

# LYNDHURST SECONDARY COLLEGE



## **2024 Year 10 Subject Handbook**

*Empowering students for  
learning and life*

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# Principal's Message

The purpose of this handbook is to support and guide current Year 9 students with important subject and pathway choices.

At Lyndhurst Secondary College, we focus on empowering students to have an active voice in their subject choices and pathways. This helps to ensure that they are engaged in their learning, and can be studying areas of interest for them. We recognise that not all learners may enjoy the same subjects or have the same pathways they are working towards, so we work with students to develop the kinds of subjects that they want to study. These are the subjects you will find offered in this handbook.

Year 10 is an exciting year where students get their first big opportunities for choice and voice in learning. With this opportunity, comes the responsibility that all learners have to make informed choices. This includes making sure they have read the subject information in this handbook, as well as spoken with key contacts and their current teachers to help guide their choices.

We look forward to meeting with students as part of the Course Counselling process where subject preferences are entered into our systems for the following year.

We thank students for their preparation in this process, as well as staff, parents and carers for the support of our Lyndhurst learners.



Ms Eloise Haynes

College Principal

# Learning at Lyndhurst Secondary College

At Lyndhurst Secondary College, we empower students for learning and life.

Our curriculum across Years 7 to 12 is designed to meet the following core principles:

- Meet the academic and social needs of all learners
- Empower learners to have voice and agency in their learning
- Build successful, lifelong learners
- Create work-ready, employable people

We have a vision of a successful Lyndhurst Learner looks like further in our Graduate Profile. This identifies the skills and dispositions of a successful graduate of Lyndhurst.

## Successful Lyndhurst Graduates are...



To enable all learners the best opportunities to succeed, we understand that learning opportunities need to develop alongside our young people. Therefore, our curriculum structure gradually releases responsibility over the years, moving from a structure of core curriculum with minimal choice, to a fully customised, individual pathway. This enables students to take more control and responsibility for their learning as they progress through the stages, all with the guidance of support of their parents/carers and our staff.

Our college structure and associated curriculum is based on three distinct sub school stages, each with their own identity and focus. By moving successfully through these three stages, we aim for all learners to be able to move into the fourth phase where they attain and enter their desired pathways. These four phases together form our school-wide philosophy for learning over the years:

- Launch (Years 7 and 8)
- Explore (Years 9 and 10)
- Achieve (Years 11 and 12)
- Pathways (post-secondary schooling)



# Explore (Year 10) Overview



**Define: explore (verb) –**

**To examine something thoroughly. To learn something by trying it.**

The focus for this the Explore stage (which encompasses Years 9 and 10) is on providing students with the opportunities to engage with a wide variety of subjects. This encourages students to take more responsibility for determining their learning pathway through increased elective choices. In addition to this, students continue to study a core program to ensure there is breadth in their learning.

At Year 10, students take the first steps toward preparing for their senior years of schooling. Students select an English and Mathematics program of either VCE preparation or VCE-VM preparation, alongside a varied elective program, where students can explore their interests and build the necessary foundations for further study in Years 11 and 12.

Students also have the option to explore an early start to their senior program by undertaking either an early start VCE subject, or an early start VET course. Students considering this option should speak to their Sub School team, to determine if this is a suitable pathway for them.

As a part of their program, students will complete a subject also called Explore, where they will have the opportunity to build a mentoring relationship that will support their learning across other subjects and assist in students' career and course planning.

The standard Explore program at Year 10 sets the foundations for preparing students to engage with EITHER of the majors in the VCE: VCE or VCE Vocational Major.

# Explore (Year 10) Curriculum Structure

In 2024, a typical learning program for learners in Explore (Year 10) is structured as follows:

Subject	Semester 1	Semester 2
Explore	1 period	
English/EAL	4 periods	
Mathematics	4 periods	
Work-Related Skills	4 periods	-
Science or Explore PDS	-	4 periods
Free Choice	4 periods	4 periods
	4 periods	4 periods
	4 periods	4 periods

Core curriculum	Guided choice	Free choice
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More information about the guided choice and free choice options is outlined below:

<b>Mathematics</b>	<p>From Year 9, students have the opportunity to choose, General Maths Prep, Maths Methods Prep or Numeracy which is a more hand-on, practical application of Maths and Numeracy skills. The subjects will help prepare students for these Mathematics and Numeracy subject in year 11 VCE or VCE Vocational Major. Recommendations are provided based on testing data and other assessment data to ensure that students are recommended a choice based on their academic level and desired pathways.</p>
<b>Work Related Skills</b>	<p>All students will study a Semester of Work-Related Skills. Students will complete best practice interviews where they will practice skills in applying and interviewing for a job. Students will also complete a block placement of structured workplace learning where they can gain experience in an industry of their choice.</p>
<b>Science or Explore PDS</b>	<p>Students participate in 1 semester of guided choice Science curriculum or Explore PDS. Science will give students wishing to prepare for a VCE science pathway the option to choose a science of their choice. Students wishing to engage in a Pre VCE VM pathway can choose Explore PDS where they will develop their Personal Development Skills through group projects and self reflect on their own skills in preparing for life and work. Students will also be able to select up to one additional Science in their free choices.</p>
<b>Free Choice</b>	<p>Students participate in 4 x semester long free choice electives from the following learning areas:</p> <ul style="list-style-type: none"> <li>• Arts – Performing</li> <li>• Arts – Visual</li> <li>• English</li> <li>• Health and PE</li> <li>• Humanities</li> <li>• Languages</li> <li>• Science (see above for further information)</li> <li>• STEM</li> </ul>

# Subject Choices

Learning Area	Subjects
<b>Arts – Performing</b>	Drama
	Industry Music
<b>Arts – Visual</b>	Media Arts
	Visual Arts
<b>EAL / Languages</b>	Bridging EAL
	Hindi
	World Languages
<b>English</b>	Book Club
<b>Health and Physical Education (PE)</b>	Intro to HHD
	Intro to VCE PE
	Lifestyle Fitness
	Outdoor Education
	Sports Coaching
<b>Humanities</b>	Business Management
	Exploring Society
	Geography
	History
	Legal Studies
<b>Mathematics</b>	General Mathematics Preparation
	Maths Methods Preparation
<b>Science</b>	Environmental Science
	Food Science
	Pre VCE Biology
	Pre VCE Chemistry
	Pre VCE Physics
	Pre VCE Psychology
<b>STEM</b>	Digital Technologies (Computing)
	Food Studies
	Product Design (Wood)
	Robotics
	Systems Engineering
<b>VM</b>	Active Volunteering
	Essential English
	Essential Mathematics
	Explore Personal Development Skills (PDS)
	Work Related Skills



# VET for 2024

Vocational Education and training (VET) is learning where you develop targeted and practical skills. The skills you learn relate to a career pathway, so you can apply them at work or in further educational training. You can add a VET course or certificate to your studies while you are in Year 11 or 12. VET can compliment your senior school program at years 10, 11 and 12 and is a requirement for all Year 11 and 12 VCE VM students.

- Students who will be commencing Year 10 studies can access VET via an application process
- Students who will be commencing Year 11 and Year 12 can access VET on Wednesdays and Fridays
- VET is **not compulsory** for Year 10 or VCE students, however we do believe there are significant benefits for many students
- **VET and Structured workplace learning are compulsory requirements for satisfactory completion** of VCE VM Certificate
- Some VET courses require additional enrolment requirements such as compulsory attendance at an information session **and a Literacy and Numeracy quiz to ascertain suitability**. Unless stated otherwise, VET is course if it doesn't run at school
- A VET course is for the whole year and most VET courses run for 2 years
- You may need to travel on a bus or train unsupervised to get to and from your course if it doesn't run at school

Students completing a VCE program should ensure they understand how their VET course contributes to their VCE and ATAR. If you are uncertain, please seek advice from the careers team at school.

The following VET programs are offered to Lyndhurst SC students for study in 2024. The delivery of these programs will be subject to viable student numbers and all enrolment requirements being met:

- VET AUTOMOTIVE (Certificate II in Automotive Studies) and
- VET Active Volunteering (Certificate II in Active Volunteering) are run onsite at Lyndhurst Secondary College

For all other VET courses please follow this link:

<https://www.lyndhurst.vic.edu.au/student-life/senior-school-handbook/vet/>

# Arts – Performing

In The Arts, students learn ways of experiencing, developing, representing and understanding ideas, emotions, values and cultural beliefs. They learn to take risks, be imaginative, question prevailing values, explore alternative solutions, engage in art analysis, develop, practice and refine techniques, share opinions and extend the limits of the arts.

## Drama

<b>Subject Description</b>	Students will work co-operatively to plan, rehearse and present dramatic works. Students will learn about theatrical styles and techniques through improvisation and script work. Characterisation and role-play will be explored, and students will keep a journal evaluating their work.					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Research tasks</li> <li>• Performance</li> <li>• Performance viewing and analysis</li> </ul>					
<b>Advice to Students</b>	This is ideal for students who enjoy theatre or performance to and wish to expand on their acting skills or overall performance confidence.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Drama	Pre-VCE Drama	VCE Drama	VCE Drama
<b>Teacher Contact</b>	Ms Veronica Thay					

# Arts – Performing

In The Arts, students learn ways of experiencing, developing, representing and understanding ideas, emotions, values and cultural beliefs. They learn to take risks, be imaginative, question prevailing values, explore alternative solutions, engage in art analysis, develop, practice and refine techniques, share opinions and extend the limits of the arts.

## Industry Music

<b>Subject Description</b>	Industry Music focuses on contemporary hands-on approach to improving music skills and knowledge to learn, perform and set up equipment for multiple live gigs and performances. Students will be given opportunities to play a variety of instruments, including vocals, drums, guitar and piano. Students will focus on creating music and performing, gaining real life experience in reading different forms of music notation and presentation skills. Students will work on literacy skills through written reflection on performances, compositions and by analysing musical works from a variety of styles and periods. Students will also be given the opportunity to view live performances by recognised artists as well as attend high quality recording studios to record original compositions.					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Music composition</li> <li>• Research tasks</li> <li>• Performance viewing and analysis (<i>excursions to view performances</i>)</li> </ul>					
<b>Advice to Students</b>	Music is ideal for students who enjoy playing and performing music and want to build their skills, build their confidence and express themselves. <i>Music is available to students of all musical levels, from beginner to advanced.</i>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Music	Industry Music	VCE Music Performance	VCE Music Performance
<b>Teacher Contact</b>	Ms Alyce Yeoman					

# Arts – Visual

## Multimedia

<b>Subject Description</b>	This course has been designed to enable students to understand and explore the concepts of how media influences our lives. Students will build on their skills and knowledge in media creation. Students will study different genres and media texts to develop their production skills.					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Photo journal task</li> <li>• Short films</li> <li>• Computer-based design tasks</li> </ul>					
<b>Advice to Students</b>	This is ideal for students who are looking to expand their skills in using digital tools and movie making tools.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Media Arts	Pre-VCE Media	VCE Media	VCE Media
<b>Teacher Contact</b>	Ms Georgina Gaitanis					

## Visual Arts

<b>Subject Description</b>	Students will be encouraged to work creatively in a range of art forms and materials. They will also learn how to create artworks from various starting points. Students will gain an appreciation of the works of other artists learning about techniques, artistic purpose and historical context.					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Creative folio</li> <li>• Analysis of artist works</li> </ul>					
<b>Advice to Students</b>	This is ideal for students who like to use art to express themselves, as well as building their skills in using a range of materials.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Visual Arts	Pre-VCE Studio Arts	VCE Studio Arts	VCE Studio Arts
<b>Teacher Contact</b>	Ms Georgina Gaitanis					



# EAL / Languages

## Bridging EAL

<b>Subject Description</b>	<p>Bridging English as an Additional Language (EAL) is an intensive and explicit study of the English language in a range of socio-cultural contexts and for a range of purposes, including further education, the workplace and social situations.</p> <p>Bridging EAL focuses on the language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and the ability to adapt their language use to communicate effectively in different contexts, including academic and social settings.</p>					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Opinion pieces</li> <li>• Emails</li> <li>• Reflective writing</li> <li>• Resumes &amp; job applications</li> </ul>					
<b>Advice to Students</b>	<p>This is a Unit 1 and 2 subject which can add to your required Unit 1 and 2 English sequence.</p> <p>This is a compulsory subject for all Year 10 EAL students.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			EAL	Bridging EAL	EAL Literacy	EAL Literacy
<b>Teacher Contact</b>	Ms Rachel Morante					

# EAL / Languages

## Hindi

<b>Subject Description</b>	<p>LOTE is a Language other than English. At Year 10, LOTE is based on the practical application of writing, speaking, reading and listening. The subject will focus on students gaining a greater understanding of a culture and prepares students for overseas travel or further study of the language.</p> <p>Students acquire communication skills in Hindi. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.</p> <p>Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.</p>					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Investigation/research projects</li> <li>• Speaking and listening exercises e.g. role plays</li> </ul>					
<b>Advice to Students</b>	<p>Learning a language can assist all students to broaden their understanding of the world we live in. Students may wish to use this for future work or travel experiences.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Hindi	Pre-VCE Hindi	VCE Hindi (via VSL)	VCE Hindi (via VSL)
<b>Teacher Contact</b>	Ms Shally Khanna					

# EAL / Languages

## World Languages

<b>Subject Description</b>	<p>In World Languages, students will use the online platform Education Perfect to select a language they are interested in. Students will work using a self-paced, online course to learn key phrases in their chosen language, then use this language in practical activities and assessments.</p> <p>Languages available to study include Chinese (Mandarin), German, French, Italian, Spanish, Indonesian, Japanese, Arabic and Māori.</p>					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Research projects</li> <li>• Video presentations</li> <li>• Online assessments</li> </ul>					
<b>Advice to Students</b>	<p>This course is designed more for students with an interest in learning a new language. It is not designed for those already fluent or with skills in the listed languages. It does not lead to a VCE pathway of languages directly.</p> <p>Students undertaking this course must have their own laptop and pay an additional fee to register in the online course (approx. \$15).</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			World Languages	World Languages		
<b>Teacher Contact</b>	Ms Lisa Williams					



# English

## English (VCE English Preparation)

<b>Subject Description</b>	Students planning on a future VCE pathway should select Year 10 English (VCE English Preparation.)					
	<p>This course is designed to develop and extend a student’s language competencies in reading, writing, speaking and listening. At this level, students are beginning to explore and respond to more complex ideas and issues through reading and viewing a wide range of texts.</p> <p>Texts to be studied may include plays, news articles, short story collections, poetry, novels and films. Responses to texts will be required both in writing and verbally at different points in each unit.</p> <p>In Year 10 English, students study the effects of audience and purpose on texts and start to apply this knowledge when constructing appropriate written and spoken texts of their own. Emphasis is placed on the development of skills and work habits that will assist students in future VCE studies.</p> <p><b><i>PLEASE NOTE:</i></b> It is compulsory for all Year 10 students to select either Year 10 English <u>or</u> Foundation VCAL Literacy (VM).</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
	English	English	English	English	VCE English VM Literacy	VCE English VM Literacy
<b>Teacher Contact</b>	Ms Melissa Freis					

# English

## Book Club

<b>Subject Description</b>	<p>A subject for those who love reading, discussing and thinking about stories and the art of storytelling, Book Club will focus on exploring texts from a broad range of places and time periods. Students will examine different writing forms such as novels, short stories, plays and poems, and work together to respond to them both analytically and creatively.</p> <p>Common areas of thinking, discussion, and writing include:</p> <ul style="list-style-type: none"> <li>• What makes this a good story? What have we enjoyed and why?</li> <li>• What decisions did the writer make to create this story? What effect did these decisions have on readers?</li> <li>• What message/s does the author have for the reader? Did we all get the same message when we read this?</li> </ul> <p>Texts to be studied will be chosen collaboratively and will be able to be borrowed from the library.</p>					
<b>Advice to Students</b>	<p>This subject could be taken just for fun and interest, or as gentle preparation for VCE Literature Units 1 &amp; 2.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
	English	English	English	English	VCE English VCE Literature VM Literacy	VCE English VCE Literature VM Literacy
<b>Teacher Contact</b>	Ms Melissa Freis					

# Health and Physical Education

## Intro to VCE HHD

<b>Subject Description</b>	This subject is a great stepping stone for those interested in VCE Health and Human Development and/or just interested in improving their knowledge in all things Health related. Students will develop their knowledge in and around the <i>Five Dimensions of Health</i> , whilst examining the Australian Health Care System and healthy food choices. Students will also have the opportunity to propose initiatives for improving staff and student wellbeing at Lyndhurst Secondary College.					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Media Impact</li> <li>• Community Action</li> <li>• Health Status of Australian Youth</li> <li>• Exam</li> </ul>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Core PE	Intro to VCE HHD	VCE HHD	VCE HHD
<b>Teacher Contact</b>	Ms Georgia Punton					

## Intro to VCE PE

<b>Subject Description</b>	Designed as an introduction to VCE Physical Education, this subject is a combination of weekly theory and practical PE classes exploring the 'health science within sport'. Students breakdown movement patterns and activities using a range of ICT tools such as heart rate monitors and videos through analysis. Practical classes are used to extend the theory knowledge providing additional understanding of the effects on the human body. Theory classes are an opportunity to introduce the topics offered in the VCE units, such as: Body Systems, Biomechanics, Movement Skills and Training to improve performance. To assist in the teaching and learning of Year 10 Physical Education, there will be both excursions and incursions to support students' knowledge and understanding in preparation for studying at VCE level.					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Practical Assessment</li> <li>• Body Systems Assessment</li> <li>• Exam</li> </ul>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Core PE Personal Fitness Sport & Recreation	Intro to VCE PE	VCE PE VET Sport & Recreation	VCE PE VET Sport & Recreation
<b>Teacher Contact</b>	Ms Georgia Punton					

# Health and Physical Education

## Lifestyle Fitness

<b>Subject Description</b>	<p>Students will develop their knowledge and understanding in various training methods. This will also include knowledge about nutrition, and the possibility of creating community partnerships with external organisations and facilities accessing additional resources.</p> <p>Students will learn to implement the best personal fitness plan to suit their individual needs and interests, promoting a healthy lifestyle balance. This elective allows students to explore various classes, styles and programs that are available to them within the community and to gain a better idea of what these entail before making daily life commitments.</p>					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Planning a training program</li> <li>• Create a weekly Hello Fresh box</li> <li>• Participation and safety considerations</li> </ul>					
<b>Advice to Students</b>	<p>Students should have good organisational skills and be confident in speaking in front of a group.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Personal fitness Sport and Recreation	Pre-VCE PE Outdoor Ed VET Sport & Recreation	VCE PE VCE Outdoor Ed VET Sport & Recreation	VCE PE VCE Outdoor Ed VET Sport & Recreation
<b>Teacher Contact</b>	Mr Ryan Outhred					

# Health and Physical Education

## Outdoor Education

<b>Subject Description</b>	<p>This subject displays and demonstrates the importance of the correct utilisation of the outdoor environment. The application of practical skills complemented by classroom-based activities will prepare the students for outdoor endeavours.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Outdoor living and travel skills.</li> <li>• Sustainability</li> <li>• First Aid</li> <li>• Bike riding</li> <li>• Orienteering</li> </ul> <p>Experiences include:</p> <ul style="list-style-type: none"> <li>• Orienteering at Cardinia reservoir</li> <li>• Overnight camp at Murrindindi Scenic Reserve</li> <li>• 1,000 Steps walk</li> <li>• CERES excursion</li> </ul>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Sports & Recreation	Outdoor Education	VCE Outdoor & Environmental Studies	VCE Outdoor & Environmental Studies
<b>Teacher Contact</b>	Mr Brad Livesay					

# Health and Physical Education

## Sports Coaching

<b>Subject Description</b>	<p>Students will develop their leadership skills by participating in entry-level coaching qualifications and planning/delivering practical sessions. Students will also have the opportunity to improve their knowledge in coaching methods, motivation and feedback. During theory lessons, students will investigate factors affecting participation at a personal, community and national level.</p> <p>This elective is an ideal opportunity to become an LSC Sports Leader, whereby students will be given responsibilities to assist junior interschool sports, training, and school carnivals. Students will also have the possibility of attaining a credited certificate in coaching and/or umpiring.</p>					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Research a successful sports coach/leader.</li> <li>• Planning an activity.</li> <li>• Delivering a coaching session.</li> <li>• Safety considerations.</li> </ul>					
<b>Advice to Students</b>	<p>Students should have good organisational skills and be confident in speaking in front of a group.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Personal fitness Sport and Recreation	Pre-VCE PE Outdoor Ed VET Sport & Recreation	VCE PE VCE Outdoor Ed VET Sport & Recreation	VCE PE VCE Outdoor Ed VET Sport & Recreation
<b>Teacher Contact</b>	Ms Georgia Punton					

# Humanities

Humanities provide a framework for the development of a student’s knowledge and understanding of Australian society, societies in other countries, local and global environments and the interaction of people with the environment.

At Year 10, Humanities develops skills and knowledge acquired in previous years and builds on them with further studies in topic areas that focus on key issues and events. This allows students to improve their ability to make informed observations and identify relationships and changes.

## Business Management

<b>Subject Description</b>	Students will investigate Australia as a trading nation within Asia and the global economy. Students will also identify and explain indicators of economic performance and use these to examine the performance of Australia’s economy, the nature of innovation and discuss how businesses seek to be competitive in local and global markets. They will also explore how businesses can use enterprising behaviours to improve work and business environments and propose new business ventures.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Running a Business	Business Management	VCE Business Management	VCE Business Management
<b>Teacher Contact</b>	Ms Sugantha Samuel, Mr Bishoy Aziz, Ms Nada Bitar					

## Exploring Society

<b>Subject Description</b>	Issues are all around us, however, do we really know about them? In this subject, you will explore the concept of sociological imagination in which you consider and challenge your own assumptions about issues. You will also examine current issues and use theories such as Marxism, Functionalism and Feminism to understand them. To do this, you will participate in class discussions, debates and conduct research to develop a deep understanding of these issues.					
<b>Advice to Students</b>	No prerequisite requirements to take up this subject.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
				Exploring Society	Sociology	Sociology
<b>Teacher Contact</b>	Ms Amy Marshman					

# Humanities

## Geography

<b>Subject Description</b>	Students consider changes in the characteristics of places and the implications of these. They consider significant spatial distributions and patterns and evaluate their implications and consider interconnections between and within places and changes resulting from these, over time and at different scales. This further develops their understanding of geographical concepts, including place, space and interconnection.					
<b>Advice to Students</b>	No prerequisite requirements to take up this subject.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
				Geography	VCE Geography	VCE Geography
<b>Teacher Contact</b>	Ms Sugantha Samuel					

## History

<b>Subject Description</b>	<b>The Modern World and Australia</b> This unit examines the impacts and effects of key periods of Australia's modern history. Students begin with a study into the short and long-term effects of World War II, followed by an analysis of issues related the rights and freedoms of Australia's Indigenous Peoples, and culminating in an investigation into the significant contribution of immigration on Australia's development.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Australia @ Wat	History	VCE History: Modern History	VCE History: Revolutions
<b>Teacher Contact</b>	Mr Darren Tuite					



# Humanities

## Legal Studies

<b>Subject Description</b>	Students become experts in how courts operate and what their functions are, in addition to possible punishments. They apply this knowledge to interesting case studies. Students will also focus on other aspects of Australia's Legal System. Additionally, they will evaluate features of Australia's political system and compare and evaluate these key features to another government in the Asia region. A look at how citizens' political choices are shaped, including the influence of the media, will also occur. The Australian Government's roles and responsibilities will also be looked at on a global level, including the provision of foreign aid, peacekeeping, and the United Nations.					
<b>Advice to Students</b>	This subject can be studied up to Year 12 and is recommended for students considering VCE Legal Studies as a subject in the future.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Making and Breaking the Law	Pre-VCE Legal Studies	VCE Legal Studies	VCE Legal Studies
<b>Teacher Contact</b>	Ms Nada Bitar, Ms Sophie Noulikas					

### Assessment Tasks

*Any of the following assessment tasks may be covered in each of the study areas:*

- Class work
- Homework tasks
- Essay (Writing) tasks
- Analytical Exercises/ Visual presentation
- Oral Presentation
- Research assignments
- Unit tests
- End of semester Exam

# Mathematics

The Mathematics programs offered to Year 10 students are:

- Numeracy within the VCE VM
- General Maths Preparation
- Maths Methods Preparation

Each of these units contains parallel versions of content to address the spread of students' previous achievement, their general mathematics capabilities and their VCE mathematics expectations.

## Please note:

- General Mathematics Preparation is recommended for those students who want to pursue Maths in Year 12 with the possibility of further studies requiring mathematics.
- Math Methods Preparation is for Year 10 students who have shown **competence** at Year 9 and who are considering a career in mathematical sciences or a related discipline that requires a high level of quantitative thinking, for instance in science, engineering or economics.

## General Mathematics Preparation

<b>Subject Description</b>	This course incorporates a range of mathematical dimensions with specific focus on Number and Algebra, Measurement and Geometry and Probability and Statistics. Practical contexts are drawn upon wherever possible as a means of making the mathematics relevant to students with a view of developing applicable skills from the selected components of the Victorian Curriculum. Appropriate use of technology is used to support and develop concepts and skills and is incorporated throughout the course. This will include graphic calculators, graphing packages, statistical analysis systems and spread sheets.					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Classwork and application</li> <li>• Tests, Common assessment tasks</li> <li>• Structured problem solving</li> <li>• Use of technology</li> <li>• Semester Exam</li> </ul>					
<b>Advice to Students</b>	Students studying VCE - General Mathematics preparation are eligible to continue studying General Maths 1 & 2 in year 11.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Core Maths	General Maths Preparation	General Maths Foundation Maths	General Maths Foundation Maths
<b>Teacher Contact</b>	Ms Hiba Vodhera					

# Mathematics

## Math Methods Preparation

<b>Subject Description</b>	This course incorporates a range of mathematical dimensions at an advanced level. It includes a variety of practical and theoretical applications, including mathematical techniques and consumer maths; measurement of length, area, volume and time; exponentials notation and surds; trigonometry; and probability and statistics; algebra including expanding and factorising; geometry; linear relationships, equations and graphs; and quadratic relationships. Developing answers with convincing mathematical arguments is required. Appropriate use of technology is used to support and develop concepts and skills incorporated throughout the course.					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Classwork and application</li> <li>• Tests, Common assessment tasks</li> <li>• Structured problem solving</li> <li>• Use of technology</li> <li>• Semester Exam</li> </ul>					
<b>Advice to Students</b>	This subject is designed to prepare students for further studies in Mathematics through to Year 12 in Mathematical Methods and Specialist Mathematics or combinations thereof. Students who intend to do VCE Mathematical Methods are encouraged to choose this Year 10 Maths subject.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Core Maths	Math Methods Preparation	VCE Math Methods VCE Specialist Maths	VCE Math Methods VCE Specialist Maths
<b>Teacher Contact</b>	Ms Hiba Vodhera					

### Important Information

Please see the booklist for the required technology tool (calculator) in Year 10, that will see students through to Year 12.

# Science

It is strongly recommended that students wishing to choose science in VCE, choose the appropriate Year 10 science subject/s, to ensure they are prepared for their VCE subject/s. Students wishing to study a full year of science are recommended to take both the Biology and Psychology and the Chemistry and Physics electives. Students can choose a semester of science to suit their interests and needs.

## Environmental Science

<b>Subject Description</b>	Students learn about various ecosystems and their impact on living things. They explore how changes that have taken place in the past impact the future environment. They will explore the impact of pollution on the environment and what human actions can be taken to minimise this impact. Students will learn what is involved in providing a suitable ecosystem by taking care of a class pet animal.					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Research reports</li> <li>• Scientific posters</li> <li>• Group projects</li> </ul>					
<b>Advice to Students</b>	<p>Prior to completing this subject, students should have completed Year 9 Science in Semester 1.</p> <p>This subject is only offered to students who <b>will not be</b> undertaking any pre-VCE science subjects.</p> <p>Incursion/excursion costs of \$50 or less will be required as part of this subject.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Core Science			
<b>Teacher Contact</b>	Ms Nimalini Maheswaran					

# Science

## Food Science

<b>Subject Description</b>	<p>This subject introduces the basic concepts of both food science and nutrition. Students learn about the structure and physical and chemical properties of the food components. They develop an understanding of the nutritional aspect of food in the human body, covering basic physiological and biochemical processes. They will learn about digestion, absorption, nutritional significance and health effects of the macro and micronutrients, and the basic biochemistry of energy metabolism. Students will further explore the dietary concepts of energy balance and diet planning. They will design and produce healthy recipes.</p>					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Investigation reports</li> <li>• Food analysis tasks</li> <li>• Creating recipes</li> </ul>					
<b>Advice to Students</b>	<p>Prior to completing this subject, students should have completed Year 9 Science in Semester 1.</p> <p>This subject is only offered to students who <b>will not be</b> undertaking any pre-VCE science subjects.</p> <p>Incursion/excursion costs of \$50 or less will be required as part of this subject.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Core Science			
<b>Teacher Contact</b>	Ms Nimalini Maheswaran					

# Science

## Pre VCE Biology – The Study of Living things

<b>Subject Description</b>	<p>This course provides students with the opportunity to study the topic of Genetics, which is recommended for progression towards the study of VCE Biology.</p> <p>Look like Mum or Dad? Want to know why? This subject will help students understand the amazing processes occurring inside our cells that is the world of genetics. How genes are made and expressed, patterns of inheritance and the investigation of genetic mutations and disorders are studied during this unit. The process of cell division will be directly observed and DNA, the blueprint of life, will be separated from the nucleus of a cell.</p>					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Practical reports</li> <li>• Research Investigations</li> <li>• Tests</li> <li>• Posters</li> <li>• Exam</li> </ul>					
<b>Advice to Students</b>	<p>Students planning on studying VCE Biology are required to undertake this subject.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Forensic Science Medical Science Science 2	Pre-VCE Biology	VCE Biology	VCE Biology
<b>Teacher Contact</b>	Ms Nimalini Maheswaran					

# Science

## Pre VCE Chemistry – The study of matter

<b>Subject Description</b>	The Year 10 Chemistry provides students with the opportunity to readily prepare for VCE Chemistry. Students will further their knowledge on the periodic table and the structure of the atom. They will investigate the bonding models of ionic and covalent compounds. They will extend their understanding of the main types of reactions such as synthesis, decomposition, combustion and acid and bases. Students will demonstrate their knowledge and investigate how reactions can be sped up through the means of temperatures, concentrations and surface area.					
<b>Assessment</b>	Practical reports Research Task Tests Exam					
<b>Advice to Students</b>	Students planning on studying VCE Chemistry are required to undertake this subject.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Science 2 Medical Science	Pre-VCE Chemistry	VCE Chemistry	VCE Chemistry
<b>Teacher Contact</b>	Ms Nimalini Maheswaran					

# Science

## Pre VCE Physics – The study of how things work

<b>Subject Description</b>	Year 10 Physics will cover the topics of forces and their effect on motion, as well as Newton's three laws of Motion. Students will build upon their skills in critical thinking, report writing, interpretation of data and using formulae to gain an understanding of how these laws of motion apply to them in the real world.					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Practical reports</li> <li>• Research Task</li> <li>• Tests</li> <li>• Exam</li> </ul>					
<b>Advice to Students</b>	Students planning on studying VCE Physics are required to undertake this subject.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Space Science	Pre-VCE Physics	VCE Physics	VCE Physics
<b>Teacher Contact</b>	Ms Nimalini Maheswaran					



# STEM

Technology aims to develop in students:

- A systematic approach to generating technological solutions.
- The knowledge and skills required to use a variety of equipment and resources.
- An understanding of the principles for safely operating equipment.
- The ability to explore and assess the past and potential consequences of using technology.
- A sense of self-confidence and self-sufficiency in dealing with technology.

## Digital Technologies (Computing)

<b>Subject Description</b>	Students will develop skills related to the use of web design and animation and will be required to design and create a wide variety of tasks such as animation, games, websites and layouts. Students who successfully complete this will be well prepared for all VCE IT Subjects.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Digi Tech	Digital Technologies (Computing)	VCE Applied Computing	VCE Applied Computing
<b>Teacher Contact</b>	Ms Simone Giulieri					

## Food Studies

<b>Subject Description</b>	<p>What to eat for good health? What do other cultures eat?</p> <p>This unit combines the information regarding Nutrition and food selection and also the exciting and challenging discoveries of food from different cultures and countries.</p> <p>Students will learn about Nutrition, Food Preparation, Food Presentation, and at the same time improve their practical skills.</p> <p>They design, plan, produce and evaluate nutritious recipes as well as researching ingredients and cooking methods from other cultures. Students will gain knowledge on what we eat, why we eat and what influences our eating habits today.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Food Studies	Pre-VCE Food Studies VET Hospitality	VCE Food Studies VET Hospitality	VCE Food Studies VET Hospitality
<b>Teacher Contact</b>	Ms Hayley Muxworthy					

# STEM

## Product Design (Wood)

<b>Subject Description</b>	Students are expected to investigate and gain skills in using various hand and power tools in conjunction with appropriate safety and joining methods. Developing design skills becomes increasingly important. The students are encouraged to design and manufacture products that improve on existing designs. Students gain knowledge of materials and skills to increase vocational opportunities. This subject will continue to introduce skills to prepare students for employment in the local area.					
<b>Advice to Students</b>	It is strongly recommended that students should have successfully completed Year 7 and 9 Woodwork, although it is not a pre-requisite. Students need to ensure they have the required aptitude to undertake Year 10 Woodwork.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
	Product Design (Wood)		Product Design (Wood)	Pre-VCE Product Design VET Building and Construction	VCE Product Design VET Building and Construction	VCE Product Design VET Building and Construction
<b>Teacher Contact</b>	Mr Gavin Ellis					

## Robotics

<b>Subject Description</b>	Students apply their knowledge of Science, Technology and Mathematics to build and program robots. Students learn basic electronics which is fundamental to understanding any digital systems. They will learn electricity basics such as voltage, current, resistance and how to draw circuit diagrams. They will use Arduino micro-controller to build and program robots. They will explore different programming languages such as Python and C++.					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Research tasks</li> </ul>					
<b>Advice to Students</b>	There will be a materials cost of \$50 or less will be required as part of this subject.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Robotics	Robotics Pre-VCE Systems Engineering Pre-VCE IT	VCE Systems Engineering VCE Information Technology	VCE Systems Engineering VCE Information Technology
<b>Teacher Contact</b>	Ms Nimalini Maheswaran, Mr Andrew Dingey					

# STEM

## Systems Engineering

<b>Subject Description</b>	In systems engineering, students will gain hands on experience in constructing some simple machines including motorised car with gearbox, solar powered car, robobug and LED torch. Students will learn the fundamentals of wiring, soldering of electrical circuits to construct electrical systems. Students will learn how to combine both electrical and mechanical systems to construct these machines. By doing these projects students will learn how to design, plan, build and test a machine.					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Systems Engineering	Pre-VCE Systems Engineering	VCE Systems Engineering  VET Electrotechnology	VCE Systems Engineering  VET Electrotechnology
<b>Teacher Contact</b>	Mr Andrew Dingey					

# VCE VM

## Active Volunteering

<b>Subject Description</b>	<p>Are you tired of sitting in the classroom? Are you looking to get out there and give back to the local community?</p> <p>If so, this subject is for you! Active volunteering is all about building on your existing community partnerships and further strengthening your links to the community, all whilst complete a Certificate II in Active Volunteering. You will get the chance to explore the different extents of volunteering, basic emergency life support-skills, communication, and organisational skills to make sure you are getting ready to move into the workforce post-secondary schooling!</p>					
<b>Assessment</b>	<p>Students will complete the following assessments:</p> <ul style="list-style-type: none"> <li>• Multiple choice and short answer questions</li> <li>• Group work and practical demonstration</li> <li>• Coursework</li> <li>• Volunteering placements</li> </ul>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
				Certificate II in Active Volunteering	Unit 1 & 2 Personal Development Skills  Certificate III in Community Services	Unit 3 & 4 Personal Development Skills  Certificate III in Community Services
<b>Teacher Contact</b>	Ms Breanna Watson					

# VCE VM

## Essential English

<b>Subject Description</b>	<p>Year 10 Essential English course focuses on developing their literacy skills for their life after school as they look to transition from students to active citizens in the wider community.</p> <p>Students develop literacy skills such as creating, analysing, and presenting by exploring a variety of texts including informative, persuasive, and visual texts to encourage students to connect the ideas and themes to their personal contexts and interests.</p>					
<b>Assessment</b>	<p>The Essential English program offers a combination of explicit teaching, and a variety of assessments such as:</p> <ul style="list-style-type: none"> <li>• Self-guided research tasks</li> <li>• Structured coursework</li> <li>• Exploration of issues of interest</li> <li>• Persuasive argument – written, visual and oral</li> </ul>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			English	Essential English	VCE VM Literacy	VCE VM Literacy
<b>Teacher Contact</b>	Ms Le-Le Dang, Mr Corey Leslie					

## Essential Mathematics

<b>Subject Description</b>	<p>Year 10 Essential Mathematics has a strong emphasis on the use of mathematics in practical situations that are encountered in everyday life in the community and the workplace.</p> <p>In undertaking these units, students are expected to be able to apply techniques, routines and processes to practical solutions. The areas studied will include financial literacy, measurement, planning and organising and statistics and probability.</p>					
<b>Assessment</b>	<p>The Essential Mathematics program offers a combination of explicit teaching, and a variety of assessments such as:</p> <ul style="list-style-type: none"> <li>• Coursework</li> <li>• Applied learning tasks</li> <li>• Project and Common assessment tasks</li> <li>• Structured problem solving</li> </ul>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
			Core Maths Numeracy	Essential Mathematics	VCE VM Numeracy	VCE VM Numeracy
<b>Teacher Contact</b>	Ms Le-Le Dang, Mr Anthony Brannan					

# VCE VM

## Explore Personal Development Skills

<b>Subject Description</b>	<p>This subject takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement.</p> <p>Explore PDS focuses on four skills: teamwork, communication, time management and problem-solving, students will participate in an activity that investigates how personal development can help them achieve their goals.</p>					
<b>Assessment</b>	<p>Explore PDS offers a combination of explicit teaching, and a variety of assessments such as:</p> <ul style="list-style-type: none"> <li>• Coursework</li> <li>• Voxpops</li> <li>• Group work</li> <li>• Community based projects</li> <li>• Whole school events</li> </ul>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
				Explore PDS	VCE VM PDS	VCE VM PDS
<b>Teacher Contact</b>	Ms Le-Le Dang					

# VCE VM

## Work Related Skills

<b>Subject Description</b>	<p><b>Unit 2: Workplace skills and capabilities</b></p> <p>This unit can be credited towards students VCE and VCE VM certificate. Year 10 Work Related Skills introduces the nature of work changes overtime focusing on understanding and developing the skills and capabilities needed for success in future education and employment. The Lyndhurst Graduate Profile underpins these concepts to allow students to understand the 21st century skills to enable them to feel empowered to embark on their future education and career pathway.</p> <p>In this unit, students are expected to develop individual capacity in consideration to their future education and career pathway. Students focus on understanding transferable skills that are highly valued across industries and the concept of specialist technical work skills. This enables students to recognise how personal capabilities contribute to their future success by demonstrating them through a variety of contexts in and out of class such as mock interviews, resume writing and cover letter writing to encourage them to reflect and relate on how these skills present themselves in their current and future pathways.</p>					
<b>Possible Pathways</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
<b>Teacher Contact</b>	Ms Le-Le Dang, Ms Bree Watson					
				VCE VM WRS – Unit 2	VCE VM WRS	VCE VM WRS

# General Advice – Choosing Subjects

Choosing subjects is an important decision. The choices that students make now can help set up a strong and supportive pathway to a successful future.

Some general advice and reminders when thinking about subjects to choose includes:

- Make sure you have read the Subject Handbook thoroughly
- Don't choose subjects because your friends are choosing them – your subject choices might mean you are in the same subject, but not the same class!
- Don't choose subjects based on the teachers listed as contacts – they may/may not be the teacher of the subject next year!
- Read the Possible Pathways sections to determine if the subject leads to the VCE/VET subjects you are interested in
- Encourage your parents/carers to read the booklet so you can have conversations about pathways and subject choices
- Speak with your Maths teacher to determine the most suitable Maths choice.
- Remember that not all of your choices need to be connected to a career pathway. If there is something you want to learn because it interests you, you should choose it.
- Speak with your Sub School team to answer any questions or get feedback about your draft subject choices BEFORE your Course Counselling appointment
- Follow all the steps on the Course Counselling Planning Sheet (available on the final page of the Subject Handbook)



# Course Counselling Planning Sheet

Name: \_\_\_\_\_

Home Group: \_\_\_\_\_

## STEP 1: Choose the most appropriate English/Maths subjects

Subjects	Subject Choice
English/EAL	<input type="checkbox"/> English <input type="checkbox"/> English as an Additional Language (EAL) <input type="checkbox"/> Essential English
Mathematics	<input type="checkbox"/> General Mathematics Preparation <input type="checkbox"/> Mathematical Methods Preparation <input type="checkbox"/> Essential Mathematics

## STEP 2: Choose your guided choice subjects (and reserves options)

Subjects	My main preferences	My reserve preferences
Science or Explore PDS	Tick the one (1) subject you most want to study as your Semester 2 Science: <input type="checkbox"/> Environmental Science <input type="checkbox"/> Food Science <input type="checkbox"/> Pre VCE Biology <input type="checkbox"/> Pre VCE Chemistry <input type="checkbox"/> Pre VCE Physics <input type="checkbox"/> Pre VCE Psychology <input type="checkbox"/> Space Science <input type="checkbox"/> Explore PDS	Tick the two (2) subject backup choices for Semester 2 Science: <input type="checkbox"/> Environmental Science <input type="checkbox"/> Food Science <input type="checkbox"/> Pre VCE Biology <input type="checkbox"/> Pre VCE Chemistry <input type="checkbox"/> Pre VCE Physics <input type="checkbox"/> Pre VCE Psychology <input type="checkbox"/> Space Science <input type="checkbox"/> Explore PDS
	<b>Remember: If you wish to study VCE Science subjects, you must select Science 2 as your main preference option!</b>	

## STEP 3: Select your free choice subjects (and reserve options)

- Your free choices can come from the Arts, Health and PE, Humanities, Science, STEM.

My main preferences	My reserve preferences
1	1
2	2
3	3
4	4
5	Reasons for my choices:
6	