and engagement, operate application software packages and administer network peripherals. Units 3 and 4 offer scored assessment and incorporate units such as create user documentation, implement and monitor environmentally sustainable work practices and provide IT advice to clients.

Areas for employment may include supporting information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies. Potential occupations may include help-desk officer, ICT operations/user support or PC support officer.

Program 2 consists of a minimum of 11 units of competency:

- Units 1 and 2: three compulsory units plus a minimum of 90 hours of elective units
- Units 3 and 4: five compulsory units plus a minimum of 60 hours of elective units.

On successful completion of Program 2, students are eligible for:

- a statement of attainment towards the completion of ICA30111 Certificate III in Information, Digital Media and Technology
- recognition of up to two units at Units 1 and 2 level and a Units 3 and 4 sequence.
CREDIT IN THE VCE

- Program 1: Students who complete ICA20111 Certificate II in Information, Digital Media and Technology will be eligible for up to six units of credit at Units 1 and 2 level.
- Program 2: Students who complete ICA30111 Certificate III in Information, Digital Media and Technology (partial completion) will be eligible for up to two units of credit at Units 1 and 2 level, and a Units 3 and 4 sequence.

Students are able to undertake further training to complete the certificate III qualification and may be eligible for further credit at Units 3 and 4 level. (This can be achieved whilst undertaking program 2 above in the same time period)

Note: Students are advised that VCE VET programs are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

ATAR CONTRIBUTION

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence VCE VET Information and Communications Technology must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student’s best four studies (the primary four) or as a fifth or sixth study. Full completion of the Certificate III course will also qualify for an additional fifth and sixth study.

Note: Where a student elects not to receive a study score for VCE VET Information and Communications Technology, no contribution to the ATAR will be available.
The nutritional status of Australians will be examined, with particular reference to diet-related problems, concluding with students researching a diet-related disease with reference to a National Health Priority Area (such as cardiovascular disease, type 2 diabetes and osteoporosis). Students will consider special dietary needs and ways of improving their own diet. They will learn the importance of eating healthy and what foods complement each other to supply the body with the required nutrients. Student will also look at the Guide to Healthy Eating Guidelines and analyse how effective they are for the Australian population. Students will also look at the money value of foods and ingredients that are in season.

Students will prepare a range of snacks, cakes, meals and desserts on a weekly basis using complex tools, equipment, machines, materials and ingredients. They will investigate and design, produce, and analyse and evaluate:
1. An investigation into a diet-related disease
2. A meal for a diet related disease

ASSESSMENT:
Assessment may include the following:
• Diet-Related Disease Design Brief
• Productions, including a practical test
• Topic Tests
• Examination

FURTHER STUDIES:
VET Hospitality
VCE Food Studies Units 1 & 2
VCE Health & Human Development Units 1 & 2

FLAT SURVIVAL SKILLS

In this unit students will learn skills from both the Food Technology and Textile curriculum. Everyone loves eating and you will learn how to source, prepare and purchase nutritious and delicious meals for one. Students will look at budgeting both for meals and living expenses. Investigate how to grow and use your own food as well as learn how to use in season fruit and vegetables. This unit will include trips to the supermarket and Real-estate agents. Students will also spend some time in the textiles area learning how to sew buttons, hem trousers and repair, as well as alter clothes and create new designs.

ASSESSMENT:
• Research Task on budgeting
• Practical work both in the kitchen and textiles area
• Exam

FURTHER STUDIES:
VET Hospitality
VCE Food Studies Units 1 & 2
VCE Product Design Technology Units 1 & 2
In this unit students further develop their understanding of the product design process and identify major steps in the production of a designed product, the materials, equipment and components required. Students learn to use the appropriate technical language, develop evaluation criteria, logically work through the production steps and evaluate their work making modifications or improvements when needed. They learn a variety of skills and techniques, and how to safely and competently use a range of tools and equipment. Students are encouraged to use resources wisely, with consideration to social, economic, ethical, legal and environmental implications.

The major focus of this unit is the use of a sewing machine and the understanding of a commercial pattern. Students are taught a variety of skills and processes involved in pattern construction. Students complete a minimum of three practical items requiring different skills and techniques. Production tasks may include the construction of a creative toy, a function item such as a bag, quilt or a piece of clothing, and a production made from recycled material. Students are required to keep a design folio recording the stages of their design process. Practical work is done both individually and in small groups.

ASSESSMENT:
• Practical Work
• Design Folio
• Research and Evaluation Tasks
• Written exam.

FURTHER STUDIES:
VCE Product Design and Technology Units 1 & 2
Stawell Secondary College offers two options to students entering Year 10
1. The Year 10 Standard Program
2. PreCAL – An introductory program for VCAL (Victorian Certificate of Applied Learning)

PreCAL is an introduction to the Victorian Certificate of Applied Learning for Year 10 students in Semester Two. The Victorian Certificate of Applied Learning is the ‘Hands-on’ option for students and is quite separate from the VCE. The program is based on applied learning and is designed for students going from school to either a TAFE course, an apprenticeship or a workplace. It will NOT lead directly to a University course.

The PreCAL program will follow the Foundation VCAL Stream as stipulated by VCAA and will provide a pathway for students wishing to access VCAL when they move on to Year 11. Enrolments in PreCAL will be capped and are not automatic. Students wishing to take part in the PreCAL program will need to follow an application process which will include:
1. The completion of the PreCAL agreement 2017 form
2. Parent/Guardian consent
3. An interview with VCAL Coordinator

PreCAL is for:
• Students who want to pursue a vocational pathway.
• Students who are ‘at risk’ of non-completion of Year 12 or its equivalent.
• Students who have been disengaged from the mainstream curriculum for a number of years.
• Students who would benefit from an applied learning approach to integrated curriculum.
• Students whose literacy and numeracy levels would benefit from a non-traditional approach to the teaching of English and Mathematics.

Core Units
The PreCAL course is made up of the following compulsory Foundation Units:
• Units Running over Semester 2
• Literacy
• Numeracy
• Work Related Skills
• Personal Development Skills

Students will then have the opportunity to choose electives to enable their learning program to best meet their educational and career needs.
ASSESSMENT TASKS

Every subject will require students to complete three main common assessment tasks (CATs) spread throughout the two terms. These assessment tasks may include such things as written exercises, practical work, folio work, task sheets and presentations. Parents will be notified if students have not completed or unsatisfactorily completed any of these assessment tasks, and students will be able to redeem their assessments at a later date. Students will receive their results from their subject teacher and be given feedback on how they can improve in future assessments.

REPORTING

Each student enrolled at Stawell Secondary College will receive reports to inform parents and guardians of their child’s progress in each subject. Each semester students will receive two reports. The first being a basic report on students learning behaviours that will inform parents/guardians about their child’s progress so far in a subject. This report will be given at the end of terms 1 and 3. The second type of report will be a larger, more indepth report on students academic results as well as their learning behaviours in each subject. Every subject will report on learning behaviours (both general and subject specific). CAT results received throughout the semester, and written feedback in regards to what the student can do to improve their results in the subject. Students reports will also contain a comment from their home group teacher in regards to how students can best achieve their learning goals.

HOMEWORK

Homework is defined as learning activities related to school curriculum, which teachers expect students to complete in their own time. Homework is an essential ingredient for ongoing success at school. Parents should be aware that students are expected to undertake homework, which will be on a regular basis.

The amount of homework required will depend on each subject; however, on average a Year 10 student could expect up to 3.5 hours per week.
Calculator Orders for
Stawell Secondary College
VCE and Year 10 Advanced Mathematic Students

Please place your order online between:
31st October 2016 – 25th November 2016*

*** Please note: Once the portal expires you will need to order directly from the Abacus website and pay a delivery fee of $14.95 (incl. GST). Orders will then be sent to your nominated address via Toll Priority Couriers ***

Step 1: Go to the Abacus website: http://www.abacuscalculators.com.au

Step 2: Enter the School ID code on the right side of the homepage: STAWELLVIC

(You must do this step first to avoid the delivery fee. Please do not search for the product before entering the School ID code.)

Step 3: Select the product needed.
(Please note: No refunds given on incorrect purchase.)

- CASIO Classpad400 CAS calculator   $210.00 (incl. GST)
- Padded case      $5.50  (incl. GST)

Step 4: Calculators ordered by the *25th November 2016 will be delivered to Stawell Secondary College for distribution in the week beginning 5th December 2016.

If you have any queries, please call 1800 998 424.

Please see conditions below:
All calculators are covered by a 2-year repair / replacement warranty.
Warranty: Please keep a receipt copy as proof of purchase. The student’s name will also be registered at Abacus.
Company Policy: No refunds given on incorrect purchase.
Please note: once the portal expires you will need to order directly from our website and pay a delivery fee of $14.95 (incl. GST). Order will then be sent via Toll Priority Couriers.
Understanding Pre-CAL Agreement 2017

Please read the statements below and sign to indicate that they understand what will be required of them in a Pre-CAL program

Students are required to maintain their own folio for each subject showing both work completed and what has been learned during the year.

The evidence required for Pre-CAL & VCAL is made up of written notes, photographic evidence, third party reports, or other methods of electronic evidence and that the student is responsible for the collection of this evidence.

Students must be able to work in teams not necessarily made up of people that they choose to work with.

Students will be required to show evidence of individual work.

Throughout the program students are expected to develop and demonstrate skills in leadership.

Students are required to give oral presentations to groups that could include: House assemblies and class groups, special event nights held by community groups external to the school.

Students will need to work with community groups external to the school, past examples include primary schools, local council, Eventide, Landcare, CFA etc.

Homework will be required for Pre-Cal & VCAL and may take the form of work not completed in class or projects that need to be completed outside of normal school hours. For example, we may take part in the Relay for Life or help local primary school to run events.

Camps and excursions are not optional and are important to the completion of outcomes to a range of different Pre-CAL & VCAL subjects.

A minimum level of 80% attendance must be maintained and students must be productive in class.

Parent Name: ___________________________________________________
Parent Signature: ________________________________________________
Student Name: __________________________________________________
Student Signature: _______________________________________________
Re: VCE Subject Request at Year 10

Dear Mr Lynch,

I would like to be considered for the Unit 1 and 2 Class _______________________ in 2017.

The reasons I believe that I am a suitable student to be considered for inclusion in this class are:

_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

I have spoken with my parent(s)/guardian(s) and my current subject teacher in this area, who have outlined the commitment required and extra effort to do well in this subject. I understand that studying at the VCE level will involve a larger amount of work and greater depth of understanding than I am currently used to. However, in support of my application, I have the endorsement of all parties, as shown by the signatures present below.

I also understand that my application will only be considered if there is sufficient space for me to be included in the class, and am aware that current Year 11 students will take precedence over this application when choosing classes for 2017.

In the event that I am successful, I am willing to attend an interview with a parent/guardian in order to discuss my subject selections for 2017.

Yours sincerely,

Signed: ________________________________________________
Name: ________________________________________________
Date:  __________________

Parent Endorsement

Signed:  _______________________________________________
Name:  _____________________________________________