



CAMBERWELL
HIGH SCHOOL

Camberwell High School

Senior School Pathways Information Evening

Senior School at Camberwell High School

Jill Laughlin- Principal

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Andrew Phelps - Senior Sub School Leader

Luke Rio - House Leader

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Purpose of Information Session

To communicate:

- an overview of learning in the Senior School
- an understanding of the different pathways and courses offered at Camberwell High School
- the VCE acceleration process
- an understanding of the Subject Selection and Course Confirmation process
- the Student Led Conferences in Term 3





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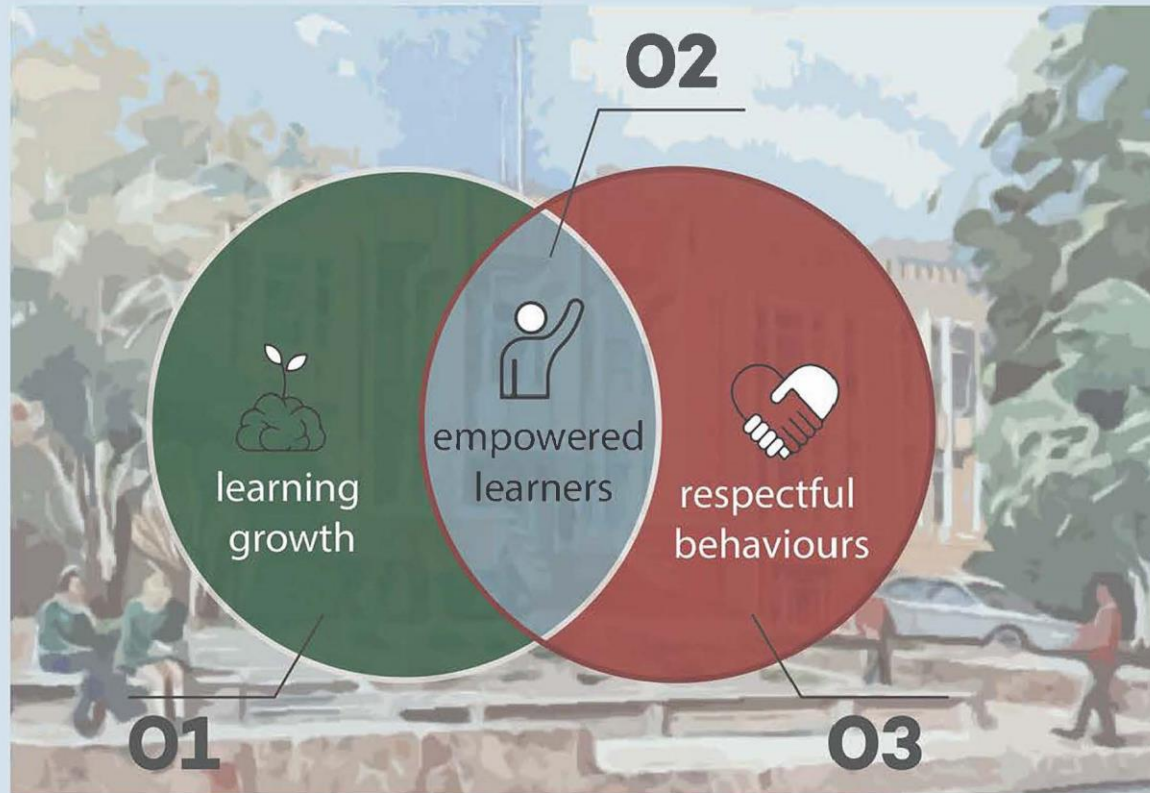
Vision for Learning

Jill Laughlin - Principal

Vision For Learning – Jill Laughlin



CAMBERWELL HIGH SCHOOL



LEARNING

WELLBEING

01 Goal

To optimise and accelerate the learning growth of every student

02 Goal

To create empowered learners who actively demonstrate the school's learning dispositions

03 Goal

To develop learners who display respectful behaviours and attitudes that reflect the school's values and motto



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The Senior School

Andrew Phelps – Senior Sub School Leader

Year 10, 11 and 12 Subject Selection

What do I enjoy? What are my passions?

What are my strengths?

What do I need to do in order to progress in my future pathway?



Senior Sub School Structure

Four Houses: Churchill, Roosevelt, Montgomery and Macarthur

There is a House Leader for each house.

The House Leaders oversee the learning journey of students in their House over three years (10, 11, 12) by:

- being the link between school and home
- monitoring students' academic progress
- supporting the wellbeing of students
- providing opportunities for all students to excel within and outside the classroom
- helping students choose suitable future Pathways

House Leaders also foster a House Culture

Each House is a place where students:

- feel a sense of belonging
- are supported by teachers and peers
- are encouraged to succeed

Where individuals:

- are celebrated
- can make a difference and 'leave a lasting footprint' on the Camberwell High School culture

Careers and Pathways

How we communicate Careers Information:

- Careers website in Compass
- Careers news in the school newsletter
- Email
- Compass
- Newsfeeds
- Assemblies
- School notice boards
- Careers appointments

Careers and Pathways Support Staff

Kathryn Neuschafer
Claire Timmins
Gill Judd



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VCE Course Structure

Maureen Salter – Assistant Principal

Year 10, 11 and 12 Subject Selection

**Selecting the best
Senior Secondary
program for you.**



Your Options

Option 1 – VCE satisfactory completion of a minimum 16 semester based units to receive an ATAR

Option 2 – VCE Satisfactory completion of a minimum 12 semester based units, and 4 VET unites to receive an ATAR

Option 3 – VCE Vocational Major satisfactory completion of a minimum 16 semester based units, including VET and Structured Work Place Learning

What is VCE?

The Victorian Certificate of Education is a senior school certificate that recognises a student's successful completion of secondary education.

The VCE is the most direct pathway to University.

The VCE is designed to be undertaken in Years 11 and 12, but encouraged to be started in Year 10.

What is VCE?

The Basics

- Usually a 2 year course
- Minimum of 16 units
- Including 3 units from the English group, including a Unit 3 & 4 sequence
- A total of 4 completed Unit 3 & 4 sequences

Units 1 & 2 Year 11 Level Subjects

- Assessed by school
- Can be taken as separate units
- All assessment is school based
- S contributes to completion of VCE
- Grades do not contribute to ATAR

Units 3 & 4 (called a Sequence) Year 12 Level Subjects

- Assessed internally and externally (SACs and Exams)
- Must be taken as a sequence
- S contributes to completion of VCE
- Grades contribute to ATAR
- Units 1 & 2 are the best preparation (in some subjects they are prerequisites)

What is an ATAR?

Australian Tertiary Admission Rank

How do I achieve an ATAR?

In order to achieve an ATAR score a student must ensure that they have successfully completed both Units 3 & 4 English in addition to three other Unit 3 & 4 sequences (Year 12 subjects)

Calculating an ATAR

- An ATAR is calculated by adding Unit 3/4 scaled English or EAL or Literature or English Language study score
- The best three other scaled scores
- An increment of 10% of up to two other scaled scores
- Then ranked against the aggregates of all other students to receive a score out of 100

VCE Vocational Major

Practical applied learning

Places students in different and varied learning environments

An industry based learning focus

2 year course, a part of the VCE

Designed for students interested in applied learning – apprenticeships /employment

Comprised part of VET certification

Students do not receive an ATAR

What is VET?

Vocational Education and Training

VET in the VCE refers to enhanced senior school studies which enable a secondary student to combine their VCE studies with a TAFE qualification in a more industry based learning area

- Counts as a VCE subject (Units 1, 2, 3 and 4)
- Some Unit 3/4 VET subjects contributes to an ATAR score as either Scored (exams) or Unscored (no exams)
- Students interested in VCE VM MUST do a VET subject

VET Offerings

VET: Offerings (Scored and Unscored Options)	
Allied Health—Box Hill	Applied Fashion Design and Technology—Box Hill
Automotive Vocational Preparation—Box Hill	Building and Construction/Carpentry—Pre-apprenticeship, Box Hill and Holmesglen
Community Services—Box Hill	Cookery – Box Hill
Early Childhood Education and Care—Box Hill	Electrotechnology—Box Hill
Engineering—Box Hill	Furniture Making—Box Hill
Information Technology (Cybersecurity and Network focus)	Interior Decoration—Holmesglen
Music Industry (Performance Specialisation & Sound Production)—Box Hill	Plumbing—Box Hill

VCE VM, VET and Structured Workplace Learning

As the course structure differs between VCE and VCE VM, students considering studying a VET subject, or VCE VM, are required to complete an expression of interest prior to subject selection and the Student Led Conferences.

This process will give students the opportunity to outline their commitment to completing a VET subject (which includes an additional cost). The process also ensures students are aware of their obligations in sourcing and completing Structured Workplace Learning.

Our Careers staff assist with finding these opportunities, but it is up to the student and family to source Structured Workplace Learning.

If students struggle to find an appropriate workplace, this process can include coming into school and cold calling businesses

Beginning the Senior School learning journey

Year 10 Course Structure

- 7 Subjects per semester

Semester 1	Semester 2
Maths	Maths
English	English
Mentor	Mentor
Elective 1 (Year 11 Unit 1)	Elective 5 (Year 11 Unit 2)
Elective 2	Elective 6
Elective 3	Elective 7
Elective 4	Elective 8

VCE Course Structure (VCE Accelerated Student)

Year 11	
Semester 1 Unit 1	Semester 2 Unit 2
Mentor	Mentor
VCE Psychology (Unit 3)	VCE Psychology (Unit 4)
Maths Methods	Maths Methods
English	English
History 20th Century	History 20th Century
Physics	Physics
Chemistry	Chemistry

Year 12	
Semester 1 Unit 3	Semester 2 Unit 4
Mentor	Mentor
Maths Methods	Maths Methods
English	English
History 20th Century	History 20th Century
Physics	Physics
Chemistry	Chemistry

VCE Vocational Major Course Structure

Year 11
Mentor
VCE English
VET Subject 1
VCE Subject 1
VCE Subject 2
VCE Subject 3 <u>or</u> Structured Work Place Learning

Year 12
Mentor
VCE VM Literacy
VCE VM Numeracy
VET Subject
VCE VM Work Related Skills and Personal Development
Structured Work Place Learning

Work Related Skills and Personal Development Subject

These studies prepare students with valuable skills for work and life. They do not contribute to an ATAR.

VCE VM Work Related Skills	VCE VM Personal Development Skills
Build communication and teamwork skills and learn how to negotiate important workplace relationships.	Learn about and build your emotional intelligence, social awareness, and leadership qualities.
Explore different career options, develop a career action plan, and build job-seeking skills.	Plan and deliver a project to help your community, in a group with other students.
Learn about healthy and safe workplaces, your rights at work, and how to support the people you work with.	Explore how communities work together on a local, national, and global scale.

VCE Acceleration

CHS provides students with an opportunity to maximise their learning potential whilst at the school. All students, where it may improve their educational outcomes and contribute positively to the learning of others, are encouraged to accelerate their VCE program by studying a Unit 1 and 2 subject in Year 10 and a Unit 3 and 4 sequence in Year 11.

There are several advantages to undertaking a Year 11 subject in Year 10 as acceleration may provide:

- a more challenging and stimulating program for the students in their senior years
- an opportunity for students to enhance their ATAR score by completing six Unit 3 and 4 sequences instead of five
- exposure to the demands of VCE at an earlier stage of their studies
- Students will then complete 5 subjects when in Year 12

Supporting you make the best decisions

Students will be exploring these ideas in Connections or Mentor

Year 10 students will have a Year 11 Class Experience on Friday August 2nd

Year 9 and 10 Student Led Conferences will run Wednesday August 14

Online Subject Selections due Monday August 19th



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Curriculum Overview and Subject Guides

The Camberwell High School

Subject Guides

The Subject Guides provide an overview of the curriculum for each year level and subject for the wider school community.

It also provides a connection between home and school.

Families should use the Subject Guides as a key resource when making decisions about subject selection.

Key Elements of Subject Guides

- Areas of study and assessments
- Key skills/Outcomes
- Learning Dispositions
- Home Learning
- How parents/carers can support
- Resources

Subject Guide example

Year 8 Health		
Semester 1	Learning Tasks	
	Term 1	Term 2
Respectful Relationships	Task 1 – Friendship award letter Task 2 – Responding to gender-based violence scenarios	Task 1 – Design a community Task 2 – Community focus presentation Task 3 – Health campaign research CAT 2 – Community health promotions
Community Health	Task 3 – Create a question CAT 1 – Respectful Relationships	
Overview: Students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information regarding community health. They investigate strategies that enhance their own and others' health, safety, relationships and wellbeing.		
Term 1	Key skills:	Home Learning
	<ul style="list-style-type: none"> Investigate strategies and practices that will support them in making informed decisions that enhance their own and others' health and well-being Analyse factors that influence health and well-being of themselves and others Propose and implement actions that promote health and well-being of themselves and others 	<p>To consolidate classwork, students should:</p> <ul style="list-style-type: none"> Research personal family tree Complete their respectful relationships scenario script Responding to teacher feedback to make changes
	Learning Dispositions: Collaboration and Ethical Behaviour – Learns effectively with others Resourcefulness – Is an organised learner	Parent/Guardian can support their student by:
		Role modelling a healthy and active lifestyle
Term 2	Key skills:	
	<ul style="list-style-type: none"> Investigate strategies and resources which can be used to manage change and transitions Analyse factors that influence emotional responses and practice and apply strategies to seek help for self and /or others Evaluate factors which impact on relationships, identity and diversity. Demonstrate a range of help seeking strategies that support them to access and evaluate health information 	<p>Discussing with your child their progress towards making choices regarding friendship groups</p> <p>Using an open dialogue at home regarding the structure of their personal family</p> <p>Assisting your child in understanding personal factors that influence their community</p>
	Learning Dispositions: Critical and Creative Inquiry – Actively participates in learning Resilience, Reflectiveness and Persistence – Reflects on learning	Resources to access more information:
		Close the gap https://www.humans@hhs.gov.au/
		Respectful relationships Department of Education website https://www.education.vic.gov.au/

Year 11 Literature		
Unit 1	Assessment	
	Area of Study	School based assessment tasks
Reading practices Ideas and concerns in texts	1 – Reading practices 2 – Ideas and concerns in texts	SAC 1 – Comparative analysis SAC 2 – Passage analysis Examination
Overview: In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.		
Area of Study 1	Home Learning	
In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.	To consolidate classwork, students should: <ul style="list-style-type: none"> Read and annotate set texts Complete questions on set texts Develop tables to capture detailed information on themes, characterization, structure and authorial devices Create quotation banks for set texts Refer to LibGuides via Compass Read reviews, literary criticism and articles relating to set texts Develop own opinions and interpretations relating to ideas explored in set texts Read and view information relating to the socio-historical contexts and authors of set texts Read widely beyond the texts set for study 	
Outcome: On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.		
Learning Dispositions: Critical and creative inquiry - compares, contrasts and draws connections from resources Resilience, reflectiveness and persistence - tries new approaches to learning and evaluates their effectiveness		
Area of Study 2	Parent/Guardian can support their student by:	
In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. They examine the ways texts explore different aspects of the human condition.	<ul style="list-style-type: none"> Familiarising themselves with set texts by reading them Encouraging students to discuss ideas raised in set texts Discussing social and historical events related to set texts Encouraging students to write regularly, reflect and seek feedback on writing 	
Outcome: On completion of this unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.		
Learning dispositions: Critical and creative inquiry - uses critical thinking, including interpretation, analysis, synthesis, and evaluation of multiple perspectives Resourcefulness - Learners use self-reflection to improve future learning		
	Resources to access more information: Literature Study Design www.scaa.vic.edu.au ISTOR www.istor.org	

Year 10 English

Students in Year 10 English will undertake

- One term of English Language (Term 1)
- Three terms of English (Terms 2 - 4)

Students will also have the option of choosing Literature as an elective.

This structure will allow students to develop broader skills in English and make better informed choices when selecting their English subject/subjects for VCE.

Students who show strong ability in two English subjects at Year 10 will be encouraged to undertake both of these at VCE level.

English in the VCE

All VCE Subjects are Year long, and are recommended to be taken as a two-year sequence

The English subjects in the VCE are:

- English
- English as an Additional Language
- English Language
- English Literature
- Literacy (Year 12 VCE VM)

Languages other than English

Camberwell High School offer the following Language based subjects

- French
- Chinese 1st Language
- Chinese Language, Culture and Society

Humanities

These subjects are semester based in Year 10, and year long in VCE

- Accounting
- Business Management
- Classical Studies* (Year 10 Only)
- Economics
- Geography* (Year 10 Only)
- History
- 20th Century History (Units 1 and 2)
- Revolutions History (Units 3 and 4)
- Legal Studies
- Philosophy

Year 10 Mathematics

Semester 1 - Core Mathematics

Semester 2 - Choice of:

- General Maths
- Methods Maths

Selection based on teacher recommendation, ability, future pathways and interest

Year 10 Maths electives (1 semester only)

- Fundamental Calculus – highly recommended for students planning to study Maths Methods in VCE
- Patterns Proofs and Geometry – highly recommended for students planning to study Specialist Maths in VCE

Students in Launch will study Year 10 Launch Maths which incorporates Fundamental Calculus. Students considering studying Specialist Maths in Year 11 should select the Patterns Proofs and Geometry elective.

VCE Mathematics

General Mathematics

Mathematical Methods

Specialist Mathematics

Numeracy (Year 12 VCE VM)

Students are able to accelerate General Maths, but not Maths Methods or Specialist Maths

Science

Camberwell High School have aligned their Year 10 subjects with the VCE.

As for all Year 10 subjects, they are semester based, but run for a whole year in VCE. These subjects are:

- Biology
- Chemistry
- Physics
- Psychology
- Students in Year 10 Launch will study Year 10 Launch Science, and should not select any Year 10 Science
- Students can only accelerate Biology or Psychology.

Health and Physical Education

Health and Human Development

Physical Education

Physical Education: Sport and Recreation (Year 10 only)

The Arts

Subjects in the Arts and Technology have different assessments called School Assessed Taskwork (SATs), and sometimes performance tasks. Students completing SATs are required to complete a folio of work, which they build upon throughout the unit. Students considering completing more than 1 folio subject are required to speak to the relevant VCE teacher for guidance. The Arts subjects on offer are:

- Art
- Drama
- Media Studies
- Music Performance
- Music Investigation (Units 3/4)
- Photography (Year 10 only)
- Visual Communication

Technology

- Digital technologies * (Year 10 Only)
- Applied Computing (Units 1 and 2)
- Applied Computing-Software Development (Units 3 & 4)
- Food Studies* (Year 10 Only)
- Product Design and Technology
- Systems Engineering

Parent role

Continue conversations with your child about the future in relation to their plans for their learning at CHS and beyond

- Read the CHS Handbook and Subject guides with your child
- Explore the Camberwell High School Careers site
- Look at your child's online reports
- Student Led Conference – Wednesday 14th August

Timeline for Subject Selections

Activity	Dates
Senior School release of 2025 Course Information	Thursday 18 th July
Research and exploration of subject offerings – Mentor or Connections	Term 3
Student Led Conferences – Pathways	Wednesday August 14 th
Online Subjects Due	Monday August 19 th
VCE VM and VET expression of interest	Friday August 9 th



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