The purpose of this booklet is to provide students with information about the senior school and the subjects that will be offered in 2011.

It is our goal that all students have a successful pathway to university, TAFE or full time employment. It is essential that students commencing the senior years plan carefully and make informed decisions that enable them to fulfil both academic and personal goals.

The best advice is to choose studies:
- which the student enjoys
- in which the student achieves success
- that the student may need for future study (prerequisites) or work
- which maintain and develop the student's special skills and talents

Each student should ensure that she/he is fully informed before making decisions about her/his course of study.

At Western Port Secondary College excellence is valued and recognised, including academic, creative, sporting, practical, and vocational achievements as well as community involvement. The College has delivered highly regarded vocational education and training (VET) programs in Hospitality, Information Technology and Engineering, Fashion Design, General Construction and Community Recreation, as well as assisting students to participate in other VET courses off campus. We provide a range of programs, which allow our students to take up a broad range of post-school options.

The College provides Senior Students with numerous leadership opportunities, including School Captaincy, Student Leadership Council, House Captaincy, Environmental, Art and Sport Captaincy and Peer Support Leaders. There are also many varied extra curricular activities such as Public Speaking, Production, College Band, Debating, Sporting Teams, and Taiko Drumming etc. It is hoped that these opportunities will assist our senior students to become confident, successful and equipped for the challenges of tertiary education and beyond.

The teaching staff is committed to assisting students to achieve success.

Three essential qualities required from the students are initiative, discipline and commitment. These are necessary to meet the challenges of the final two years of secondary schooling.

Students need to establish sound work habits and learn to set priorities for their commitments and personal goals at school and at home. Having the correct class room materials, textbooks and diary are essential for students to be successful in their studies. Students are expected to wear full school uniform at all times.

Western Port Secondary College will be aiming to encourage all its senior students to invest effort and time into achieving success and doing their best.

Although the senior years are challenging, we hope our students will also find them enjoyable and some of the most memorable of their school years.

Mr. Kevin Hall  
Head of Senior School

Mr. Andrew Nicholls  
Principal
We aim to ensure that all students complete a Year 12 equivalent whether that is VCE, VET, or VCAL. We value each option equally and hold each up as a very important option for our students. A rich array and combination of subjects is possible for our students following extensive course counselling from our Senior School team.

ABOUT THE VCE
The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of your secondary education and provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work.

ABOUT THE VCAL
The Victorian Certificate of Applied Learning (VCAL) is a certificate that recognises the successful completion of your secondary education. The VCAL provides a pathway to TAFE, an apprenticeship, university or employment linked to training. It gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

If you begin your studies in the VCE or VCAL and then wish to change your enrolment to the other certificate you can use units satisfactorily completed in VCE or VCAL to provide credit towards your new course of study.

ABOUT VET
As part of your VCE you can choose a Vocational Education and Training (VET) subject. This means that you will be undertaking training in a specific vocational area, for instance hospitality, agriculture, information technology or engineering.

As part of your VCAL program it is compulsory to elect a VET subject. A VET program contributes to your VCE or VCAL in the same way that other studies contribute, however only scored VET programs with exams contribute towards an ATAR (Australian Tertiary Admission Rank/formerly the ENTER) score. All VET subjects are discussed in more detail later in this booklet.

ABOUT SCHOOL BASED NEW APPRENTICESHIPS AND TRAINEESHIPS (ASBA) (Australian School Based Apprenticeships)
Another way for vocational training to contribute towards your VCE or VCAL is through an ASBA which is either a part-time apprenticeship or part-time traineeship program. In order to become an apprentice or trainee you have to be in paid work and sign a contract which must be registered with the Office of Training and Tertiary Education (OTTE).

Your VCE or VCAL program would include your paid work and vocational training.

WHERE CAN YOU FIND MORE INFORMATION?
You can discuss these options with your Pathways teacher, VCE or VCAL Co-ordinator.

For further information contact:

VCE, VCAL, VCE VET and ASBAs Victorian Curriculum and Assessment Authority (VCAA)
Phone: (03) 9651 4300 www.vcaa.vic.edu.au

Apprenticeships and Traineeships New Apprenticeships Centre Phone: 1800 639 629
www.newapprenticeships.gov.au

Skilled www.skilled.com.au
Phone: 03 9924 2424
STUDENT MANAGEMENT AND SUPPORT

It is the aim of Western Port Secondary College to provide all its senior students with the appropriate environment and support conducive to each student achieving success.

The Senior School Student Management Team consists of an Assistant Principal, the Senior School leader, three senior school coordinators and the Pathways team.

As a team, we continually develop and implement strategies to manage students and direct their time more purposefully. There are policies and procedures in place to help students successfully negotiate their final two years of secondary education.

Some of the procedures used by the Student Managers include:

- regular monitoring of student attendance
- interviews with students about their performance
- progress reports for students experiencing difficulties
- organising sessions on time and self-management
- contacting parents

Feedback to parents also occurs at the Parent/Teacher interview sessions and in the detailed written reports provided at the end of each semester. Other parental contact is made whenever the need arises. Guidance and assistance to students is also available from the Pathways Careers Teachers and the Student Welfare Coordinator.

We have high expectations of our senior school students. They are required to work conscientiously and cooperatively with their teachers and other students, complete set work and strive to achieve their best.

COURSE COSTS

In 2011 there will be an Essential Education Items charge and the College Council have requested a Materials and Services charge be applied. Please be aware that some of the subjects detailed in this handbook may attract additional charges for materials. Participation in a charged elective is dependent on full payment of the additional materials charge.

YEAR 11 ENHANCEMENT PROGRAM

We seek to make university a priority goal for many of our students. Students undertaking a normal Year 11 course of study in 2011 will be eligible to apply to participate in the Enhancement Program, and if accepted, be enrolled in one Year 12 subject as a replacement for one of their Unit 1 and 2 subjects. Students seeking a university placement are encouraged to enrol in the Enhancement Program.

If there is a place available and the student is considered suitable, they may be invited to undertake the Unit 3 and 4 subjects. However, current Year 11 students moving into Year 12 will have priority. Only students who have an excellent record of school work and demonstrated organisational skills will be considered. An appropriate consultation process will be undertaken, involving; student, parents/guardians, teachers and Senior School Coordinators.
The Pathways Office, managed by the Pathways Coordinator, is located in the Senior School and is a valuable resource available to all students. Any questions on subject selection, career pathways or University and TAFE courses can be answered by the Pathways Team. All students in the senior school attend pathways classes once a week. Students are encouraged to seek advice from the Pathways teachers regularly.

Another valuable resource is the careers program OzJac which is available on the school's network. This excellent program is updated each year and provides details on thousands of careers, types of work, as well as personal and educational requirements for specific jobs. This program can be accessed from all computers in the College.
COURSE SELECTION PROCESS
AT WESTERN PORT SECONDARY COLLEGE

STEP 1 - Discuss the Senior Years and Pathways with your Pathways Teacher
Participate actively in class activities regarding pathways.
Discuss these with your parents.

STEP 2 - Senior School Expo  Wednesday 28th July
During this general information session teachers will present information on the senior school years. There will be the opportunity to gain advice from pathways coordinators and to discuss in detail the VCE and VCAL certificates and VET subjects. Take the opportunity to talk in detail with subject teachers and to collect information on future studies. It is expected that all students and parents will attend this evening. Students will also need to sign up for an interview re course selection for the 4th August.

STEP 3 - 4th August - Course Counselling
All Year 9 and 10 students will be involved in interviews with the Senior School team regarding future career plans and Senior School subject selection. Students may wish to see Domain Heads to gain more information about subjects offered, an alternative program will run for students attending school on this day.

STEP 4 - Discuss with CURRENT Teachers and Footprints/Form Teachers your progress and ability.
They know you and may be able to help you decide if your future is in a particular direction.

STEP 5 - 10th – 13th August – Year 9 small group counselling in Pathways and Year 10 subject selection completed in Footprints
- Year 10 small group counselling in Pathways and Year 11 subject selection completed in Pathways

STEP 6 - All Year 9 and 10 students must submit their course selection sheets to the senior office. Failure to submit the form may mean a place in subjects of your choice may be in jeopardy  Monday 16th August

STEP 7 - September 10th
50% of all materials charges are to be paid by September 10th. The balance of material charges is to be paid in full by Friday November 5th which is prior to Roll Over on November 15th. Non payment will result in students being placed in alternative subjects. This will be done in consultation with members of the Senior School Team. Please note arrangements for VET subjects detailed in the VET section of this handbook on page 61.

STEP 8 - Students will receive timetables for 2011 before the start of the Rollover Program which commences on Monday 15th November.

NB: It is the responsibility of each student to check entry requirements to post secondary courses. You will also have the opportunity to discuss this with your Pathways Teachers.

Remember to keep a COPY of your selection sheet.
You do not have to follow any of the sample programs (included with the pages on VCE and VCAL). The samples may help to guide you however in your choice of subject combinations and future career aspirations.

You are free to choose any combination of units you like that meet the requirements of VCE or VCAL following consultation with members of the counselling team. Programs shown in this handbook are suggestions and should be used only as a guide in your unit selections.

Planning for what you want to do after Year 12 can no longer be left until the end of Year 12. Students and their parents should be considering the options in the early stages of constructing the individual student's program. It is important that you talk to others, i.e. Pathways Teachers, Senior School Coordinators, subject teachers, parents and friends before making your decisions.

It may be useful to ask yourself the following questions:
1. Do I have some ability in the units I wish to pursue?
2. Do I think I will enjoy that field of work they would lead me to?
3. How do these units relate to my career intention (if you have one)?

It is important to remember that pre-requisites for courses and careers change from year to year, so it is vital that you seek out the most recent information. It is the student's responsibility to check prerequisite studies for University. This information can be found in the VICTER 2011 Booklet or at:

[www.vtac.edu.au](http://www.vtac.edu.au)

And Remember...

The meaning of Life is ....Skills. In what areas are you developing your skills?

### Senior Program 2011 – 2012

<table>
<thead>
<tr>
<th>Compulsory Units</th>
<th>Suggested Units</th>
<th>Other Units</th>
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<tbody>
<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>English 1</td>
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<td>and/or</td>
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<tr>
<td>English Lit</td>
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<tr>
<td><strong>Semester 2</strong></td>
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<tr>
<td>English 2</td>
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<td>and/or</td>
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<tr>
<td>English Lit</td>
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<tr>
<td><strong>Semester 3</strong></td>
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<tr>
<td>English 3</td>
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<td>and/or</td>
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<tr>
<td>English Lit</td>
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<tr>
<td><strong>Semester 4</strong></td>
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<tr>
<td>English 4</td>
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<tr>
<td>and/or</td>
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<tr>
<td>English Lit</td>
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</tbody>
</table>
## Materials Charges

*Parents please note: Charges for 2011 will be confirmed when your child enrols in their chosen subjects*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Materials Charge</th>
<th>Subject</th>
<th>Materials Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>$20</td>
<td>Biology</td>
<td>$20</td>
</tr>
<tr>
<td>Art</td>
<td>$60</td>
<td>Chemistry</td>
<td>$20</td>
</tr>
<tr>
<td>Business Management</td>
<td>$20</td>
<td>Environmental Science (Units 1 and 2)</td>
<td>$20</td>
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<tr>
<td></td>
<td></td>
<td>Foundation Maths (Units 1 and 2)</td>
<td>$20</td>
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<tr>
<td>English</td>
<td>$20</td>
<td>Further Maths (Units 3 and 4)</td>
<td>$20</td>
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<tr>
<td></td>
<td></td>
<td>General Maths (Units 1 and 2)</td>
<td>$20</td>
</tr>
<tr>
<td>English Foundation (Unit 1 and 2)</td>
<td>$20</td>
<td>Information Processing and Management (Unit 3 and 4)</td>
<td>$20</td>
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<tr>
<td>Environmental Studies</td>
<td>$20</td>
<td>Information Technology (Unit 1 and 2)</td>
<td>$20</td>
</tr>
<tr>
<td>Geography</td>
<td>$20</td>
<td>Maths Methods</td>
<td>$20</td>
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<tr>
<td>Health and Human Development</td>
<td>$20</td>
<td>Physics</td>
<td>$20</td>
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<tr>
<td>History: 20th Century (Units 1 and 2)</td>
<td>$20</td>
<td>Psychology</td>
<td>$20</td>
</tr>
<tr>
<td>History: Revolutions (Units 3 and 4)</td>
<td>$20</td>
<td>Specialist Mathematics (Units 3 and 4)</td>
<td>n/c</td>
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<tr>
<td>Industry and Enterprise</td>
<td>$20</td>
<td></td>
<td></td>
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<tr>
<td>Legal Studies</td>
<td>$20</td>
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<tr>
<td>Literature</td>
<td>$25</td>
<td></td>
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<tr>
<td>LOTE: Indonesian (unit 1 and 2)</td>
<td>$20</td>
<td>$60</td>
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<tr>
<td>Music Performance</td>
<td>n/c</td>
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<tr>
<td>Outdoor Education</td>
<td>$300 plus camp costs (up to $700)</td>
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<tr>
<td>Physical Education</td>
<td>$105</td>
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<tr>
<td>Sociology</td>
<td>$20</td>
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<tr>
<td>Studio Arts (Digital Photography)</td>
<td>$90</td>
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<td></td>
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<tr>
<td>Visual Communication and Design</td>
<td>$50</td>
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</table>

### VCAL Studies

<table>
<thead>
<tr>
<th>Subject</th>
<th>Materials Charge</th>
<th>Subject</th>
<th>Materials Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Intermediate</td>
<td>$180</td>
<td>VCAL Senior</td>
<td>$180</td>
</tr>
</tbody>
</table>

**VCE Studies 2011:** All studies are offered as Units 1 and 2 and Units 3 and 4 unless otherwise indicated.
VCAL

Literacy
Numeracy
Personal Development
Work Related Skills (Structured Workplace Learning)
Certificate II in Small Business Management
VCE Units I and II Design & Technology
Community Involvement

Excellence in education and opportunity for all
VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

What is VCAL?
VCAL is the Victorian Certificate of Applied Learning and is an equivalent alternative to the traditional VCE. VCAL is for students who have a clear pathway plan and wish to enter into either TAFE, apprenticeship, full time employment or other further education that does not require a TER score.

The aim of VCAL is to provide a learning environment to suit Senior School students who wish to pursue post secondary schooling, vocational education or to move straight into an apprenticeship/employment/TAFE certificate.

Students studying VCAL are required to complete units from the following areas:

- Literacy and Numeracy Units
- Work Related Skills
- Personal Development
- Industry Specific Skills

Students are also required to undertake regular Structured Workplace Learning and a VET course in order to be eligible for their certificate. Students are expected to undertake an Intermediate Certificate in Year 11 and a Senior Certificate in Year 12.

Western Port Secondary College has been involved in the Program since 2002. Students develop individual programs from the framework listed below.

<table>
<thead>
<tr>
<th>Literacy and Numeracy</th>
<th>Work Related Skills</th>
<th>VET</th>
<th>Personal Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intermediate Literacy Skills</td>
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<tr>
<td>• Senior Literacy Skills</td>
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<td>• Intermediate Numeracy Skills</td>
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<td>• Senior Numeracy Skills</td>
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<tr>
<td>• VCE Foundation English Units 1and 2</td>
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<td>• VCE Foundation Maths Units 1and 2</td>
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<tr>
<td>• Work Related Skills Units</td>
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<tr>
<td>• Structured Workplace Learning (SWL) – one day per week</td>
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<tr>
<td>• Preparation for work (e.g.: OH&amp;S training) Projects: Kitchen Garden</td>
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<tr>
<td>• Visits from employers</td>
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<tr>
<td>• VCE Industry and Enterprise</td>
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<tr>
<td>• Hairdressing</td>
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<td>• Information Tech</td>
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<td>• Community Services</td>
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<td>• Automotive</td>
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<td>• Building &amp; Construction</td>
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<td>• Engineering</td>
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<td>• Outdoor Recreation</td>
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<td>• Interactive Digital Media</td>
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<td>• Airbrushing</td>
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<td>• Fashion Design &amp; Technology</td>
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<tr>
<td>• Community Recreation</td>
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<tr>
<td>• Tourism &amp; Event Management</td>
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<td>• Hospitality</td>
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<tr>
<td>• Music Industry Skills</td>
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<td>• Electrical</td>
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<td>• Makeup Services</td>
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<tr>
<td>• Plumbing</td>
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<tr>
<td>• Allied Health</td>
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<tr>
<td>• Electrical</td>
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<tr>
<td>• Personal Development Units</td>
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<tr>
<td>• Short Courses such as: -First Aid, Customer Service, Responsible Service of Alcohol, Food Handlers</td>
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</tbody>
</table>

Other

- • Cert II in Small Business Management
- • VCE unit 11 and 2 Design & Technology
DIFFERENCES BETWEEN VCAL AND VCE
If a student has no idea about what they want to do after they have finished school, then they should enrol in the VCE. Conversely, if a student does have a clear pathway i.e. TAFE, apprenticeship, traineeship, cadetship, Electrician, Medical Receptionist then they should enrol in VCAL. Students who take the VCAL pathway can apply to university.

WHY VCAL?
The VCAL is a very flexible program. It offers students an individualised program that is designed to lead the student into their preferred future pathway. Staff assist students in developing their own individual program that meets the requirements of the certificate.

An example of a student program in VCAL

| Structured Workplace Learning – One day per week in employment that reflects students chosen pathway | VET - Several VET course to choose from (see Page 59) suitable to student pathway | Personal Development Strand includes other certificated courses such as MAT and SCOPE Young Ambassadors Program | Foundation English Units 1 and 2 (VCAL Literacy) | Intermediate Numeracy | Work Related Skills – Small Business Management course |

BENEFITS OF VCAL
• VCAL focuses on the student's personal interests
• Students become work prepared
• Students experience the work environment
• Negotiated project work
• School Based New Apprenticeships work well with VCAL
• Less exam pressure
• Can lead directly to apprenticeships/employment
• Keeps students at school

Students must continue to abide by all the school rules and also to follow VCE and VCAL policies and procedures. It is their responsibility to understand these procedures thoroughly. Each student will receive a copy of Western Port Secondary College's Senior School Policy at the beginning of the school year. It outlines procedures and policy on attendance, extensions etc.

The Senior Years are a demanding and challenging time. It is important that parents/guardians work closely with the Senior School Coordinators and communicate any concerns or problems their student may be experiencing. Through this partnership, it is possible to provide students with direction and support.

ASSESSMENT AND THE VCAL
As is the case with VCE, VCAL students must meet a set of Learning Outcomes outlined by the VCAA and the VQA.

Students will complete a number of tasks on which they will be assessed as a satisfactory completion, S, or non-satisfactory completion, N. 10 Units at a specific level will result in a certificate for that level. Students are able to complete 10 units in one year, but may prefer to complete the 10 units over a longer period of time.
VCAL GRADUATION REQUIREMENTS
Graduation at each level requires students to satisfactorily complete a total of no fewer than 10 units.

These units must include: English, Maths, Personal Development, a VET course and Work Related Skills at the level being studied.

PERSONAL DEVELOPMENT
This is a compulsory unit for VCAL. It is delivered at the Intermediate and Senior Levels of the Certificate. In 2011 this will be a themed unit combined with Literacy designed to meet the outcomes of both strands.

UNIT PURPOSE
The purpose of these Units is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

WORK RELATED SKILLS
This is a compulsory unit for VCAL. It is delivered at the Intermediate and Senior Levels of the Certificate. In 2011 at the Intermediate level, this unit will meet the outcomes for a Certificate II in Small Business Management.

UNIT PURPOSE
The Work Related Skills Units provides a focus for the development of work related abilities in a small business setting as well as aspects of the management of a small business or sole trader.

LITERACY / NUMERACY
The VCAL Literacy and Numeracy Skills Units are:
• VCAL Literacy Skills Intermediate
• VCAL Literacy Skills Senior
• VCAL Numeracy Skills Intermediate
• VCAL Numeracy Skills Senior
• VCAL Advanced Numeracy Skills Senior

In 2011 at Intermediate level, Literacy and Personal Development Skills will be taught as one unit meeting the outcomes of both strands

Pathways
VCAL is designed to develop and extend pathways for young people. On completion of the Literacy and Numeracy Skills Units, Pathways at each level may, depending on the required skills and pre-requisites, include the following:

STRUCTURED WORKPLACE LEARNING
It is compulsory for students to attend one day a week of Structured Workplace Learning (SWL) in a business or organisation that adequately reflects the students pathway. This arrangement must be in place before students enrolment in VCAL is confirmed. Students are responsible for keeping a log book of their SWL attendance and appropriate outcomes and to meet minimum requirements of hours per week.
PROCESS FOR ENROLMENT IN VCAL
To ensure that students most suited to the VCAL program are selected for a place, the enrolment process for 2011 will be as follows:

1) Student identifies interest in VCAL through Course Counselling and Expo
2) Student completes ‘VCAL Expression of Interest’ / Application Form
3) VCAL co-ordinator checks student background to ensure VCAL is the right pathway for the student. If OK organises interview time
4) Students attends panel interview consisting of members of the Senior School staff. Student needs to demonstrate at interview a clear pathway plan, a VET proposal that will compliment it, a willingness and genuine interest to be involved in the program and a clear approach to SWL and preliminary business arrangement
5) If approved by the panel, a TENTATIVE timetable and program is offered
6) In order to CONFIRM VCAL placement student must by a date to be set but prior to roll over:
   a. Confirm all SWL details and complete all relevant forms
   b. Student to have elected and enrolled in a VET course
   c. VCAL levy paid
   d. Student, parent and school sign contract outlining expectations - enrolment provisional for term 1 subject to expectations being met
VCE

Excellence in education and opportunity for all
VCE GRADUATION REQUIREMENTS

Your VCE Program is the combination of VCE units you study over two years. To meet the graduation requirements of the VCE, each student must satisfactorily complete a total of no fewer than 16 units.

These units must include:
* At least three units of the common study of English including, English or Literature Units 3 and 4 and
* Three sequences of Units 3 and 4 studies other than English.

ASSESSMENT

GRADUATION WITH YOUR VCE
Graduation in the VCE depends on the satisfactory completion of the units which make up each of your studies. All studies have learning outcomes. These learning outcomes describe the knowledge and skills you have demonstrated by the time you have completed a unit. Each unit of study has between two and four outcomes. Students must meet all of the learning outcomes in a unit in order to satisfactorily complete that unit. For all studies your teacher assesses whether you have satisfactorily completed a unit. You will be required to complete assessment tasks which will be set and marked within the school.

At the start of each semester, your teachers will give you a list of the assessment tasks/outcomes and the deadlines for handing them in.

For Units 1 and 2 an S or N is the only form of assessment that is required by the Victorian Curriculum and Assessment Authority for VCE graduation. At Western Port Secondary College students will be given assessment tasks.

For Units 3 and 4 there are additional types of assessment, for which you get grades as well as an 'S' or an 'N'. These graded assessments are either school assessments or examinations. Each study has two or three graded assessments over Units 3 and 4, either two school assessments and one examination or one school assessment and two examinations.

SCHOOL ASSESSMENT
The first is called coursework assessment. This assesses how you have performed the assessment tasks specified in the Study Design. The second is called a school-assessed task. This task will be the same for every school and the specifications will be set by the Board of Studies. The Victorian Curriculum and Assessment Authority (VCAA) specify how marks and grades are to be awarded. Your teacher does the marking and these results are sent to the Victorian Curriculum and Assessment Authority. External examinations are set and marked by the Victorian Curriculum and Assessment Authority. Most are held in November, but a small number of studies have examinations in June.

Your results for each assessment will be reported as a grade from A to E or UG or NA. The final marks given by the Board of Studies for each of the three assessments will be used to calculate your study score which is then used to calculate your ATAR.

STATISTICAL MODERATION
To ensure comparability of school assessments from different schools, the Victorian Curriculum and Assessment Authority will apply statistical moderation procedures to each school group, study by study. What this means is that the marks you receive for school assessed coursework and school assessed tasks are conditional and may change after statistical moderation by the Victorian Curriculum and Assessment Authority.

GAT: GENERAL ACHIEVEMENT TEST
The GAT: General Achievement Test is undertaken by all students enrolled in a Unit 3 and 4 Study. The results enable the Victorian Curriculum and Assessment Authority to monitor the grades for school assessed tasks. Students undertaking VCAL may also be required to sit the GAT.
VCE STUDIES OFFERED AT
WESTERN PORT SECONDARY COLLEGE IN 2011

All studies are offered as Units 1 and 2 and Units 3 and 4 unless otherwise indicated.

| Accounting | Biology     |
| Art        | Chemistry   |
| Business Management | Foundation Mathematics (Units 1 and 2 only) |
| Drama      | Further Mathematics (Units 3 and 4 only) |
| English    | General Mathematics (Units 1 and 2 only) |
| Geography  | Information Processing and Management (Units 3 and 4 only) |
| Health and Human Development | Information Technology (Units 1 and 2 only) |
| History: 20th Century (Units 1 and 2 only) | Mathematical Methods |
| History Revolutions (Units 3 and 4 only) | Physics |
| Industry and Enterprise | Psychology |
| Legal Studies | Specialist Mathematics (Units 3 and 4 only) |
| Literature | Music Performance |
| LOTE (Indonesian) | Outdoor and Environmental Studies |
| Music Performance | Physical Education |
| Physical Education | Sociology |
| Sociology | Studio Arts (Digital Photography) |
| Studio Arts (Digital Photography) | Visual Communication and Design |

NOTE THE FOLLOWING:

All students must choose an English.

Please note that the above units are offered and every effort will be made to accommodate students’ choices but final programs will depend on timetabling constraints and on the number of students choosing particular units.

Within their VCE program students may also choose one VET subject from the list in the VET section.

The following sample programs are only included as examples. Students can develop any sequences of subjects that suit their needs.
<table>
<thead>
<tr>
<th>Core</th>
<th>Year 10</th>
<th>VCE</th>
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<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>VCE English and/or</td>
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<tr>
<td></td>
<td>English Literature</td>
<td>VCE Literature</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
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<tr>
<td>Other</td>
<td>At least one unit of Science</td>
<td>VCE General Mathematics</td>
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<td>At least one unit of Humanities</td>
<td>VCE Mathematical Methods</td>
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<td>At least one unit of Physical Education</td>
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<thead>
<tr>
<th>Program</th>
<th>Year 10</th>
<th>Recommended subjects</th>
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<tbody>
<tr>
<td>Art &amp; Design</td>
<td>Photography</td>
<td>English</td>
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<td>Art</td>
<td>Art</td>
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<td></td>
<td>Visual Communication (Graphics)</td>
<td>Visual Communication and Design</td>
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<td></td>
<td>Textiles Design and Technology</td>
<td>Music</td>
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<td>Wood</td>
<td>You are what you eat/International Foods</td>
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<tr>
<td>Commerce and Business</td>
<td>Small Business and Accounting</td>
<td>English / VCAL Literacy</td>
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<tr>
<td>Administration</td>
<td>International Studies</td>
<td>General Mathematics / VCAL Numeracy</td>
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<tr>
<td></td>
<td>Legal Studies</td>
<td>Legal Studies</td>
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<td></td>
<td>Indonesian</td>
<td>Accounting</td>
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<tr>
<td>Science and Engineering</td>
<td>Core science</td>
<td>Industry and Enterprise</td>
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<td></td>
<td>Psychology</td>
<td>Indonesian</td>
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<td></td>
<td>Marine Studies</td>
<td>Information Technology</td>
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<td>Extension Science</td>
<td>Business Management</td>
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<tr>
<td>Trades and Manufacturing</td>
<td>Textiles: Design and Technology</td>
<td>English / VCAL Literacy</td>
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<td></td>
<td>Glass</td>
<td>General Mathematics / VCAL Numeracy</td>
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<td></td>
<td>Wood</td>
<td>Legal Studies</td>
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<td></td>
<td>Small Engines</td>
<td>Accounting</td>
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<td></td>
<td>You are what you eat and International Foods</td>
<td>Industry and Enterprise</td>
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<td></td>
<td>Information Technology</td>
<td>Indonesian</td>
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<td></td>
<td>Certificate II Information Technology</td>
<td>Information Technology</td>
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<tr>
<td>Health and Sports Sciences</td>
<td>Core Physical Education</td>
<td>English / VCAL Literacy</td>
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<td></td>
<td>Health Living</td>
<td>General Mathematics</td>
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<td>Major Games</td>
<td>Physical Education</td>
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<td>Individual conditioning</td>
<td>Outdoor &amp; Environmental Studies</td>
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<td>Advance</td>
<td>Health &amp; Human Development</td>
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<td>VCE Health &amp; Human Development</td>
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<td>VCE Outdoor &amp; Environmental Studies</td>
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<td>Language</td>
<td>Indonesian</td>
<td>English</td>
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<td>Humanities Interpersonal</td>
<td>20th Century History</td>
<td>Literature</td>
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<td>Legal Studies</td>
<td>History – 20th Century Unit 1 and 2</td>
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<td>Geography and Environmental Studies</td>
<td>Legal Studies</td>
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<td>Philosophy</td>
<td>Geography</td>
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<td>International Studies</td>
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### VCAL

<table>
<thead>
<tr>
<th>VCAL</th>
<th>Notes</th>
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<tbody>
<tr>
<td>VCAL Literacy (Intermediate)</td>
<td>VCE – English or its equivalent is compulsory. Mathematics is highly recommended at least until the end of Year 11</td>
</tr>
<tr>
<td>VCAL Numeracy (Intermediate)</td>
<td>VCAL – Literacy and Numeracy (or VCE equivalents), Work Related Skills strand and Personal Development strand are all compulsory. A relevant VET (External) study is compulsory under the industry specific strand.</td>
</tr>
<tr>
<td>VCAL Industry Specific Strand (VET)</td>
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<tr>
<td>VCAL Work Related Skills Strand (Structured Work Placement)</td>
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<tr>
<td>VCAL Personal Development Strand</td>
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### Complementary Subjects

<table>
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<th>Acting</th>
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<tr>
<td>VET Dance</td>
<td>Theatre work</td>
</tr>
<tr>
<td>VET Music Industry Skills</td>
<td>Dancer, Dance Instructor</td>
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<tr>
<td>VET Airbrushing</td>
<td>Teaching</td>
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<tr>
<td>VET Applied Fashion Design &amp; Technology</td>
<td>Graphic Artist/Designer</td>
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<tr>
<td>VET Interactive Digital Media</td>
<td>Photographer</td>
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<tr>
<td>Psychology</td>
<td>Secretarial and Clerical Work</td>
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<tr>
<td>Physical Education</td>
<td>Sales / Retail Industry</td>
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<tr>
<td>Information Technology</td>
<td>Marketing</td>
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<tr>
<td>Sociology</td>
<td>Management</td>
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<tr>
<td>VET Tourism and Event Management</td>
<td>Personal Assistant</td>
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<tr>
<td>Information Processing and Management</td>
<td>Advertising</td>
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<tr>
<td>Psychology</td>
<td>Engineer</td>
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<tr>
<td>Health and Human Development</td>
<td>Scientist</td>
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<tr>
<td>VET Engineering</td>
<td>Teaching</td>
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<tr>
<td>VET Information Technology</td>
<td>Doctor/Dentist</td>
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<tr>
<td>Specialist Maths</td>
<td>Nursing</td>
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<tr>
<td>Further Maths</td>
<td>Allied Health Worker</td>
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<td>• Physiotherapist</td>
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<td>• Occupational Therapist</td>
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<td>• Psychologist</td>
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<td>Business Management</td>
<td>Apprentice / Traineeship</td>
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<td>Industry and Enterprise</td>
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<td>• Carpentry</td>
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<td>• Hospitality</td>
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<td>• Plumbing</td>
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<td>Biology</td>
<td>Teaching</td>
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<td>Psychology</td>
<td>Personal Trainer</td>
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<td>Physics</td>
<td>Sports Trainer</td>
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<td>Chemistry</td>
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<td>Environmental Science</td>
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<td>VET Outdoor Recreation</td>
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<tr>
<td>Indonesian</td>
<td>Teacher</td>
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<tr>
<td>VCE Arts subjects</td>
<td>Researcher / Librarian</td>
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<tr>
<td>VCE Mathematics and Science subjects</td>
<td>Journalist</td>
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<tr>
<td>Sociology</td>
<td>Legal Worker</td>
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<td>Government / Public Service</td>
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### Future Employment and Tertiary Studies

<table>
<thead>
<tr>
<th>Complementary Subjects</th>
<th>Future Employment and Tertiary Studies</th>
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<tbody>
<tr>
<td>Acting</td>
<td>Dance</td>
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<tr>
<td>Theatre work</td>
<td>Theatre and Drama</td>
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<tr>
<td>Dancer, Dance Instructor</td>
<td>Arts Management</td>
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<tr>
<td>Teaching</td>
<td>Arts Media</td>
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<tr>
<td>Graphic Artist/Designer</td>
<td>Fine Arts</td>
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<td>Photographer</td>
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<tr>
<td>Secretarial and Clerical Work</td>
<td>Office Management</td>
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<tr>
<td>Sales / Retail Industry</td>
<td>Retail Management</td>
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<tr>
<td>Marketing</td>
<td>Business Studies</td>
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<tr>
<td>Management</td>
<td>Marketing</td>
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<tr>
<td>Personal Assistant</td>
<td>Hotel management</td>
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<tr>
<td>Advertising</td>
<td>Event Management</td>
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<td>Engineer</td>
<td>Tourism</td>
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<td>Scientist</td>
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<td>Teaching</td>
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<td>Doctor/Dentist</td>
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<td>Nursing</td>
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<td>Allied Health Worker</td>
<td>Medicine</td>
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<td>• Physiotherapist</td>
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<td>• Occupational Therapist</td>
<td>Pharmacy</td>
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<td>• Psychologist</td>
<td>Veterinary Science</td>
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<td>Environmental Science</td>
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<td>• Civil</td>
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<td>• Mechanical</td>
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<td>• Electrical</td>
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<tr>
<td>Apprentice / Traineeship</td>
<td>Credit available to relevant TAFE courses</td>
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<td>• Building</td>
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<td>• Carpentry</td>
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<td>• Plumbing</td>
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Business Management | Sports Management and Admin |
| Industry and Enterprise | Human Movement |
| | Teaching (HPE AND OES) |
| Biology | Teaching |
| Psychology | Personal Trainer |
| Physics | Sports Trainer |
| Chemistry | |
| Environmental Science | |
| VET Outdoor Recreation | |

### Complementary Subjects (Continued)

Indonesian | Teacher |
VCE Arts subjects | Researcher / Librarian |
VCE Mathematics and Science subjects | Journalist |
Sociology | Legal Worker |
| | Government / Public Service |
| | Arts |
| | Humanities / Social Sciences |
| | Education |
| | Professional Writing |
| | Public Relations |
THE ARTS

Art
Music Performance
Studio Arts (Photography)
Visual Communication and Design

Excellence in education and opportunity for all
UNIT 1:
Students are introduced to materials, skills and concepts focusing on exploration of techniques across a broad range of media, in both practical and theoretical areas.

Student will learn how values in different societies directly influence the art works of each society.

AREAS OF STUDY
1. Developing ideas and skills
2. Art and society

OUTCOMES
Outcome 1: Students will develop a range of experimental ideas documented in sketchbook
Outcome 2: Completed artworks will be produced from experimentation of a range of media with an emphasis on crossmedia investigation
Outcome 3: Students will learn to identify and discuss the relationship between art and society, with reference to selected art works

UNIT 2:
Students will focus on the development of art works produced from conceptual and/or imaginative ideas of interest to the student. There should be a development of increasing technical skills and effective working methods.

This unit also looks at the identity and visions of the artist as they develop their own styles.

AREAS OF STUDY
1. Exploring ideas and issues
2. Art and the individual

OUTCOMES
Outcome 1: Students will complete a folio of work that demonstrates increasing technical development as they explore ideas through inter and/or cross media investigations.
Outcome 2: Students will identify and discuss the works, visions and innovations of different artists and the roles they have played in society.

UNIT 3:
Students will produce a substantial body of work that shows explorations or personal ideas and innovative experimentation in one or more media.

There is also a focus on critical interpretations of art, and art issues.

AREAS OF STUDY
1. Investigation and interpretation
2. Interpreting Art

OUTCOMES
Outcome 1: Completion of a broad and innovative investigation of student’s own ideas, including trialling of inter and/or crossmedia techniques.
Outcome 2: Interpretation of the formal qualities of art works including content and meaning.

UNIT 4:
Students will produce a folio of work demonstrating individuality, evolution of ideas, concepts and skills. The final work may be an experimental folio or finished artworks. Thinking and working practices will be fully documented throughout the unit as the inter media and/or cross media ideas from Unit 3 are developed.

AREAS OF STUDY
1. Realisation and resolution
2. Discussing and debating Art

OUTCOMES
Outcome 1: Completion of a sustained body of work showing cross or inter media experiments and techniques. Artworks should communicate personal observations, concepts and ideas.
Outcome 2: Identify ideas, issues and arguments to analyse artworks. Personal views are supported by appropriate and accurate documentation.
UNIT 1 AND 2
This subject focuses on developing skills on a musical instrument. Through completing solo and group performances on that instrument and written work students will learn how to analyse music and their own performances. Students will also study music theory, composition and music technology. Students should be aware that they must attend a lesson with a qualified instrumental teacher once a week and complete practise tasks set by that teacher to satisfactorily complete the unit. The list of music performed in class is chosen by the student in consultation with the instrumental teacher and the classroom teacher.

Entry Requirements
There are no entry requirements for Units 1 and 2 however, the ability to play a musical instrument and a basic understanding and the ability to read and write traditional music notation is essential. Unit 1 does not have to be studied in order to complete unit 2. If you wish to continue with music in units 3 and 4 then you must have at least 3 years playing experience on one instrument.

Extra Costs:
Students will need to purchase music for this subject and instrumental lessons may incur a fee. The students may attend an excursion to develop composition techniques.

OUTCOMES
Outcome 1: Perform a program of contrasting solo and group works, selected solo technical work and work that demonstrates unprepared performance skills.

Outcome 2: Analyse and evaluate influences on works being prepared for performance and approaches that can be used to optimise performance of those works.

Outcome 3: Recognise, sing and write scales, intervals and chords, transcribe rhythms and melodies, use conventions in music notation, and describe how instruments are used in combination.

Outcome 4: Devise a composition or improvisation that uses music language drawn from analysis of selected works being prepared for performance.

*Outcomes 1 to 3 are repeated in unit 2 of this subject.

To achieve these outcomes:
Students will be asked to perform works and technical skills on their instrument.
Evaluate and develop these performance skills.
Complete an unprepared performance.
MUSIC PERFORMANCE GROUP UNITS 3 AND 4

This subject focuses on developing skills in an ensemble. Students will also develop skills in part writing or improvising. Aural Comprehension and performance skills are also taught. Students must form a group of between 2 and 8 members consisting of students from the College and this group must rehearse at least once a week at school. Students should have their own musical equipment and practise regularly in their instrument to develop skills and performance techniques.

Entry Requirements:
1. The VCAA recommends that students enrolling for this subject have at least three years playing experience.
2. A basic understanding and the ability to read and write traditional music notation is essential.
3. Students do not have to have completed units 1 and 2 in order to attempt units 3 and 4.
4. Students must have instrumental lessons once a week with a qualified instrumental teacher.
5. Students should have a Grade 3 AMEB theory understanding. Year 12 should be Grade 5.
6. Year 11 it is recommended students be at a Grade 4 or above instrumental standard. Year 12, Grade 6.

Extra Costs:
Students will need to purchase music for this subject and instrumental lessons may incur a fee.

UNIT 3:
Outcome 1: Perform works from a range of musical styles with technical accuracy and control, and stylistic awareness in an ensemble context.
Outcome 2: Harmonise or improvise and analyse the musical ideas used in the arrangement or improvisation.
Outcome 3: Identify, recreate transcribe and evaluate melodic, harmonic, rhythmic and structural characteristics of musical excerpts in ensemble contexts.

UNIT 4:
Outcome 1: Perform a program of works from a range of styles with technical accuracy, control, and flexibility through stylistic understanding in an ensemble context.
Outcome 2: Analyse strategies and techniques for preparing and presenting ensemble performances that realise the characteristics of selected styles.
Outcome 3: Identify, re-create transcribe and evaluate melodic, harmonic, rhythmic and structural and stylistic characteristics of musical excerpts in ensemble contexts.

ASSESSMENT
End of year performance exam. This exam is worth 50% of your mark. Outcome 1 of unit 3 and outcome 1 of unit 4 are examined at an end of year performance exam, which is held at an external venue.

End of year aural and written exam. Outcome 2 and 3 of unit 3 and 2 and 3 in unit 4 are assessed in an end of year aural exam held at school. This is worth 25% of your mark.

School assessed coursework 25% of your mark.
This subject focuses on the preparation of solo works for performance and is suitable for those students who have been learning an instrument and would like to develop skills as a solo performer. Students need to form an ensemble, or join a school based ensemble and rehearse once a week. Technical work, unprepared performances and aural work on the students chosen instrument will be taught and students will need to have their own musical equipment and practise regularly.

Entry Requirements.
1. It is recommended that students enrolling for this subject have at least three years playing experience.
2. A basic understanding and the ability to read and write traditional music notation is essential.
3. Students do not have to have completed units 1 and 2 in order to attempt units 3 and 4.
4. Students must have instrumental lessons once a week with a qualified instrumental teacher.
5. Students should have a Grade 3 AMEB theory understanding. Year 12 should be Grade 5.
6. Year 11 it is recommended students be at a Grade 4 or above instrumental standard. Year 12, Grade 6.

Extra Costs: Students will need to purchase music for this subject and instrumental lessons may incur a fee. Students will also need to provide and pay for their own accompanist for their end of year exam.

UNIT 3:
Outcome 1: Interpret and perform a range of selected solo and ensemble works.
Outcome 2: Perform, on their main instrument, technical work and exercises, a study that will enhance the performance of the selected solo and/or ensemble works, and works that demonstrate unprepared performance skills.
Outcome 3: Recognise, write and transcribe rhythms, melodies and music.
Outcome 4: Analyse an ensemble work through identification and description of musical characteristics.

UNIT 4:
Outcome 1: Interpret and perform accurately and artistically selected solo works in a range of styles and/or characters.
Outcome 2: Demonstrate achievement of a range of performing techniques on their main instrument in order to enhance artistry in performance.
Outcome 3: Reorganise, write and transcribe rhythms, melodies and music.
Outcome 4: Analyse music through identifying and describing musical characteristics in a selected group work, and make critical responses to that work.

ASSESSMENT End of year performance exam. Outcome one of unit 3 and outcome 1 of unit 4 are examined at an end of year performance exam, which is held at an external venue. This exam is worth 50% of your mark.
End of year aural and written exam Outcome 3 and 4 of Unit 3, and 3 and 4 in Unit 4 are assessed in an end of year aural exam held at school. This is worth 25% of your mark School assessed coursework. This is worth 25% of your mark.
UNIT 1: Artistic Inspiration and Techniques
The focus of this unit is the investigation of sources of ideas, combined with the exploration of photographic techniques.

AREAS OF STUDY
1. Inspiration and investigation
2. Materials and techniques

OUTCOMES
Outcome 1: Completed visual forms.
Outcome 2: Workbook documenting photographic practices.
Outcome 3: Research project comparing artists and their practice from different periods of history.

UNIT 3: Photographic Production and Professional Practices
The focus of this unit is for students to use a work brief to define an area of exploration and apply a design process to explore and develop their ideas.

AREAS OF STUDY
1. Design process
2. Professional practices

OUTCOMES
Outcome 1: Work brief and workbook, which explores the design process that leads to a range of digital photographic solutions.
Outcome 2: Research project, which examines digital photography; its context of identity, ideas and approaches to its subject matter.

UNIT 2: Design Exploration and Concepts
The focus of this unit is to establish and effective designs process and develop skills in visual analysis of art works.

AREAS OF STUDY
1. Design exploration
2. Design aesthetics

OUTCOMES
Outcome 1: Completed documentation of design process of art works.
Outcome 2: Research project exploring visual communication in photography.

UNIT 4: Photographic Production and Industry Contexts
The focus of this unit is to produce a folio of finished digital photographs and to gain an understanding of the artists' involvement in the industry.

AREAS OF STUDY
1. Digital photographic production
2. Art industry contexts

OUTCOMES
Outcome 1: A folio of finished art works as set out in the Unit 3 work brief.
Outcome 2: Art industry contexts and issues research project.
UNIT 1: Visual Communication
The purpose of this unit is to enable students to develop technical skills, explore freehand drawing and approach design with knowledge and skill. Students will also be introduced to the visual communication production process.

OUTCOMES
Outcome 1: Instrumental drawings.
Outcome 2: Drawings from observation.
Outcome 3: Visual Communication process application.
Outcome 4: Visual Communication process theory.

UNIT 2: Communication in Context
The purpose of this unit is to enable students to develop practical skills by generating and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually will be explored through analysing the work of others.

OUTCOMES
Outcome 1: Instrumental drawings to develop images.
Outcome 2: Freehand drawings to develop images.
Outcome 3: Application of the visual communication process to presentation level
Outcome 4: Analysis of visual communications.

UNIT 3: Visual Communication Practices
The main purpose of this unit is to enable students to apply the visual communication production process to satisfy specific communication needs. Students will investigate the production of visual communications in a professional setting and evaluate examples of visual communications produced.

OUTCOMES
Outcome 1: Visual communication production process presentation
Outcome 2: Analysis and evaluation of visual communications
Outcome 3: Professional communicators research project

UNIT 4: Designing to a Brief
The main purpose of this unit is to enable students to develop communication skills by working with a client through a design brief. Students will complete required developmental work and present two final pieces based on the brief.

OUTCOMES
Outcome 1: Design brief
Outcome 2: Developmental work as outlined in the design brief
Outcome 3: Production of two final presentations for brief
ENGLISH

English
Foundation English
Literature

Excellence in education and opportunity for all
UNIT 1:
The focus of this unit is the reading of a range of texts, narrative and persuasive text in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students develop competence and confidence in creating written, oral and multimodal texts.

AREAS OF STUDY
1. Reading and responding
2. Creating and presenting
3. Using language to persuade

OUTCOMES
Outcome 1: Identify and discuss key aspects of a set text, and to construct a response in oral and written form.
Outcome 2: Create and present texts taking account of context, audience and purpose.
Outcome 3: Identify and discuss either in writing and/or orally, how language can be used to persuade readers and/or viewers.

UNIT 2:
The focus of this unit is on reading and responding to a expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted and on the development of competence and confidence in creating written, oral or multimodal texts.

AREAS OF STUDY
1. Reading and responding
2. Creating and presenting
3. Using language to persuade

OUTCOMES
Outcome 1: Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.
Outcome 2: Create and present texts taking account of audience purpose and context.
Outcome 3: Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in oral or written form.

UNIT 3:
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts explore ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

AREAS OF STUDY
1. Reading and responding
2. Creating and presenting
3. Using language to persuade

OUTCOMES
Outcome 1: Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values and is open to a range of interpretations.
Outcome 2: Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language audience and context.
Outcome 3: Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

UNIT 4:
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

OUTCOMES
Outcome 1: Develop and justify a detailed interpretation of a selected text.
Outcome 2: Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form purpose, language, audience and context.
The Foundation English course is designed for students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English Units 1 - 4 and in their other VCE studies. The course will draw on and strengthen the knowledge and skills students have acquired about texts and language in previous English studies. It will integrate speaking, listening, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of oral and written language and to improve their skills in comprehending and responding to texts.

Foundation English is designed as a bridging course into the VCE. Students are strongly advised to consult with their English Teacher and a Careers Teacher before they decide to take this subject. It should be noted that for the purposes of meeting the English satisfactory completion requirements of the VCE, students will receive credit for no more than two units of VCE English Units 1 and 2 and Foundation English Units 1 and 2.

The Foundation English Course is designed around one compulsory Area of Study, Essentials of English and six optional Areas of Study from which one will be selected for study in each unit. Optional Areas of Study will be selected from: Communication and the Workplace, Technology and Communication, The Study of Texts, The Analysis and Construction of Argument and Effective Research. In particular Essentials of English focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and process students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English.

UNIT 1: Essentials of English.

OUTCOMES
Outcome 1: Students will be able to write summaries of short texts.
Outcome 2: Students will be able to write for a specific purpose for workplace, personal or a community audience.

UNIT 2: Essentials of English.

OUTCOMES
Outcome 1: Students will be able to discuss key aspects of a short literary, everyday or media text, in a written response.
Outcome 2: Students will be able to write for a range of purposes for workplace, personal or community audiences.

Outcomes for optional units will depend on teacher selection.
UNIT 1:
This unit enables students to develop effective reading strategies, to examine the ideas and views of life, which are presented in the literature and relate what they read to their own lives and social contexts. Students develop an understanding of, and a critical response to, contemporary literature, and analyse and interpret literary texts for a variety of purposes.

AREAS OF STUDY
1. Reading strategies
2. Themes and ideas in texts

OUTCOMES
Outcome 1: Discuss how personal responses to literature are developed and account for the development of their own responses to one or more literary texts.
Outcome 2: Analyse and respond both critically and creatively to the ways in which texts reflect or comment on the concerns and ideas of individuals and particular groups in society.
Outcome 3: Analyse the construction of a film (fictional), television or multimedia text and comment on ways in which it presents an interpretation of ideas and experiences.

UNIT 2:
The focus of this unit is on developing reading strategies and personal responses to literature, and an understanding of how themes and ideas in texts comment on personal and social experiences.

AREAS OF STUDY
1. Reading strategies
2. Themes and ideas in texts

OUTCOMES
Outcome 1: Analyse the development of their own response to and interpretation of one or more literary texts.
Outcome 2: Analyse and respond both creatively and critically to the ways in which a text produced in an earlier historical period than their own, reflects or comments on the concerns and ideas of individuals and particular groups at that time.
Outcome 3: Produce an extended comparative piece of interpretive writing with a particular focus; for example, form, theme, genre and author and period, social or cultural context.

UNIT 3:
This unit examines and involves students in analysing a range of texts, developing skills in reading closely and critically as well as discussing and debating ways of interpreting and evaluating texts.

AREAS OF STUDY
1. Literature in the making
2. Views, values and contexts in literature

OUTCOMES
Outcome 1: Discuss how meaning is enacted or re-created when a text is performed or adapted for performance.
Outcome 2: Analyse and interpret the views and values of a text in terms of the ideas, conventions and beliefs that the text appears to explore, endorse, challenge or leave unquestioned.
Outcome 3: Review and evaluate a text for an audience unfamiliar with it.

UNIT 4:
The study of literature is a means of exploring and making sense of human experience. The process of making meaning involves asking questions such as: whose experience and what experiences are given voice in the text?

AREAS OF STUDY
1. Literature in the making
2. Views, values and contexts in literature

OUTCOMES
Outcome 1: Respond imaginatively to a text and comment on the connections between the text and the response.
Outcome 2: Evaluate critically the assumptions and assertions made about a literary text and draw comparisons with their own response and interpretation.
Outcome 3: Analyse aspects of a text, relating those aspects to an interpretation of the text as a whole.
HEALTH & PHYSICAL EDUCATION

Health and Human Development
Outdoor and Environmental Studies
Physical Education

Excellence in education and opportunity for all
UNIT 1: The Health and Development of Australia's Youth
This unit examines the components of health and types of development. It focuses on the health and individual development of youth by examining their health status, investigating the main determinants of youth health and researching a specific health issue related to youth.

AREAS OF STUDY
1. Understanding health and development
2. Youth health and development
3. Health issues for Australian’s youth

OUTCOMES
Outcome 1: Describe the dimensions of, and the interrelationships within and between health and individual human development.
Outcome 2: Describe and explain the factors that impact on the health and individual human development of Australia’s youth.
Outcome 3: Outline health issues relevant to Australia’s youth and in relation to a specific health issue and analyse strategies or programs that have an impact on youth health and development.

UNIT 2: Individual Human Development and Health Issues
This unit focuses on health and individual development of children as well as adults. It also examines the Australian health system and the many emerging issues that are impacting on the health and development of Australian’s, currently and into the future.

AREAS OF STUDY
1. Health and development of Australia’s children
2. Adult health and development
3. Health issues

OUTCOMES
Outcome 1: Describe and explain the factors that affect the health and individual human development of Australia’s children.
Outcome 2: Describe and explain the factors that affect the health and individual human development of Australia’s adults.
Outcome 3: Analyse a selected health issue facing Australia’s health system and evaluate community and/or government actions that may address the issue.

UNIT 3: Australia’s Health
Australians are amongst the healthiest people in the world. However a diversity of health outcomes is evident within our population as a result of determinants that include factors such as biology, environment, genetics, behaviour etc.

AREAS OF STUDY
1. Understanding Australia’s health
2. Promoting health in Australia

OUTCOMES
Outcome 1: Compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.
Outcome 2: Discuss and analyse approaches to health and health promotion and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

UNIT 4: Global Health and Human Development
This unit takes a global perspective on achieving sustainable improvements in health and human development.

AREAS OF STUDY
1. Introducing global health and human development
2. Promoting global health and human development

OUTCOMES
Outcome 1: Describe development and health across the lifespan and analyse the factors that influence development and health in developing and industrialised countries.
Outcome 2: Evaluate strategies to optimise human development and health in industrialised and developing countries.
OUTDOOR AND ENVIRONMENTAL STUDIES

UNIT 1: Understanding Outdoor Experiences
This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and the personal relationship with the natural environment. The unit provides an opportunity for students to explore the many ways in which nature is understood and perceived. Through related outdoor experiences, students develop the practical skills and knowledge required to live comfortably, with minimal impact, in natural environments.

AREAS OF STUDY
1. Motivations for outdoor experience
2. Humans and nature

OUTCOMES
Outcome 1: Analyse ways in which individuals experience, understand and respond to natural environments, with reference to related outdoor experiences.
Outcome 2: Evaluate factors which influence outdoor experiences, with reference to related outdoor experiences.

Activities may include:
- Bushwalking
- Sea Kayaking
- Snorkelling

UNIT 2: Environmental Impacts
This unit focuses on characteristics of natural environments, human impacts on natural environments and how changes to nature affect people. It includes analysis of historical and contemporary conceptions of nature and human interactions with nature, including nature’s impact on humans.

AREAS OF STUDY
1. Discovering natural environments
2. Impact on nature

OUTCOMES
Outcome 1: Describe and compare the characteristics and interrelationships between components of two or more natural environments, with reference to related outdoor experiences.
Outcome 2: Evaluate human impacts on natural environments and analyse procedures for minimising and managing these impacts, with reference to related outdoor experiences.

Activities may include:
- Ski camp
- Another camp

UNIT 3: Relationships with Natural Environments
This unit focuses on the ecological, historical and social context of relationships between humans and natural environments in Australia. It considers the impact of natural environments on humans as expressed through contemporary relationships, the media and behaviour in the outdoors.

AREAS OF STUDY
1. Historical perspectives
2. Contemporary relationships with natural environments

OUTCOMES
Outcome 1: Describe and analyse how particular interactions, relationships with, and perceptions of, the Australian environment have changed, with reference to related outdoor experiences.
Outcome 2: Analyse and evaluate factors influencing contemporary relationships with natural environments, and the consequences for humans and the environment, with reference to related outdoor experiences.

Activities may include:
- Rock Climbing
- Cycling
- Canoeing

UNIT 4: Future of Human-Nature Interactions
This unit focuses on the sustainable use and management of environments. It examines the capacity of environments to support the future needs of the human population. It shows the need for a balance between human requirements and conservation of natural environments.

AREAS OF STUDY
1. Healthy natural environments
2. Sustaining environments

OUTCOMES
Outcome 1: Describe the contemporary state of the environment and evaluate the importance of healthy natural environments for society, with reference to related outdoor experiences.
Outcome 2: Evaluate practices and strategies for sustainable interactions between humans and the environment, with reference to related outdoor experiences.

Activities may include:
- Ski Camp

Please Note: a compulsory component of this course is the camp which will be organised at the start of the year in consultation with the teacher and the students.
PHYSICAL EDUCATION

UNIT 1: Bodies in Motion
This unit explores how the body systems work together to produce movement and analyses this motion using biomechanical principles.

AREAS OF STUDY
1. Body systems and human movement
2. Biomechanical movement principles
3. Detailed study

OUTCOMES
Outcome 1: Collect and analyse data from a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how aerobic and anaerobic pathways interact with the systems to enable human movement.
Outcome 2: Collect and analyse information from, and participate in, variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.
Outcome 3(i): Analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the implications of the change.
Outcome 3(ii): Observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate techniques used in the rehabilitation of sports injuries.

UNIT 2: Sports Coaching and Physically Active Lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved athletic performance. Students examine physical activity and the role it plays in the health and wellbeing of the population.

AREAS OF STUDY
1. Effective coaching practices
2. Physically active lifestyles
3. Detailed study

OUTCOMES
Outcome 1: Demonstrate knowledge of, and evaluate, skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
Outcome 2: Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.
Outcome 3(i): Explain the importance of interpreting game play and selecting appropriate tactics and strategies in sport.
Outcome 3(ii): Use a subjective method to assess physical activity levels within a given population, and implement and promote a program designed to increase activity levels for a selected group.

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 investigate the contribution of energy systems to performance in physical activity and explore the causes of fatigue while considering strategies to manage fatigue & promote recovery.

AREAS OF STUDY
1. Monitoring and promotion of activity
2. Physiological responses to activity

OUTCOMES
Outcome 1: Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives strategies that promote adherence to the National Physical Activity Guidelines.
Outcome 2: Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

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 about training. Through activity analysis, students learn to critically evaluate different techniques and practices that can be used to enhance performance. They also look at the rationale for the banning or inclusion of various practices from sporting competition.

AREAS OF STUDY
1. Planning, implementing and evaluating a training program.
2. Performance enhancement and recovery strategies.

OUTCOMES
Outcome 1: Plan, implement and evaluate training programs to enhance specific fitness components.
Outcome 2: Analyse and evaluate strategies designed to enhance performance or promote recovery.
Humanities

Accounting
Business Management
Geography
History: 20th Century (Units 1 and 2)
History: Revolutions (Units 3 and 4)
Industry and Enterprise Studies
Legal Studies
Sociology

Excellence in education and opportunity for all
UNIT 1: Financial Management
The focus is on accounting and financial management of a small business, introducing the fundamental processes of gathering, recording, reporting, analysing, interpreting and evaluating financial information for use by a small business. Information technology will be introduced in undertaking accounting procedures.

OUTCOMES
Outcome 1: Identify and explain the financial needs of sole-proprietor service businesses, including the individuals involved, and how these needs influence the development of an accounting system.
Outcome 2: Record, report and analyse financial information.
Outcome 3: Describe ways in which accounting contributes to effective decision making and financial management.

UNIT 2: Financial Operations
The focus is on accounting and financial operation of a small business, introducing a single entry recording based on an accounting system, the cash method of revenue and expense recognition, and reporting using both the modified cash and the accrual approaches. The impact of credit transactions on recording and reporting is examined. A detailed examination of formal accounting procedures (may include some double entry recording). Students will use information technology to complete accounting procedures.

OUTCOMES
Outcome 1: Identify and describe the financial needs of sole-proprietor service and trading businesses, and how these needs influence the development of an accounting system.
Outcome 2: Record financial data and prepare reports of financial information for service and trading businesses manually and using information technology.
Outcome 3: Use accounting reports to evaluate business performance and explain how these assist in making business decisions.

UNIT 3: Financial Decision Making
The focus is on accounting and financial decision making of a small business. Double entry system using the accrual basis of accounting is introduced. Emphasis is on the role of accounting as an information system and the role of information technology in completing procedures. Students are required to use information technology. Accounting procedures developed in each area of study will focus on the application of accounting concepts, constraints and principles where appropriate.

OUTCOMES
Outcome 1: Record and report financial information using the double entry accrual-based system for a single-activity sole-proprietor business (trading businesses only, where the trading business uses perpetual inventory) manually and using information technology.
Outcome 2: Analyse and use accounting information to evaluate business profitability, liquidity, stability and efficiency to assist in making business decisions.

UNIT 4: Financial Issues
Investigates accounting and financial issues associated with a small business. Further developing the role of accounting as an information system, giving weight to alternative approaches in accounting and their effect on outcomes. The focus is on accounting information for management, with the uses made of the information to promote management effectiveness.

OUTCOMES
Outcome 1: Record and report using the double entry accrual-based system, and use the reports to evaluate a business.
Outcome 2: Analyse accounting issues affecting financial reports.
Outcome 3: Prepare budgets for cash, profit and financial position, prepare variance reports and analyse budget variances to facilitate planning and control.
UNIT 1: Small Business Management

AREAS OF STUDY
1. Business concepts
   Generic business concepts which apply to the management of organisations of varying size, complexity or industry setting.
2. Small business: decision making, planning and evaluation
   A consideration of the range of activities related to the planning and operation of a small business.

OUTCOMES
Outcome 1: Explain and apply a set of business concepts and relationships to a range of businesses.
Outcome 2: Apply decision making and planning skills and evaluate the successful management of an ethical and socially responsible small business.

UNIT 2: Management and Communication

AREAS OF STUDY
1. Communication in business
   This area of study introduces the concept of communication in business with an emphasis on its importance and the methods and forms it can take.
2. Managing the marketing function
   This area of study involves an examination of the planning used by management to position its products and services in the marketplace.
3. Managing the public relations function
   This area of study involves an examination of the role management plays in creating and maintaining the image of the business.

OUTCOMES
Outcome 1: Able to explain and apply a range of effective communication methods and forms in business related situations.
Outcome 2: Able to apply and analyse effective marketing strategies and processes.
Outcome 3: Able to apply and analyse effective public relations strategies and tactics.

UNIT 3: Corporate Management

AREAS OF STUDY
1. Large-scale organisations in context.
   An examination of the role and importance of large-scale organisations to the Australian economy.
2. Internal environment of large-scale organisations
   An examination of key elements of the internal environment such as different management structures, corporate culture, management roles, policy development, Management styles, skills and competencies will be investigated.
3. Operations management
   An examination of operations management practices and processes within large-scale organisations.

OUTCOMES
Outcome 1: Describe and analyse the context in which large-scale organisations operate.
Outcome 2: Describe and analyse major aspects of the internal environment of large-scale organisations.
Outcome 3: Identify and evaluate practices and processes related to operations management.

UNIT 4: Human Resource and Operations Management

AREAS OF STUDY
1. Human resource management
   An examination of the human resource management practices and processes within large-scale organisations in Australia.
2. The management of change
   An examination of the way in which change is managed and considers significant change issues.

OUTCOMES
Outcome 1: Identify and evaluate practices and processes related to human resource management.
Outcome 2: Analyse and evaluate the management of change in a large-scale organisation.
UNIT 1: Natural Environments
This unit investigates the geographic characteristics of natural environments and land forms and the natural processes that shape and change the Earth's surface.

AREAS OF STUDY
1. Characteristics of natural environments e.g. coasts, deserts
2. Changes in natural environments.

OUTCOMES
Outcome 1: Describe the geographic characteristics of at least two natural environments and explain how they are developed.
Outcome 2: Analyse and explain the changes in natural environments due to natural processes and human activities.

UNIT 2: Human Environments
This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments.

AREAS OF STUDY
1. Characteristics of human environments
2. Change in human environments

OUTCOMES
Outcome 1: Describe and explain the geographic characteristics of different types of rural and urban environments.
Outcome 2: Analyse and explain changes due to human activities in rural and urban environments.

UNIT 3: Regional Resources
This unit investigates the characteristics of resources and the concept of region. Students must investigate a regional resource and a local resource, namely, water in the Murray Darling basin and Pt. Nepean National Park.

AREAS OF STUDY
1. Use and management of an Australian water resource.
2. Use and management of local resources.

OUTCOMES
Outcome 1: Analyse the use and management of water within the Murray Darling region and evaluate its future sustainability.
Outcome 2: Describe the characteristics of a local resource and justify a policy for its future use and management.

UNIT 4: Global Perspectives
This unit investigates the geographic characteristics of global phenomena such as climate change, fishing, migration, tourism of desertification.

AREAS OF STUDY
1. Global phenomena
2. Global responses

OUTCOMES
Outcome 1: Evaluate the relative importance of factors that affect changes in global phenomena.
Outcome 2: Compare and evaluate the effectiveness of responses and policies to manage global phenomena.
UNIT 1: Twentieth-Century History (1900-1945)
From the effects of the World War One, Anzac Day, the Russian Revolution, the Roaring 20's, Gangsters, Prohibition and the lead up to World War Two, Unit One studies the social, economic and political movements that shaped the way we live today.

AREAS OF STUDY
1. Crises and conflict
2. Social life
3. Cultural expression

OUTCOMES
Outcome 1: Analyse and explain the development and impact of a political crisis and conflict in the period 1900-1945.
Outcome 2: Analyse and discuss patterns of social life and the factors which influenced changes in patterns of social life in the first half of the twentieth century.
Outcome 3: Analyse the relationship between the historical context and a cultural expressions of the period from 1900 – 1945.

UNIT 2: Twentieth-Century History (since 1945)
Unit 2 takes in the second half of the twentieth century studying the Vietnam War, the social movements of the 60's, the rise and fall of the cold war and the development of new technologies and the impact on our social life.

AREAS OF STUDY
1. Ideas and political power
2. Movement of the people
3. Issues for the millennium

OUTCOMES
Outcome 1: Analyse and discuss how postwar societies used ideologies to legitimise their world view and portray competing systems.
Outcome 2: Evaluate the impact of postwar challenges to established social and political power.
Outcome 3: Analyse issues faced by communities or groups in the last decades of the Twentieth-Century.

UNITS 3 and 4: History Revolutions
This course studies two of the greatest events in history: The French and Russian Revolutions. Students make a study of the reasons for the revolutions and what changes came out of them. These two events shaped the course of whole world history but students also study what impact they had on individuals in the crises at the time.

AREAS OF STUDY
1. Revolutionary ideas, movement and leaders
2. Creating a new Society

OUTCOMES
Outcome 1: Evaluate the role of an idea, leader and/or movement in the revolution.
Outcome 2: Analyse the challenges faced by the emerging new order and evaluate the nature of the new society created by the revolution.
This study focuses on work and its place in Australian industry and society. It recognises the vocational, economic and social aspects of work and encourages students to undertake a theoretical and practical investigation of these aspects, a key feature of the study is a requirement that students undertake work outside the classroom.

UNIT 1: Workplace Participation
This unit introduces students to important life concepts such as career development and lifelong learning. As part of the career development process, students are encouraged to work on the development process; students are encouraged to work on the development of their own individual career goals and pathways. Students are also encouraged to think about the changing nature of work, and observe trends in employment.

UNIT 2: Enterprise and Leadership in Australian industry
This unit focuses on work in an industry setting. Exploration of the changing nature of work at a broader industry level is encouraged. The application of enterprise and leadership in the workplace is explored and further developed through work placement. The development of lifelong and work related skills is an integral part of the unit.

UNIT 3: Enterprise Culture in Australian Industry
In this unit students investigate how the future of Australian industry depends on the development of a successful enterprise culture. It also examines the role and impact of innovation, quality and technology and workplace flexibility in creating cultural change in Australian industry.

UNIT 4: Change in Australian Industry
This unit investigates how pressures and opportunities for change and enterprising responses are transforming the Australian Workplace. It focuses on evaluation the importance of training and lifelong learning and employability skills within this context of change.

Entry
There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Demonstrated achievement of the set of outcomes specified for the unit

Levels of achievement
Units 1 and 2
Individual school decision

Units 3 and 4
School assessed coursework and an end of year examination
  • Unit 3 school assessed coursework: 25%
  • Unit 4 school assessed coursework: 25%
  • Units 3 and 4 examination: 50%
LEGAL STUDIES

UNIT 1: Criminal Law and Justice
This unit introduces the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through Parliament.

AREAS OF STUDY
1. Criminal law
2. The Courtroom

OUTCOMES
Outcome 1: Explain the principles of criminal law and apply them to one or more cases to justify a decision.
Outcome 2: Evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice.

UNIT 2: Civil Law and the Law in Focus
This unit focuses on the effective resolution of civil disputes. It looks at the processes involved in civil litigation and possible defences to civil claims within our legal system.

AREAS OF STUDY
1. Civil disputes
2. Civil law in action
3. The Law in Focus

OUTCOMES
Outcome 1: Explain the principles of civil law and be able to apply them to real or hypothetical cases.
Outcome 2: Evaluate the processes for the resolution of civil disputes and their ability to achieve justice.
Outcome 3: Analyse contemporary Australian law and assess its ability to reconcile conflicting attitudes.

UNIT 3: Lawmaking
The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made.

AREAS OF STUDY
1. Parliament and the citizen
2. Constitution and the Protection of Rights
3. Role of the Courts

OUTCOMES
Outcome 1: Describe the role and effectiveness of Parliaments as a law-making body.
Outcome 2: Explain the role of the Commonwealth Constitution in defining lawmaking powers.
Outcome 3: Describe the role and evaluate the effectiveness of the courts in lawmaking and their relationship with Parliament.

UNIT 4: Dispute Resolution
This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution.

AREAS OF STUDY
1. Criminal cases and civil disputes
2. Court processes and procedures

OUTCOME
Outcome 1: Describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and alternative dispute resolution methods.
Outcome 2: Explain the elements of an effective legal system and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.
Sociology is a modern discipline that provides insights into social change, our identities and social relations. Like most other academic disciplines, however, there is not one sociology, but many different sociologies or theories, and each of these offer different ways of seeing and knowing the world. One benefit of studying sociology is that it encourages us to become aware and to think about the everyday things we usually take for granted. Sociologists ask questions like: Why do we act in the ways we do?

**AREAS OF STUDY 1**
**The Category of Youth**
This area of study explores how Australians have thought about youth and adolescence as social categories, and how being young has been variously experienced. It examines the concept of social categories like adolescence and youth, how such classifications are used to convey ideas about young people and how these categories change over time.

**AREAS OF STUDY 2**
**The Experience of Being Young**
This area of study focuses on how the experiences of being young have changed, particularly over the last fifty years. To what extent have social, legal, economic, technological and cultural changes re-shaped the lives of young people? For example, what role has been played by new technologies, changes in the labour market, emergent demographic trends and shifts in family relations? What are the major issues affecting young people today, such as the labour market, training and education, Illicit drug-use, juvenile crime, homelessness, health and various kinds of youth.

**OUTCOMES**
**Outcome 1**
Discuss in an informed way the idea that youth and adolescence are social categories.

**Outcome 2**
Explain the key changes influencing the experience of being young in contemporary Australian society.

**Outcome 3**
Analyse how young people are represented in institutional and government policy, the various strategies used to govern young people and their participation in democratic practices.

**UNIT 2: Family, Education and the Workplace**
This unit investigates three central social institutions: the family, education and the workplace. Each of these institutions is central to our individual and collective identities and have undergone major recent change. It is not unusual to hear reports of the ‘death of the family’. Both the structure and experience of education has also changed dramatically over the last few decades, and since the mid 1970s the labour market has changed substantially.

**AREAS OF STUDY 1**
**The Family**
This area of study explores different definitions of the way families have changed, while also considering possible future forms families may take. It begins by considering concepts such as nuclear, extended and blended.

**AREAS OF STUDY 2**
**Education and the Workplace**
Educational institutions have shaped the lives of Australians, the economy and other major institutions like the family and have undergone major changes in recent years. These transformations have been brought about by new technologies, government policies and changes to the labour market.

**OUTCOMES**
**Outcome 1**
Identify and analyse the various forms of families in Australia and the social implications of their diverse forms.

**Outcome 2**
Describe and analyse the various changes that have taken place since the mid 1970s in the workplace and in educational institutions, and the social impact of these changes.
LOTE
Indonesian

Excellence in education and opportunity for all
The areas of study for Indonesian as a Second Language comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of students and the outcomes for the unit.

AREAS OF STUDY
1. The individual world
2. The Indonesian – Speaking Communities
3. The Changing World

These are the vehicle through which students will demonstrate achievement of outcomes, in the sense that they form the subject of the activities and tasks students undertake.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topic. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for students to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

UNIT 1:

OUTCOMES
Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.
Outcome 2: Listen to, read and obtain information from written and spoken texts.
Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

UNIT 2:

OUTCOMES
Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.
Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts.
Outcome 3: Give expression to a real or imaginary experience in written or spoken form.

UNIT 3:
Course books for these two units have been selected with a number of topics and subtopics that could assist students to achieve the required outcomes and enhance their knowledge of cultures, values and traditions of Indonesia.

Through a grammar booklet, students revise and extend their language skills to a high level of competency that could assist them to complete much more complicated tasks.

OUTCOMES
Outcome 1: Express ideas through the production of original texts.
Outcome 2: Analyse and use information from spoken texts.
Outcome 3: Exchange information, opinions and experiences.

UNIT 4:

OUTCOMES
Outcome 1: Analyse and use information from written texts.
Outcome 2: Respond critically to spoken and written texts, which reflect aspects of the language and culture of Indonesian speaking communities.
MATHEMATICS

General Mathematics (Units 1 and 2)
Foundation Maths (Units 1 and 2)
Further Mathematics (Units 3 and 4)
Mathematical Methods
Specialist Mathematics (Units 3 and 4)

Excellence in education and opportunity for all
GENERAL MATHEMATICS
This course is for those students who wish to study Further Maths. It is also designed for students who wish to study Mathematical Methods and/or Specialist Maths in Year 12. In this case it should be taken in combination with Mathematical Methods (Units 1 and 2). Recommended only for students with a Year 10 pass.

MATHEMATICAL METHODS
Students selecting this subject should be doing General Mathematics concurrently. Work covered will provide preparation for Mathematical Methods Units 3 and 4 and Specialist Mathematics Units 3 and 4.

OPTIONS IN YEAR 11
Students will need to determine the amount of Mathematics they require to keep their options open for tertiary courses. They must also realistically consider their ability to successfully manage the courses they select.

FURTHER MATHEMATICS
This subject can be taken alone or with Mathematical Methods Units 3 and 4 or Specialist Maths Units 3 and 4. This course will be designed to cater for students with diverse aspirations and needs. It will provide general preparation for employment and some further study.

MATHEMATICAL METHODS
Assumes knowledge from Mathematical Methods Units 1 and 2. It may be taken on its own or with either of the two other Maths subjects. It is a prerequisite for many tertiary courses.

SPECIALIST MATHEMATICS
Students selecting this subject must be doing Mathematical Methods Units 3 and 4 concurrently. It is intended for those students who want to pursue specialist courses in Mathematics or related disciplines (e.g. Engineering, Physical Sciences).

MATHEMATICAL OUTCOMES
To satisfactorily complete each unit of study, students must demonstrate levels of achievement in each of the three outcomes:
1. Apply knowledge and skills
2. Model, investigate and solve problems
3. Use of technology

Year 7 Year 8 Year 9 Year 10 Year 11 Year 12
Core Maths Core Maths Maths Methods Specialist Maths
Elective Maths General Maths Maths Methods
Foundation Maths Further Maths
--- Consultation required
Acceptable pathway
--- VCAL
Senior Numeracy Senior Numeracy

We would strongly recommend the pathways shown. Choosing subjects above the previous level is possible but teacher advice should be sought.
GENERAL MATHEMATICS

General Maths Units 1 and 2

Students wishing to study Further Mathematics at Year 12 should choose General Mathematics. This subject contains the necessary background work needed for Further Mathematics. General Mathematics complements Mathematical Methods Units 1 and 2. The Mathematics Learning Area strongly recommends this subject be undertaken by any student intending to study Mathematical Methods Units 3 and 4 and/or Year 12 Specialist Mathematics.

AREAS OF STUDY
1. Arithmetic
2. Data analysis and simulation
3. Algebra
4. Graphs of linear and non-linear relations
5. Decisions and Business Mathematics
6. Geometry and Trigonometry

OUTCOMES
Outcome 1: Define and explain key concepts, in relation to the selected topics in the areas of study, and apply a range of related mathematical routines and procedures.
Outcome 2: Apply mathematical processes in non-routine contexts and analyse and discuss the application of mathematics in at least three areas of study.
Outcome 3: Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches in at least three areas.

FURTHER MATHEMATICS UNITS 3 AND 4

Further Mathematics Units 3 and 4 develops and extends the material covered in General Mathematics Units 1 and 2 and familiarity with this material is assumed. Further Mathematics Units 3 and 4 may be taken alone or with Mathematical Methods Units 3 and 4 or with Specialist Mathematics.

AREAS OF STUDY
(Core)
Data Analysis:
1. Simulations
2. Correlation and Regression
3. Time Series Mathematics
        (Modules)
1. Number Patterns and Applications
2. Geometry and Trigonometry
3. Graphs and Relations
4. Business Related Mathematics
5. Networks and Decision Mathematics
6. Matrices

OUTCOMES
Outcome 1: Define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
Outcome 2: Apply mathematical concepts and skills developed in the “Data Analysis” (Unit 3) and “Applications” (Unit 4) areas of study to analyse and interpret the outcomes of this analysis in relation to key features of that situation.
Outcome 3: Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques.
This course is divided into two main parts – themes and skills. The themes aim to spark an interest in mathematics by showing real life applications. The skills needed in these sections are assessed as they are needed; i.e. The applications inspire the need for skills, rather than the skills being taught first, and then the applications being found for them. Topics covered include various aspects of money management including paying bills, credit management, checking bank statements, interest on accounts and loans, budgeting, tax, superannuation, insurance and loans. Other topics covered include areas such as technology, space and shape, number patterns and measurement and design covering time, length, area, volume capacity mass as well as scale.

OUTCOMES
Outcome 1: Satisfactory completion of three skills tests per topic.
Outcome 2: Satisfactory completion of various application projects accompanying each theme.
Outcome 3: Appropriate use of technology including the use of scientific calculators, application and use of Excel spreadsheets and the use of ‘Geometers Sketchpad’ for drawing.
Units 1 and 2 are for those students who wish to study Mathematical Methods and/or Specialist Mathematics in Year 12.

**AREA OF STUDY**
1. Functions and graphs
2. Algebra
3. Rates of change and calculus
4. Probability
5. Trigonometry
6. CAS Calculator applications

**OUTCOMES**
**Outcome 1:** Define and explain key concepts as specified in the content from the 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability' areas of study, and to apply a range of related mathematical routines and procedures.
**Outcome 2:** Apply mathematical processes in non-routine contexts and to analyse and discuss the application of mathematics.
**Outcome 3:** Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Units 3 and 4 develop and extend the material covered in Mathematical Methods Units 1 and 2 and familiarity with this material is assumed. Mathematical Methods Units 3 and 4 may be taken alone or with either Further Mathematics or Specialist Mathematics.

**AREAS OF STUDY**
1. Functions and graphs
2. Algebra
3. Calculus
4. Probability

**OUTCOMES**
**Outcome 1:** Define and explain key concepts as specified in the content from the 'Co-ordinate geometry', 'Circular (Trigonometric) Functions', 'Calculus', 'Algebra' and 'Statistics and Probability' areas of study and to apply a range of related mathematical routines and procedures.
**Outcome 2:** Apply mathematical processes in non-routine contexts and to analyse and discuss the applications of mathematics.
**Outcome 3:** Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling, investigative techniques or approaches.

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**SPECIALIST MATHEMATICS UNITS 3 AND 4**

Students selecting Specialist Mathematics Units 3 and 4 must be doing Mathematical Methods Units 3 and 4 concurrently. Specialist Mathematics provides for specialisation by extending, in breadth or depth, work undertaken in Mathematical Methods Units 3 and 4. This course is designed to provide content specifically relevant to students intending to take degrees in Engineering, Science/Engineering or the Physical Sciences (with a strong Physics influence). It is a suitable course for students with a strong background in Mathematics. Students should have satisfactorily completed Maths Methods 1 and 2 and General Maths 1 and 2.

**AREAS OF STUDY**
1. Functions, relations and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics

**OUTCOMES**
**Outcome 1:** Define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
**Outcome 2:** Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and to analyse and discuss these applications of mathematics.
**Outcome 3:** Select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling, investigative techniques or approaches.
SCIENCE

Biology
Chemistry
Environmental Science Units 1 and 2
Physics
Psychology

Excellence in education and opportunity for all
UNIT 1: Unity and Diversity
In this unit students examine the cell as the structural and functional unit of the whole organism.

AREAS OF STUDY
1. Cells in action
2. Functioning organisms

OUTCOMES
Outcome 1: Design, conduct and report on a practical investigation related to cellular structure, organisation and processes.
Outcome 2: Describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

UNIT 2: Organisms and their Environment
In this unit students examine the rich diversity of Australian ecosystems which provide a variety of contexts for students to study the relationship between living things and their environment.

AREAS OF STUDY
1. Adaptations of organisms
2. Dynamic ecosystems

OUTCOMES
Outcome 1: Explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.
Outcome 2: Design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

UNIT 3: Signatures of Life
In this unit students consider the molecules and biochemical processes that are indications of life.

AREAS OF STUDY
1. Molecules of life
2. Detecting and responding

OUTCOMES
Outcome 1: Analyse and evaluate evidence from practical investigations related to biochemical processes.
Outcome 2: Describe and explain co-ordination and regulation of an organism's immune responses to antigens at the molecular level.

UNIT 4: Continuity and Change
In this unit students will study evolution, genes and molecular genetics.

AREAS OF STUDY
1. Heredity
2. Change over time

OUTCOMES
Outcome 1: Analyse evidence for the molecular basis of heredity, and patterns of inheritance.
Outcome 2: Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.
Unit 1: The Big Ideas of Chemistry
The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. Students are introduced to the development and application of new and ‘smart’ materials, such as nanotubes and biopolymers.

OUTCOMES
Outcome 1: This outcome focuses on the historical development of, and the relationship between, the Periodic Table and atomic theory. Many of the major qualitative and quantitative ideas fundamental to chemistry including empirical and molecular formulae and the mole concept are introduced.
Outcome 2: This outcome focuses on the structure, properties and applications of materials. The properties and reactions of alkanes and alkenes are investigated together with the formation of addition polymers. Students explore the role of surfaces in the applications of nanotechnology.

Unit 2: Environmental Chemistry
Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Algae blooms, salinity, acid rain, depletion of ozone, photochemical smog, and global warming continue to have an impact on living things and the environment. Students will investigate how chemistry is used to respond to the effects of human activities on our environment.

OUTCOMES
Outcome 1: This outcome explores the special properties of water which make it so important to living things. It also investigates different types of chemical reactions that occur in aqueous solutions and how these relate to pollution and the corrosion of metals.
Outcome 2: This outcome focuses on the interaction between living things and gases of the atmosphere. It investigates the behaviour of gases and how the kinetic molecular theory explains these. The impact of human activities on the atmosphere is investigated.

Unit 3: Chemical Pathways
Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist. An extended experimental investigation is undertaken.

OUTCOMES
Outcome 1: A variety of analytical techniques to analyse products in the laboratory are introduced, and these are used to determine the quality of materials.
Outcome 2: This outcome investigates systematic organic chemistry including production of starting materials for particular reaction pathways and includes materials such as biochemical fuels and medicinal products.

Unit 4: Chemistry at Work
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Our society uses a range of energy sources, including coal to generate electricity and gas for heating, oil for transport, and solar and wind for small and large scale production of electricity.

OUTCOMES
Outcome 1: This outcome focuses on the factors that affect the rate and extent of chemical reactions and how these can be applied to achieve the conditions used in the industrial production of chemicals.
Outcome 2: An evaluation of the advantages and disadvantages of a variety of different energy resources and how this impacts on the global level is undertaken. Practical investigations including the construction of electrochemical cells and the measurement of thermochemical changes are carried out.
Rationale
Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impact of human activities on them. Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations.

Environmental Science investigates the interactions between natural and human systems. This study examines the application of environmental science to ecologically sustainable development and environmental management. Students should understand the values and attitudes that underpin environmental decisions and reflect on effective ways for modifying behaviour of individuals and groups for positive environmental outcomes.

While undertaking this study, students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis.

Structure
The study is made up of four units at this stage
WPSC is offering only units 1 and 2
Unit 1: The environment
Unit 2: Monitoring the environment

Unit 1: The environment
This unit focuses on the environment and its components. The function of ecosystems and the interactions in and between the ecological components are investigated. The unit presents opportunities to consider the effects of natural and human-induced changes in ecosystems.

OUTCOMES
Outcome 1: Identify and describe the components and natural processes within the environment.
Outcome 2: Analyse one human-induced environmental change and options for remediation.
Outcome 3: Explain the flow of energy, nutrient exchange and environmental changes in ecosystems.

Unit 2: Monitoring the environment
This unit focuses on the characteristics of environmental indicators and their use in monitoring programs. Environmental indicator data will be defined, collected and interpreted.

OUTCOMES
Outcome 1: Explain the nature of environmental indicators for pollution and ecological health of ecosystems.
Outcome 2: Investigate and report on a local example of environmental degradation or environmental issue, using an appropriate monitoring program.
Outcome 3: Analyse the scientific basis and use of standards for environmental indicators for pollution control and ecological health of ecosystems.
UNIT 1: Development of Behaviour
This unit introduces students to the development of psychology as a scientific study and examines different psychological theories.

AREAS OF STUDY
1. Introduction to psychology
2. Lifespan psychology

OUTCOMES
Outcome 1: Describe how research has informed different psychological perspectives used to explain human behaviour and explain visual perception through these perspectives.
Outcome 2: Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

UNIT 2: Self and others
This unit is about understanding what influences the formation of attitudes of individuals and behaviours of groups. It can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure and responses to group behaviour.

AREAS OF STUDY
1. Interpersonal and group behaviour
2. Intelligence and personality

OUTCOMES
Outcome 1: Explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.
Outcome 2: Compare different theories of intelligence and personality and compare different methodologies used in the measurement of these.

UNIT 3: The Conscious self
This unit develops focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.

AREAS OF STUDY
1. Mind, brain and body
2. Memory

OUTCOMES
Outcome 1: Explain the relationship between the brain, states of consciousness including sleep, and behaviour and describe the contribution of selected studies and brain research methods to the investigation of brain function.
Outcome 2: Compare theories that explain the neural basis of memory and factors that affect its retention and evaluate the effectiveness of techniques for improving and manipulating memory.

UNIT 4: Brain, behaviour and experience
This unit focuses on the interrelationship between learning, the brain and its response to experiences and behaviour.

AREAS OF STUDY
1. Learning
2. Mental health

OUTCOMES
Outcome 1: Explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
Outcome 2: Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.
Physics is the study of how and why things work, and how and what things are made of.

UNIT 1: Light, Radioactivity and Nuclear Energy
This unit focuses on the study of physics as a human endeavour in which observations and ideas about the physical world are organised and explained.

AREAS OF STUDY
1. Nuclear Physics and Radioactivity
2. Electricity
3. Detailed Study*

OUTCOMES
Outcome 1: Apply a basic DC circuit model battery operated device, car and household (AC) electrical system; describe safety and efficient use.
Outcome 2: Describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community.
Outcome 3: Dependent on choice of one of six detailed studies.

UNIT 2: Movement, Electricity and Astrophysics
The students’ understanding of physics is further developed through the application of models to more complex phenomena.

AREAS OF STUDY
1. Motion
2. Wave-like properties of light
3. Detailed Study (different to unit 1 study)*

OUTCOMES
Outcome 1: Describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.
Outcome 2: Describe the wave model of energy transfer and apply it to light phenomena.
Outcome 3: Dependent on choice of one of six detailed studies*.

UNIT 3: Motion and Electronics and Photonics
This unit focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry.

AREAS OF STUDY
1. Motion in one and two dimensions
2. Electronics and Photonics
3. Detailed Study to be chosen from:
   - Einstein’s Special Relativity
   - Materials and their use in structures
   - Further Electronics

OUTCOMES
Outcome 1: Use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety and motion in space.
Outcome 2: Compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems.
Outcome 3: Dependent on choice of one of three detailed studies.

UNIT 4: Light and Matter and Electric Power
This unit develops models to explain the complex interactions between light and matter, electromagnetism and electric power and innovative technologies used for research and communication.

AREAS OF STUDY
1. Interactions of light and matter
2. Electric Power
3. Detailed study to be chosen from:
   - Synchrotron and its applications
   - Photonics
   - Sound

OUTCOMES
Outcome 1: Use wave and photon models to explain interactions of light and matter and the quantised energy level of atoms.
Outcome 2: Explain the operation of electric motors, generators and alternators and the generation, transmission, distribution and use of electric power.
Outcome 3: Dependent on choice of one of three detailed studies.
TECHNOLOGY

Information Technology (Units 1 and 2)
Information Technology (Units 3 and 4)
UNIT 1: IT in Action
Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information.

OUTCOMES
Outcome 1: Transform an existing printed information product into an on-screen information product to meet a specific audience need, evaluate the success of this information product, and explain its likely impact on the audience's skills or work practices.
Outcome 2: Solve an information problem by collecting data and using database management software to manipulate that data.
Outcome 3: Contribute collaboratively to the creation of an on-screen information product that presents an analysis of a contemporary ICT issue and substantiates a point of view.

UNIT 2: IT Pathways
This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.

Students develop and apply knowledge and skills in using two different software tools. Working collaboratively in teams is an important and effective problem-solving strategy, and this strategy is applied when students solve information problems for clients in the community.

OUTCOMES
Outcome 1: Demonstrate progression in the ability to use a programming or scripting language, record the learning progress electronically, and explain possible career pathways that require the use of the software skills.
Outcome 2: Able to represent a networked information system within an organisation, and describe the way a specified set of data flows through the system, where it is stored and where it is processed.
Outcome 3: Work collaboratively to design a solution and an information product for a client, taking into account client feedback, solve the information problem, and evaluate the efficiency and effectiveness of the solution and product.
UNIT 3: IT Applications
In Unit 3, students use web authoring and database management software to solve information problems. Unit 3 focuses on how individuals or organisations use IDT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision making and in managing tasks and timelines. The solutions and information products should meet the specific needs of organisations such as sporting clubs, news agencies, charities, or the needs of individuals. Students also explore how the capabilities of networked information system support teams or workers of learners to solve problems and share knowledge.

OUTCOMES
Outcome 1: Propose and apply project management and problem-solving strategies to produce a solution and an information product, using database management software, which meets the decision-making needs of a specific audience.
Outcome 2: Design, create and evaluate a prototype website that meets an organisation's needs of sharing knowledge and collaborative problem-solving within a virtual team environment, and explain the requirements of the networked information system that supports the use of this website.

UNIT 4: IT Applications
This unit focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be re-used in the future with new sets of data. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation. Students apply their ICT knowledge and skills to record their decision-making strategies when solving information problems and to reflect on the effectiveness of these strategies.

OUTCOMES
Outcome 1: Spreadsheet software to solve an ongoing information problem, taking into account the information needs of an organisation, and evaluate the effectiveness of their problem-solving strategies.
Outcome 2: On completion of this unit the student should be able to evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information, and recommend improvements.
VET IN SCHOOLS

Excellence in education and opportunity for all
VET in Schools

Vocational Education and Training (VET) in Schools programs enable students to combine general senior studies with a nationally recognised vocational qualification. Depending on the number of students selecting a program, Western Port Secondary College students may need to combine with students from other Peninsula schools to form a class. Costs vary according to program selected and the amount of external expertise required by Industry Training Boards. The minimum materials charge as listed below is to be paid in full by November 5th, 2010. Programs are expected to be available either at Western Port Secondary College or through a local Registered Training Organisation (RTO).

Parents: please note: Materials charges for 2011 will be confirmed when your child’s subject selections are confirmed.

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Cost Approximate</th>
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<tbody>
<tr>
<td>Certificate II in Airbrushing</td>
<td>TBA</td>
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<tr>
<td>Certificate IV in Allied Health</td>
<td>TBA</td>
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<tr>
<td>Certificate II in Applied Fashion Design and Technology*</td>
<td>$400</td>
</tr>
<tr>
<td>Certificate III in Applied Fashion Design and Technology*</td>
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<tr>
<td>Certificate I in Automotive (Technology)*</td>
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<td>Certificate II in Building and Construction *</td>
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<td>Certificate II in Community Recreation*</td>
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<tr>
<td>Certificate III in Community Recreation*</td>
<td>$400</td>
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<tr>
<td>Certificate II in Dance</td>
<td>$400</td>
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<tr>
<td>Certificate II or III in Community Services</td>
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<td>Certificate I in Electrical</td>
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<td>Certificate I in Engineering</td>
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<td>Certificate II in Engineering</td>
<td>$400</td>
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<tr>
<td>Certificate I in Hairdressing</td>
<td>$400 – plus kit</td>
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<tr>
<td>Certificate I in Hospitality (Operations)*</td>
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<td>Certificate II in Hospitality</td>
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<td>Certificate II in Information Technology*</td>
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<td>Certificate III in Information Technology*</td>
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<td>Certificate II in Interactive Digital Media</td>
<td>$400</td>
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<td>Certificate II in Makeup Services</td>
<td>TBA</td>
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<tr>
<td>Certificate I in Music Industry Skills (Foundation)*</td>
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<tr>
<td>Certificate II in Music Industry Skills (Technical Production)</td>
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<tr>
<td>Certificate II in Outdoor Recreation</td>
<td>$400</td>
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<tr>
<td>Certificate II in Plumbing (VCAL)</td>
<td>TBA</td>
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<tr>
<td>Certificate III in Tourism and Event Management</td>
<td>$400</td>
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</tbody>
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Courses with an * are expected to be run at Western Port Secondary College in 2011. Courses without an * will be run at local Peninsula Schools or Institutes.

A full list of school VET subjects is available at www.vcaa.vic

PLEASE NOTE:
A deposit of $50.00, which is non-refundable, must be paid by of 16th August 2010. 50% of the balance to be paid by 10th September and final payment made on Friday, 5th November. Students and parents will be informed via a letter home of deposit date, confirmed subject, cost and venue. The charges listed are an indicative amount only. Students selecting a VET subject will be informed of the cost as soon as the school has notification of funding and charges from the Registered Training Organisation (RTO). More information on each VET Certificate is available from either the Pathways Office or the Senior School. Any withdrawals due to non payment for the VET subject will require placement in alternative subjects. This will be done in consultation with the members of the Senior School Team.
- All VET subjects count toward a student’s VCE/VCAL
- VET subjects are designed to be more vocationally oriented than other VCE subjects
- Generally VET subjects are more practical (hands on) than other VCE subjects, although there are exceptions to this rule:
  - VET subjects are modular based with students progressing through the modules at their own pace and level
  - VET subjects are usually Certificate II level and take two years to complete
  - Students can go on to study Certificate III, Certificate IV or a Diploma
- It is not compulsory for students to complete the second year, the modules of work they have completed can be taken with them and the certificate completed at a later date
- Undertaking a VET subject does not exclude a student from University entry
- All VET subjects incur a cost; they are often delivered by external instructors. They are often overseen by organisations outside of the school structure. These instructors and organisations charge costs, which are independent of normal school funding
- There are material costs associated with all VET subjects
- Costs vary according to the program selected
- All VET subjects require students to undertake the job work placement to achieve a satisfactory pass
- Depending on the number of students selecting a VET program, Western Port Secondary College students may need to combine with students from other Peninsula schools to form a class

**VET SUBJECTS OFFERED AT WESTERN PORT SECONDARY COLLEGE**

**Building and Construction II Year Course**
This course aims to provide an accredited entry-level training program for students wishing to pursue a career in the Building and Construction Industry. **Topics include:** Industry Calculations, Plan reading and interpretation, Work organisation, Construction processes, Demolition, Scaffolding, Hand Tools, Power tools and accessories, Occupational Health and Safety, Basic Concrete work, Plant and Equipment, Manual and Mechanical Excavation. Students will be required to complete 80 hours work placement to provide an opportunity to demonstrate competencies acquired during the course (usually in second year).

**Please Note:** If numbers permit this subject will be run at W.P.S.C in 2011

**Applied Fashion Design and Technology II and III**
Certificate II in Year 1 Certificate III in Year 2. This course has been designed to enable students to acquire knowledge of the clothing industry with the view of future employment in this industry. Students will develop hands-on skills in garment production and pattern making as well as gaining practical experience in the workplace. **Topics include:** Sewing machine operations, Job seeking skills, Garment production, Workplace communication, Occupational Health and Safety, Folio presentation, Design Theory, Pattern analysis and development. Students wishing to produce garments from material outside of what is supplied will be required to purchase this material themselves.

**Please Note:** If numbers permit this subject will be run at W.P.S.C in 2011

**Automotive II Year Course**
VET Automotive provides students with the skills and ability to pursue employment in the automotive industry. This Certificate II course covers competencies related to the Automotive Retail and Service and Repair sectors. **Topics include:** Workplace Occupational Health and Safety, Use and maintain workplace tools and equipment, Establishing relations with customers, Identifying automotive parts and accessories, Using numbers in the workplace, Carrying out maintenance and servicing operations, Test service and replace a battery, Use and maintain measuring equipment.

**Please Note:** If numbers permit this subject will be run at W.P.S.C in 2011

**Interactive Digital Media II Year Course**
This Certificate II course provides students with the knowledge and skills to enter work or further study in web design and development, 3D modelling, computer game design, press and print, graphic design, video and animation. **Topics include:** Identify Components of Multimedia, Create, Manipulate and incorporate 2D Graphics, Develop and Apply industry knowledge, Incorporate Text into Multimedia presentations, Update WebPages, Use an Authoring tool to create an interactive sequence, Develop and Apply industry knowledge, Produce and Manipulate digital images.

**Please Note:** Students will attend Mornington Secondary College, one day per week when undertaking this course. Students will need to organise own travel arrangements.
**Engineering II Year Course**
VET Engineering will provide students with the knowledge and skills to achieve competency in units that will improve their prospects of employment in the engineering or related industries. This certificate provides a pathway into an engineering apprenticeship. **Topics include:** Apply basic fabrication techniques, Use computers for engineering related work, Perform basic machining processes, Workplace Occupational Health and Safety, Use hand tools, Use power tools/hand held operation, Apply basic mathematical skills in engineering work, Develop an individual career plan for the engineering industry, Welding and thermal cutting.

**Please Note:** Students will attend Chisholm Frankston, one day per week when undertaking this course.

**Community Services II Year Course**
For students who have a specific interest in either child care or aged care. This course provides a real pathway into the community services field and can either lead to further study in your chosen field or directly to employment. First year is a general course covering a broad range of topics related to care, while in second year students choose their area of interest of either childcare or aged care. Topics include: Work in the Community Services Industry, Communication with clients and colleagues, providing information, participating in the work environment, Occupational Health and Safety, providing administrative support. Students will be required to complete 80 hours work placement to provide an opportunity to demonstrate competencies acquired during the course.

**Please Note:** This course does not cater for students interested in Social Welfare careers.

**Community Recreation II Year Course**
This program is designed to introduce students to the employment and educational opportunities within the Sport and Recreation industries. Students will develop leadership and organisational skills through theory and practical sessions in the classroom, the workplace and on a camp. Topics include: Exercise Physiology, Movement Analysis, Exercise Programming, Nutrition, Exercise and Weight control, Fitness and a Healthy Lifestyle, Resistance Training, Posture, Back care and Harmful Exercise.

**Outdoor Recreation II Year Course**
This program will provide students with the opportunity to develop the skills necessary to assist in the conduct of activities at outdoor recreation centres and camps. This will incorporate the development of sound people skills and an understanding of the ethical concerns when dealing with fragile environments and the practical skills necessary to access various wilderness areas. **Topics Include:** Bush Craft, Snorkelling, Surfing, Rock Climbing, Canoeing. A high level of commitment to this program is required as weekends and holidays may be used to complete various units.

**Please Note:** Students will attend Chisholm Frankston, one day per week when undertaking this course.

**Certificate II in Hospitality**
The Hospitality course aims to provide training and skill development in Commercial Cookery and Food and Beverage Service. Students can complete Certificate II in Hospitality (Operations) in one year and elect to complete units of a higher level certificate in Year 2.

**Units of competence studied in Year 1 are:**
- Work with colleagues and customers
- Follow health, safety and security procedures
- Develop and update hospitality industry knowledge
- Follow workplace hygiene procedures.
- Process financial transactions
- Use basic methods of cookery
- Organise and prepare food
- Present food
- Clean and maintain premises
- Provide a link between kitchen and service areas

Students are expected to complete 10 days of work placement. Work placement may be completed in a variety of ways to minimise disruption to the balance of student programs. The basic methods of cookery will be delivered by a qualified Chef.

**VET IT**
Western Port Secondary College offers the following VET IT certificates to students in Years 10, 11 and 12:
- ICA20105 Certificate II in Information Technology
- ICA30105 Certificate III in Information Technology

Certificate II in Information Technology is a prerequisite to completing Certificate III in Information Technology.

**Certificate III in Information Technology**
This program provides students with the skills in the basic use of a range of information technologies. A person with these competencies could provide software support and basic diagnostic support, in an organisation. Students are expected to complete 20 days work placement in their first year of the certificate. Work placement may be completed in a variety of ways to minimise disruption to the balance of student programs. Most students would be expected to arrange a work placement during the Term 2 and Term 3 holiday periods.

These courses will be delivered by Western Port Secondary College as the Registered Training Organisation, thereby ensuring minimum costs to students.
Certificate II in Music Industry (Foundation)
The Certificate II in Music Industry (foundation) is a nationally accredited course designed to give you basic skills from within the music industry. The course covers the core areas of music industry knowledge; music knowledge and listening skills; health and safety and working with others. Also included are elective units covering the areas of multi-track recording techniques, P.A. systems, acoustics, performance skills, MIDI and song writing.

The program provides students with the skills and knowledge so that they are able to make informed career decisions about the range and nature of occupations within the commercial music industry. By completing the Music Industry (foundation) course you will gain an insight into what it is like to work in the areas of performance, production, recording and band/artist promotion and management.

Certificate II in Dance
Certificate II in Dance aims to provide students with the technical and performance skills to begin the process of establishing a career in the dance industry. It enables students to develop the knowledge and skills to participate in a variety of dance routines and leads to further education and training in the performing arts industry. Students develop basic levels of physical condition for dance performance and basic dance techniques, sourcing information on the history and theory of dance and apply to student's own work. The course also involves students sourcing and applying entertainment industry knowledge, preparing for dance performances, applying basic dance techniques for performances and refining basic dance techniques.