



# Korumburra Secondary College

*“Developing lifelong learners who are respectful,  
resilient, strive for excellence and are productive  
members of their community”*



2023

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## Korumburra Secondary College Senior School Structure

- Senior students can choose either a VCE or a VCE VM pathway. The VCE VM (Vocational Major) has been introduced by the Victorian Curriculum and Assessment Authority (VCAA), to replace the existing VCAL program at the Intermediate and Senior levels. These changes are a result of the Review into Vocational and Applied Learning Pathways in Senior Secondary Schooling (The Firth Review).
- From 2023, students have greater access to relevant vocational education and applied learning opportunities. This way, all students will receive the **SAME CERTIFICATE; VCE or VCE VM**
- Students choose subjects in VCE VM based on interest / pre-requisites during their course counselling sessions (see below) and subjects are offered on the basis of feasibility from year to year.
- Some subjects at the VCE level will only be offered every second year due to small numbers. (e.g., physics, chemistry), but pre-requisites for further study will always be discussed.
- KSC classes at Year 10, 11 and 12 will be blocked together allowing students in Year 10 to apply to study an **'Early Access VCE subject'**. **Applications for this opportunity will be discussed with Year 9 students during the course selection process.**
- Students may also apply to study a VETDSS course as part of their Year 10 studies, however strict criteria apply to this pathway (please see page 10 below)
- Students who have accessed a VCE Unit 1 & 2 subject in Year 10 may continue in the Unit 3 & 4 subject in Year 11 as units contributing to their VCE(VM)
- **Students studying ANY Unit 3-4 sequence, including VM students, will be required to sit the General Achievement Test (GAT) set by the VCAA each year.**

### Course Selection Procedures

- **Key points to remember when considering your pathways beyond KSC:**
- The first step in gathering information about subject selection is to talk to the relevant subject teachers
- Subject teachers will present to students about possible subject options at Subject Information Sessions. These will occur in school hours for each year level
- We encourage students to seek advice concerning pre-requisites and courses from Mrs Sorrell (Careers Advisor)
- Read information on tertiary courses or TAFE courses found in the Careers Office.
- Attend open days, Job Skills Expos and other pathways focused sessions
- Access the Job Guide or VTAC website for relevant subjects, pre-requisites and courses
- Explore the 'My Future' website
- Keep up to date with the Careers Page for each year level on TEAMS
- Attend your weekly ACE classes in Senior School where explicit careers focused and future pathways information is provided
- Seek advice from the Senior School Co-ordinators – Ms Neill, Miss Burdett, Miss Creaser, Mr Scott & Mr Boulter

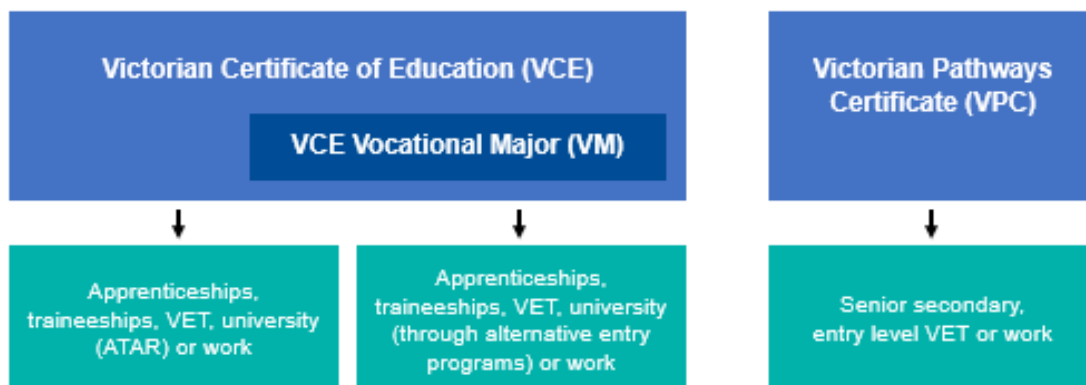
## Course Counselling Interviews

- **The provisional enrolment and choice of Senior School Programs for each student enrolling in Year 10, 11 and 12 at Korumburra Secondary College must be approved at a course selection interview**
- These interviews will be held at Korumburra Secondary College (or online via TEAMS if necessary) for students and their parent/guardians
- In this interview we wish to actively assist students with career planning and support through vocational guidance and career education while focusing on the needs of each individual
- Final subjects offered each year, will be determined by student demand as well as whole school timetable constraints. However, whenever possible we aim to offer a breadth of subject choices to suit different pathways.

## The VCE VM (Vocational Major)

- The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.
- The VCE Vocational Major will be introduced to replace the existing VCAL program at the Intermediate and Senior levels
- The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work, and life
- It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce
- The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:
  - ✓ equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
  - ✓ empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

## Certificate options



### KEY DIFFERENCES between The VCE and VCE VM

VCE:	VCE Vocational Major – a program within the VCE:
Two-year senior secondary certificate	Two-year senior secondary certificate
20 to 24 units – <b>one unit is one semester</b>	16 to 20 units
More than 90 subjects (called studies) to choose from and can include Vocational Education and Training subjects (VET)	Four compulsory subjects VCE VM: <ul style="list-style-type: none"> <li>✓ Literacy,</li> <li>✓ Numeracy,</li> <li>✓ Personal Development Skills,</li> <li>✓ Work Related Skills</li> </ul>
A study has Units 1 and 2 (Year 11) and Units 3 and 4 (Year 12)	A study has Units 1 and 2 (Year 11) and Units 3 and 4 (Year 12)
May study a VET (can contribute to ATAR)	Compulsory VET subject
An English study is compulsory	Can gain credit from time in workplace (SWLR) but, Work Placement no longer compulsory
School assessments and final exams lead to study scores	Assessment based on learning activities
Study scores lead to an ATAR	No study scores and no ATAR

## VCE Assessment

- For each unit (or subject) undertaken in VCE there are a number of outcomes
- These outcomes have been set by the Victorian Curriculum and Assessment Authority (VCAA) and students must satisfactorily complete all the outcomes to gain a Satisfactory - S - for that unit
- All units 1 and 2, assessment tasks will be set by Korumburra Secondary College and used to determine a level of performance.
- Students completing Units 1 & 2 VCE will be required to undertake an end of semester exam. This will be reported on via Compass at the end of each semester
- In Units 3 & 4, students will be required to undertake School Assessed Coursework (SACs) and/or School Assessed Tasks (SATs) which are used to assess students' level of performance
- SAC and SAT results are reported in Compass & on Semester Reports as raw scores.
- **Final SAC / SAT results are 'conditional' in nature. It is important to note that final results could and may change during state based statistical assessment moderation at the end of the academic year**
- SACs are undertaken in class, and students will be notified of the dates and conditions of these at the start of each academic year
- Unit 3 & 4 VCE studies have end of year exams [Graded Assessments], conducted by VCAA approved personnel and administered via the home school
- All Unit 1 – 4 subjects require S/N Tasks separate from SACs which are compulsory pieces of work. These must be completed to attain a satisfactory outcome for each subject
- Completion of S/N tasks ensures that even if students do not pass a SAC they may still be awarded credit for the unit; I.E. a 'pass'.

## VCE VM Assessment

- For each unit (or subject) undertaken in VCE VM there are a set number of outcomes
- These outcomes have been set by the Victorian Curriculum and Assessment Authority (VCAA) and students must satisfactorily complete all the outcomes to gain a Satisfactory - S - for that unit
- Students completing Units 1 & 2 VCE VM units will not be required to sit exams
- Attainment of an 'S' for each Unit of study in the VCE VM will be determined by KSC VCE VM subject teachers based on the Five Pillars of Applied Learning set by the VCAA:
  - ✓ Motivation to engage in learning
  - ✓ Applied learning practices
  - ✓ Student agency in learning
  - ✓ Student centred & flexible approach
  - ✓ Assessment practices with promote success
- As a school, KSC is committed to providing teaching programs which can be flexibly structured so that students can undertake programs and projects that combine acquisition and application of knowledge and skills across several of the VCE Vocational Major units

- Teachers are committed to keeping clear documentation of each VM student's achievement of tasks and adhering to the outcomes set in the VCAA's respective study designs for the 4 Units: **Literacy, Numeracy, Personal Development Skills and Work-Related skills**
- Applied learning as part of the VCE VM may also involve students and their teachers working in partnership with external organisations and individuals to access VET and integrated work placements. These partnerships provide the necessary contexts for students to demonstrate the relevance of the skills and knowledge they have acquired in their study and training

### **Authentication: VCE & VCE VM**

- Authentication means proving that the work that you hand in was produced by you without unauthorised assistance. This is VERY IMPORTANT in the Senior School and a requirement of the VCAA.
- Students must acknowledge all resources used; this will include text and source material, name/s of people who provided assistance and the type of assistance given
- Students must not accept undue assistance from any other person, which could mean someone writing all or parts of the work
- Teachers are allowed to help but are not allowed to do the work for students
- Do not accept assistance from other students that may put in doubt the validity of your work
- To prove that the work is the students' own, they must show their teachers work in progress and keep notes etc. This often means that they cannot do *all* the work at home
- It is important to complete most of the work set in the classroom as the teacher must see "work in progress" so that the completed work can be authenticated.
- This is particularly relevant in subjects with SATs [or folio-based subjects]. If work is not done in class and is then handed in at the end of the semester "sight unseen" then the class teacher does not have to accept and pass the work.
- If a teacher is not sure that the work is authentic, students may then be interviewed, asked to explain their ideas, and provide copies of rough notes.
- If necessary, students may also be required to justify their work at a formal interview with the Senior School Coordinator and /or the Principal.
- If it is proven that the work submitted is not the student's own, it will not be assessed.

### **VCE VM Workload and Attendance Requirements**

- To ensure students reach their full potential in Years 10, 11 & 12, the Senior School Team will work regularly with students to improve and refine the following skills:
  - ✓ Managing time by balancing study, recreational & part time work commitments
  - ✓ Setting clear and attainable goals & reviewing these regularly
  - ✓ Promptly seek assistance from teachers to address any health concerns - both wellbeing & academic
  - ✓ Understanding students' own study habits and 'how' they learn
  - ✓ Communicating effectively and openly with mentors, teachers and peers



- **HOMEWORK Vs STUDY:**

*Homework = work set by the teacher to complete*

*Study = your personal revision of key areas which you feel you need more knowledge of.*

- In Year 11 approximately 2 hours per night is recommended
- In Year 12 approximately 3 hours per night is recommended.
- Be well organised and keep up to date & use a diary
- Engage in extra activities offered by the college designed to enhance your learning
- Enrol in external lectures, tutorials or practice examination sessions on offer
- Attend 'Homework Club' – supervised onsite study sessions at KSC

- **ATTENDANCE:**

- Students of Korumburra Secondary College are expected to attend all classes unless an approved absence is negotiated with the Year Level co-ordinator or Senior School co-ordinator
- A student who misses 10 or more classes of a VCE subject without catching up the work will fail the unit.
- Students must make arrangements with their teacher to complete work that is missed
- Parents / guardians must log any absences via COMPASS or provide written explanations to the Senior School office
- Students who miss a VCE SAC or SAT, (in Units 1- 4), must provide a medical certificate to be able to re-sit the task at a later stage
- A new topic or set of questions may then need to be provided by the subject teacher
- It is a school's responsibility to ensure that no student has an unfair advantage when completing SACs. If a student is away on the day of a SAC and has additional time to prepare, it is unfair to other students
- If a student knows in advance that they will be absent on the day of a SAC they may organise with the teacher and coordinator to complete the task early
- If a student misses a SAC due to unforeseen circumstances such as illness, they must bring documentation (e.g. a medical certificate) to support their case for sitting the SAC at a later date.
- This evidence must be presented to the coordinator as soon as the student returns to school.
- Failure to provide suitable evidence of absence will result in a score of zero for the assessment. **However, the student will still be given an opportunity to complete the task to achieve an S for the outcome**
- It is compulsory for students to remain at school until the age of 17 unless they have satisfactorily completed Year 10 and are leaving to study full time or employment or a combination of study and work.
- **Students who are considering exiting school, for whatever reason, are required to attend an interview and complete an Exemption from School Application form which will be submitted to the Department of Education for review / approval.**

- **SPECIAL PROVISION & ILLNESS**

- If are students are ill for an extended period time during the year or something happens at home which seriously affects their ability to study and complete work, they must collect appropriate documentation (medical certificates, detailed letters from doctors, parents etc.) and discuss this with the Senior School Coordinator as soon as possible.
- As per the KSC Senior School, Term 2\_2022 Submissions Policy; If a student misses a SAC because of a COVID positive result, students should register their status via the following website:<https://www.coronavirus.vic.gov.au/report> This will act as evidence of absence.
- Students may be eligible for Special Provision through VCAA, which may mean extra time during a SAC and / or exam times, rest breaks or help from an aide. This will need to be put in place by the Senior School Coordinator or VCAA Exam Centre supervisor. More details about Special Consideration and Exam Arrangements will be forthcoming at the VCE VM information evening.

## **VET DSS – Vocational Education and Training Delivered to Secondary Students**

- VET is a nationally recognised training course designed to develop industry specific knowledge and practical skills
- Certificate II or III level is usually offered
- **VET courses are accepted as units of work in both VCE & VCE VM. However VCE VM students must complete 2 VET credits at Cert II level or above – the equivalent of 180 nominal hours.**
- The South Gippsland Trade Skills Alliance (in conjunction with the LLEN) help KSC offer a range of VETDSS courses run at local RTOs such as TAFE Gippsland, AGA or CCG
- It is possible to attend another provider, but transport & cost requirements should be factored in
- **At KSC, a student combining a VET course with their VCE VM studies ultimately takes on a greater workload and it is their responsibility to meet the attendance requirements for both courses and to keep up with the additional workload**
- Students who attend VETDSS classes must be aware of the adult learning environment they are entering into and discuss the rigors of the course during course counselling
- To complete a second year of VET students must satisfactorily complete the first year
- Some VET courses will have additional costs such as tools, uniform, materials, etc.
- The total number of VETDSS positions offered will be determined by Korumburra Secondary College

## School Based Apprenticeships & Training – SBAT – as part of the Headstart Program

- Undertaking an SBAT involves a student being engaged in their studies well as being employed and paid on a part time basis within the relevant trade industry
- Students will be enrolled a Nationally recognised qualification
- An SBAT can contribute to the VCE -VM completion, however more days out of school requires a higher level of student commitment
- Typically, students would spend 1-2 days on the job during the normal school week
- If this is the path students wish to undertake, they will be required to enter into a formal training contract with an employer and the principal or principal’s delegate.
- **KSC has the regular services of a HEADSTART Coordinator at our school to help students find out more about this valuable program. Contact the Senior School to find out more.**

### Term Dates for 2023

	Commences	Finishes
Term 1	Monday Jan 30	Thursday April 6
Term 2	Monday April 24	Friday June 23
Term 3	Monday July 10	Friday September 15
Term 4	Monday October 2	Wednesday December 20

# The Arts

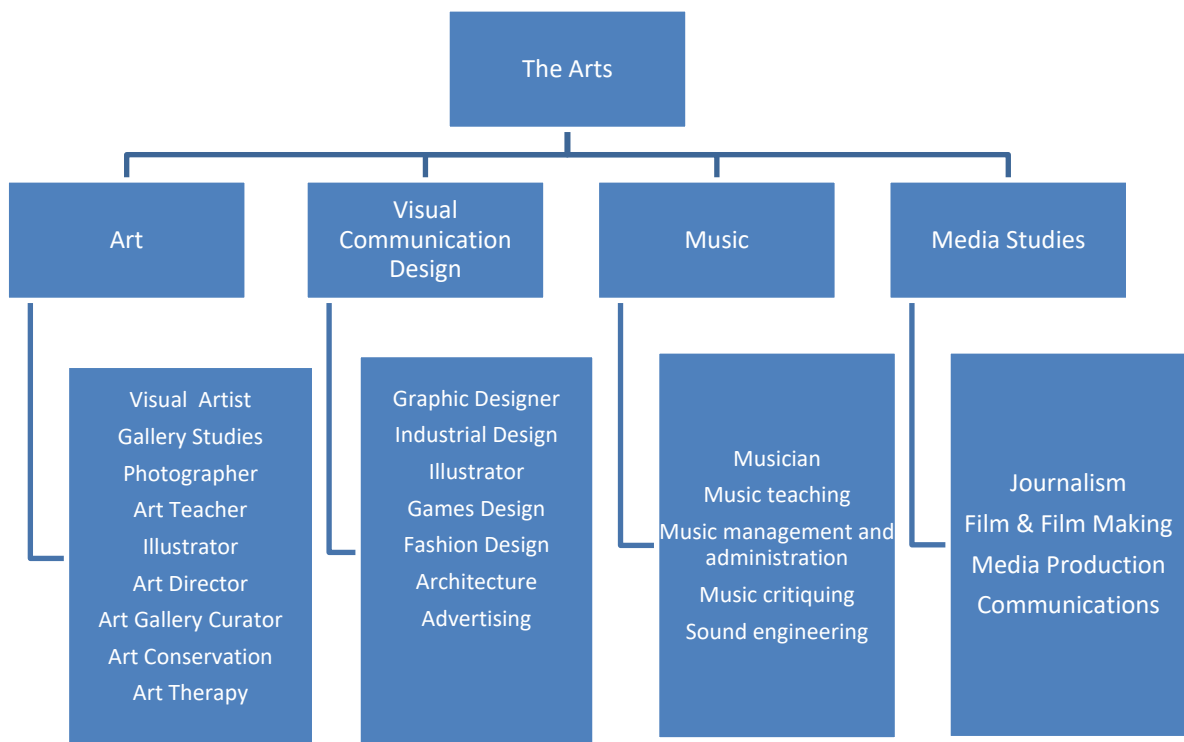
**Art**

**Visual Communication Design**

**Music**

**Media Studies**

In the Arts area, students are able to explore a subject that encourages creativity, self-expression and personal development. The Arts recognises creativity as an integral part of our lives and through which we are able to communicate personal experiences, ideas, cultural values and beliefs. In both the creative process and responses to theory components, students can realise the power to inspire change through imagination, creativity and innovation. Within the Arts, students explore theory components, research and investigation to inform practical creative processes. The Arts acknowledges the value of creativity and analytical thinking in preparing students for today's world by encouraging imagination, flexibility, adaptability and decision-making processes.



# Media Studies

## Unit 1: Media Forms, Representations and Australian Stories

The media plays an important role in shaping society and the values and beliefs of the audience. In this unit, students will understand how audiences engage with the media to construct and negotiate understandings of the world and themselves through their participation in the consumption, reception, production, and distribution of media products. They will also work in two or more media forms to design, create and evaluate media productions. Finally, students will analyse the structural features of a range of Australian media representations.

Area of Study 1: Media Representations

Area of Study 2: Media Forms in Production

Area of Study 3: Australian Stories

## Unit 2: Narrative across Media Forms

In this unit, students will learn how to analyse the distinctive style of media creators and how that style is constructed to influence audiences. They will also apply the media production process to create, develop and construct their own narratives. Finally, students will discuss the influence of new media technologies on society and the individual.

Area of Study 1: Narrative style and Genre

Area of Study 2: Narratives in Production

Area of Study 3: Media & Change

## Unit 3: Media Narratives and Pre Production

In this unit, students explore stories that have circulated in society through the media. They also assess how audiences from different periods of time and contexts are engaged by, consume and read media narratives. Lastly, students will design the production of a media product for a specified audience. The design may be based around a video, animation, photographic display or a combination of multimodal elements.

Area of Study 1: Narrative & Ideology

Area of Study 2: Media Production Development

Area of Study 3: Media Production Design

## Unit 4: Media Production and Issues in the Media

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. Students also explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments and analyse the role of the Australian government in regulating the media.

Area of Study 1: Media Production

Area of Study 2: Agency and Control in and of the Media.

### Major Assessment Tasks include:

- A research Portfolio
- Production exercises
- A media production design plan
- A media product developed from the design plan

### Assessment

School Assessed Coursework for Unit 3 and 4 will account for 20% of the study score

School Assessed Tasks for Unit 3 and 4 will account for 40 % of the study score

S/N Tasks for successful completion of each unit

End of year examination: 40% of study score

# Music

## Music Unit 1 - Organisation of Music

### Area of Study 1: Performing

In this area of study, students focus on practical music-making and performance skills by preparing and performing solo and ensemble works, one of which should be associated with a music approach studied in Area of Study 3. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians.

### Area of Study 2: Creating

In this area of study, students create a folio of brief creative responses. At least one exercise should demonstrate their understanding of musical organisation and characteristics of at least one work selected for study in Area of Study 3. They develop appropriate methods of recording and preserving their music. Students reflect on their creative organisation by documenting their approach to creating the music, and identifying and describing their use of music elements, concepts and compositional devices.

### Area of Study 3: Analysing and Responding

Students analyse the treatment of specific music elements, concepts and compositional devices in music that have been created using different approaches to musical organisation. They develop skills in identifying how music is organised and the components of this organisation. They develop skills in aural analysis and respond to a range of excerpts in different styles and traditions. They develop their auditory discrimination and memory skills through identifying, recreating and documenting music language concepts, for example chords, scales, melodic and rhythmic patterns.

### Unit 1 Assessment Tasks

- Solo and Group performance work
- Discussions/ presentation of challenges presented by performance works
- Aural, Oral and Written tasks
- Composition and/or improvisation exercises with accompanying discussions
- S/N Tasks for successful completion of each unit

## Music Unit 2 - Effect in Music

### Area of Study 1: Performing

In this area of study, students prepare and perform solo and group works, one of which should demonstrate their understanding of effect in music. They convey meaning and/or emotion to an audience through practical music-making and further development of performance skills. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians. They perform and demonstrate technical skills specific to an instrument or sound source of their own choosing. Students may present on a variety of instruments and/or sound sources, and also sing as part of their program.

### Area of Study 2: Creating

In this area of study, students assemble a folio of brief responses using a variety of sound sources demonstrating their understanding of the possibilities of creating effect in music. They develop appropriate methods of recording and preserving their music. Students reflect on their responses by documenting their approach to creating effect in their music, and identifying and describing their use of music elements, concepts and compositional devices.

### **Area of Study 3: Analysing and Responding**

In this area of study, students develop skills in analysing how effect can be created in music and how the treatment of elements of music, concepts and compositional devices contribute to this effect. They respond to a range of excerpts in different styles and traditions, building understanding of how effect is realised. They continue to develop their auditory discrimination and memory skills through identifying, recreating and recording common musical language concepts and their effect, for example chords, scales and melodic and rhythmic patterns.

### **Unit 2 Assessment Tasks**

- Solo and Group performance work
- Discussions/ presentation of challenges presented by performance works
- Aural, Oral and Written tasks
- Composition and/or improvisation exercises with accompanying discussions
- S/N Tasks for successful completion of each unit

### **Unit 3 & 4: Music Contemporary Performance**

#### **Area of Study 1: Performing**

In this area of study, students perform regularly in a variety of contexts and use these performances to explore and build on ways of developing technical skills and interpretation approaches relevant to the style(s) of the selected works. They investigate the possibilities of exhibiting personal voice by reimagining at least one existing work.

#### **Area of Study 2: Analysing for Performance**

In this area of study, students focus on the processes of analysis and practices that they undertake to develop their performances. As students develop strategies for practice and performance, they trial the use of a wide range of techniques and instrument-specific conventions. Students analyse the strengths and weaknesses in their performance capabilities and develop a planned approach to address challenges. Students investigate and implement approaches for developing a command of their instrument, presentation skills and strategies for reimagining an existing work

#### **Area of Study 3: Responding**

In this area of study, students develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance. They demonstrate this knowledge through aural analysis and comparison of the ways in which different performers have interpreted and/or reimagined works in performance.

### **Assessment**

S/N Tasks for successful completion of each unit

### **SACs**

Unit 3: 20% of study score

Unit 4: 10% of study score

### **Examinations**

Performance Exam: 50% of study score

Aural and Written Exam: 20% of study score

## Art: Making and Exhibiting

Due to the ongoing nature of artistic practice at a VCE level, students need to ensure that they are working within VCE authentication guidelines to complete practical work at school. Work that cannot be appropriately authenticated by the classroom teacher is at risk of not being assessed as satisfactory for this subject. (please see page 8 of this handbook)

### Unit 1: Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time.

#### Assessment Tasks

- Visual arts journal of experimental artworks exploring a range of materials
- Finished artworks that are produced from experimental trials
- Present information on Australian artists, including Aboriginal and Torres Strait Islander artists
- S/N Tasks for successful completion of each unit

### Unit 2: Understand develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks. Students also begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions.

#### Assessment tasks

- Design an exhibition of artworks
- A series of experimental artworks and trials in response to a theme
- Finished artworks that a developed from previous trials
- S/N Tasks for successful completion of each unit

### Unit 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. Students also engage with galleries to understand exhibition spaces and how these are prepared.

#### Assessment tasks

- Research and information about inspiration artists
- Experimentation trials for artworks
- Final artworks from trials
- Present a critique on their artworks and reflect on feedback given
- Research and plan an exhibition of artworks by artists



- S/N Tasks for successful completion of each unit

#### **Unit 4: Consolidate, present and conserve**

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. Students continue to engage with galleries to view methods of presentation and conservation of artworks in galleries and their own artworks.

#### **Assessment tasks**

- Refine and resolve another final artwork from created in Unit 3
- Plan and display one finished artwork
- Present a critique and reflection of the making of the artwork
- Case study on an artwork viewed in a gallery and the preservation of their own artwork
- S/N Tasks for successful completion of each unit

#### **Assessment**

##### **SACs**

Unit 3 & 4: 10% of study score

##### **SATs**

Unit 3 & 4: 60% of study score

**Examination:** 30% of study score

S/N Tasks for successful completion of each unit

## **Visual Communication Design**

### **Unit 1: Introduction to Visual Communication Design**

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

#### **Assessment Tasks**

- Range of drawing tasks that focus on rendering, proportion and texture.
- Research project based on past and present designers' work.
- Multiple tasks that focus on design process (book work) and design elements and principles (images).

### **Unit 2: Applications of visual communication within design fields**

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

#### **Assessment Tasks**

- Wide range of technical drawings that focus on different design fields.
- Multiple designs focused on font to communicate ideas in your designs.
- Major project of your choice (mini folio – start to finish)
- S/N Tasks for successful completion of each unit

### **Unit 3: Visual communication design practices**

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes.

**Unit 4: Visual communication design development, evaluation and presentation**

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

**Assessment****SACs**

Unit 3: 20% of study score

Unit 4: 5% of study score

**SATs**

Unit 3 & 4: 40% of study score

S/N Tasks for successful completion of each unit

**Examination**

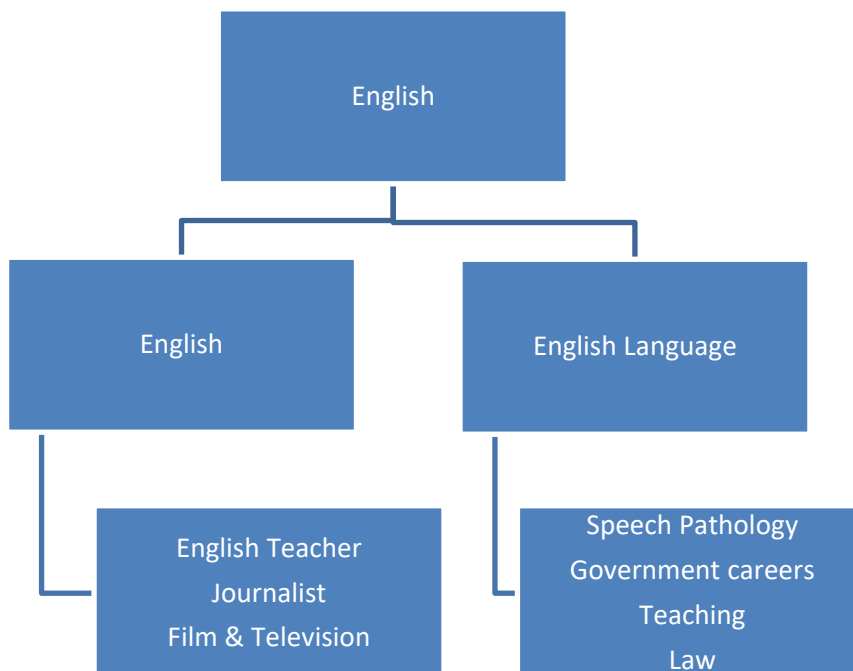
35% of study score

# English

## **English English Language**

The study of English encourages the development of literate individuals capable of critical and imaginative thinking, responding thoughtfully to a range of complex texts and making appropriate choices with their language use to suit the particular purpose, audience and context. The following units build on the learning skills established through the Victorian Curriculum in the key strands of literature, literacy and language.

The skills developed through the study of English at this level will enable students to recognise and appreciate the importance and influence of language, in all its contexts, to assist their participation in an increasingly complex post-schooling environment.



# English

## Unit 1:

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

## Unit 2:

Students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

## Assessment Tasks

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit are:

- a comparative analytical response to set texts
- a persuasive text that presents an argument or viewpoint
- an analysis of the use of argument and persuasive language in text/s.

Assessments tasks for Outcomes 1 and 2 must be in written form.

- There will be a formal examination at the end of Unit 1 and Unit 2.
- S/N Tasks for successful completion of each unit

## Unit 3:

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Texts selected for study in Area of Study 1 must be chosen from the Text List published annually by the VCAA. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year.

## Unit 4:

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media. Texts selected for Area of Study 1 must be chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3.

## Assessment

S/N Tasks for successful completion of each unit

## SACs

Unit 3: 25% of study score

Unit 4: 25% of study score

## Examination

50% of study score

# English Language (2016-2023)

## Unit 1: Language and Communication

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

## Unit 2: Language Change

Students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

## Assessment Tasks

- All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.
- For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.
- Suitable tasks for assessment in this unit may be selected from the following:
  - a folio of annotated texts
  - an essay
  - an investigative report
  - an analysis of spoken and/or written text
  - an analytical commentary
  - a case study
  - short-answer questions
  - an analysis of data.

Assessment tasks may be written, oral or multi-modal.

- There will be a formal examination at the end of Unit 1 and Unit 2.
- S/N Tasks for successful completion of each unit

## Unit 3: Language Variation and Social Purpose

Students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and

meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

#### **Unit 4: Language Variation and Identity**

Students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

#### **Assessment**

S/N Tasks for successful completion of each unit

#### **SACs**

Unit 3: 25% of study score

Unit 4: 25% of study score

#### **Examination**

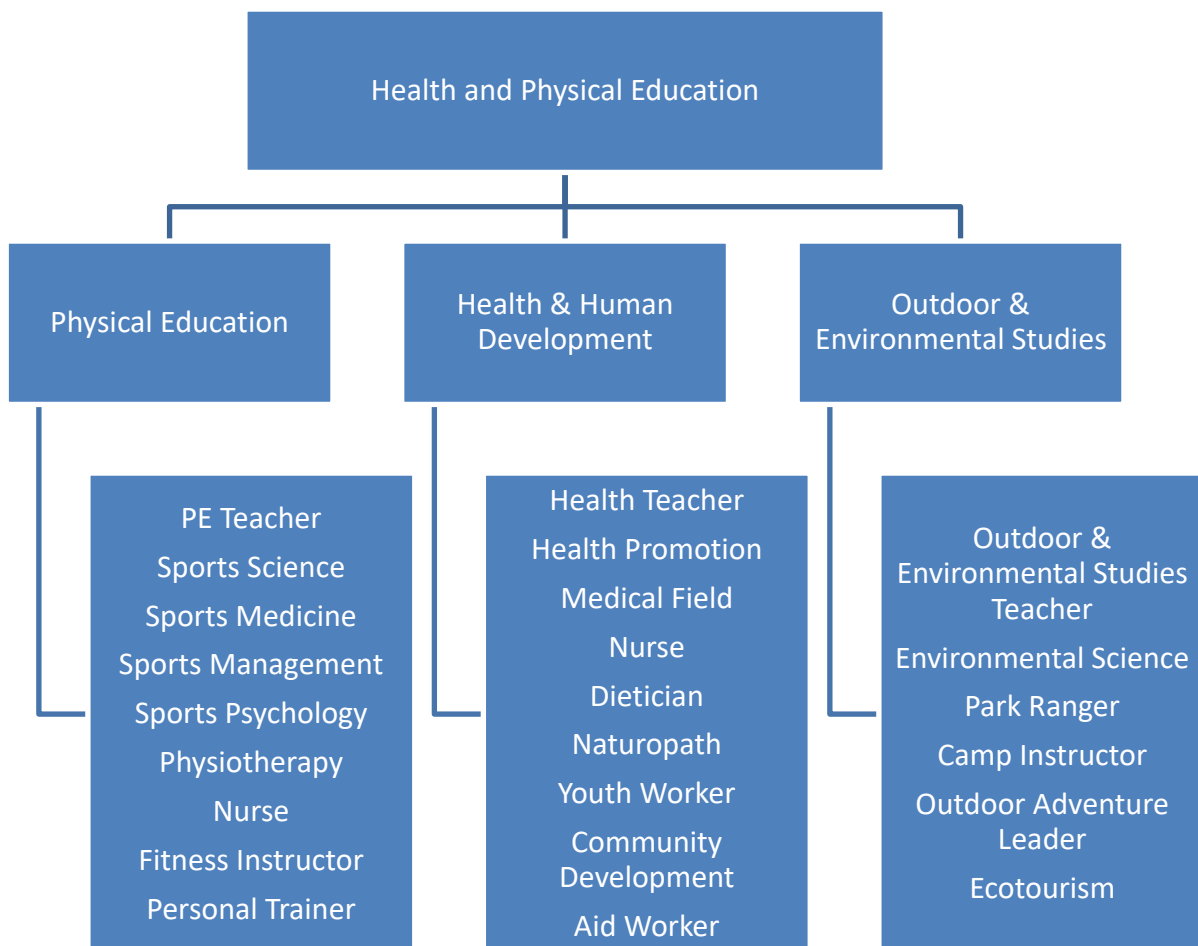
50% of study score

# Health and Physical Education

**Health and Human Development**  
**Physical Education**  
**Outdoor and Environmental Studies**

In the Health and Physical Education area, students are able to explore how to improve their personal health and fitness through interactions with both the social and physical environment. Students will develop an appreciation of the level of physical activity required for health benefits and analyse the barriers that can prevent this occurring. Students will explore coaching practices and principles as well as training methods to enhance personal fitness. Understanding the health status of the Australian population and the factors that influence our physical, mental and social health are explored as are government and non-government strategies to ensure sustainable improvements in health are achieved. This area of study helps students develop skills to live sustainably in personal and outdoor environments and focuses on the need for environmentally responsible citizens.

Please note that Outdoor and Environmental Studies incurs costs associated with exploration of a number of natural environments through participation in field trips.



# Health and Human Development

## Unit 1: Understanding Health and Wellbeing

This unit provides opportunities for students to explain the multiple dimensions of health and wellbeing, indicators used to measure health status and analyse factors that contribute to variations in health status of youth. Students apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information. Students analyse and interpret data to identify key areas for improving youth health and wellbeing and plan for action by analysing one particular area in detail.

### Assessment Tasks

- Test
- Data Analysis
- Examination
- S/N Tasks for successful completion

## Unit 2: Managing Health and Development

Students explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept. On completion of this unit, students should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

### Assessment Tasks

- Test
- S/N Tasks for successful completion
- Examination

## Unit 3: Australia's health in a globalised world

Students develop an understanding of health, wellbeing and illness as being multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students also focus on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

## Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students look at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

### Assessment

S/N Tasks for successful completion of each unit

#### SACs

Unit 3: 25% of study score

Unit 4: 25% of study score

#### Examination

50% of study score



# Physical Education

## Unit 1: The Human Body In Motion

This unit looks at how the body's musculoskeletal, and cardiorespiratory function and work together to produce movement. Through practical activities students explore the relationship between the body systems and physical activity. Students investigate enablers and barriers to movement and participation and social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance as well as recommend and implement strategies to minimise the risk of illness or injury to each system.

### Assessment Tasks

- Outcome 1: Written Responses
- Outcome 2: Extended Responses
- Examination
- S/N Tasks for successful completion

## Unit 2: Physical Activity, Sport and Society

This unit looks at gaining an appreciation of the level of physical activity required for health benefits through various practical tasks, assessment methods. Students investigate how participation in physical activity varies across the lifespan and the factors that influence participation in sport. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

### Assessment Tasks

- Outcome 1: Written Plan/ Reflective Folio
- Outcome 2: Visual Presentation
- Examination
- S/N Tasks for successful completion

## Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.

### Assessment Tasks

- Outcome 1: Structured Question
- Outcome 2: Written & Laboratory Reports
- Examination
- S/N Tasks for successful completion

## Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance of physical activity at an individual, club and elite level. Students examine the fitness components related to physical activities and determine an appropriate selection of fitness tests and training methods to improve them. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

### Assessment Tasks

- Outcome 1: Written Report /Fitness Components
- Outcome 2: Reflective Folio & Structured Questions
- Examination

### Overall Assessment

S/N Tasks for successful completion of each unit

#### SACs

Unit 3: 25% of study score

Unit 4: 25% of study score

**Examination:** 50% of study score

# Outdoor and Environmental Studies

## Unit 1: Exploring outdoor experiences

Students examine ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with opportunities to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor environments. Through practical outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to nature.

### Assessment Tasks:

- Journal
- Structured questions
- S/N Tasks for successful completion
- Practical learning activities
- Examination

## Unit 2: Discovering outdoor environments

Students explore the characteristics of outdoor environment, different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans - the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

### Assessment:

- Journal
- Structured questions
- Data analysis
- Practical learning activities
- Examination
- S/N Tasks for successful completion

## Unit 3: Relationships with outdoor environments

Students focus on ecological, historical and social contexts of relationships with Australian outdoor environments. A range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments. They examine the dynamic nature of relationships between humans and their environment. Through practical outdoor experiences students make comparisons between various environments and impact of human interventions.

## Unit 4: Sustainable outdoor relationships

Students explore the sustainable use and management of outdoor environments. They examine the contemporary state of Australian environments and consider the importance of healthy outdoor environments. They examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments, and consider the skills to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in outdoor environmental experiences to learn and apply the practical skills and knowledge required to sustain healthy outdoor environments.

### Assessment

S/N Tasks for successful completion of each unit

### SACs

Unit 3: 25% of study score

Unit 4: 25% of study score

**Examination** 50% of study score

# Humanities

**Business Management**

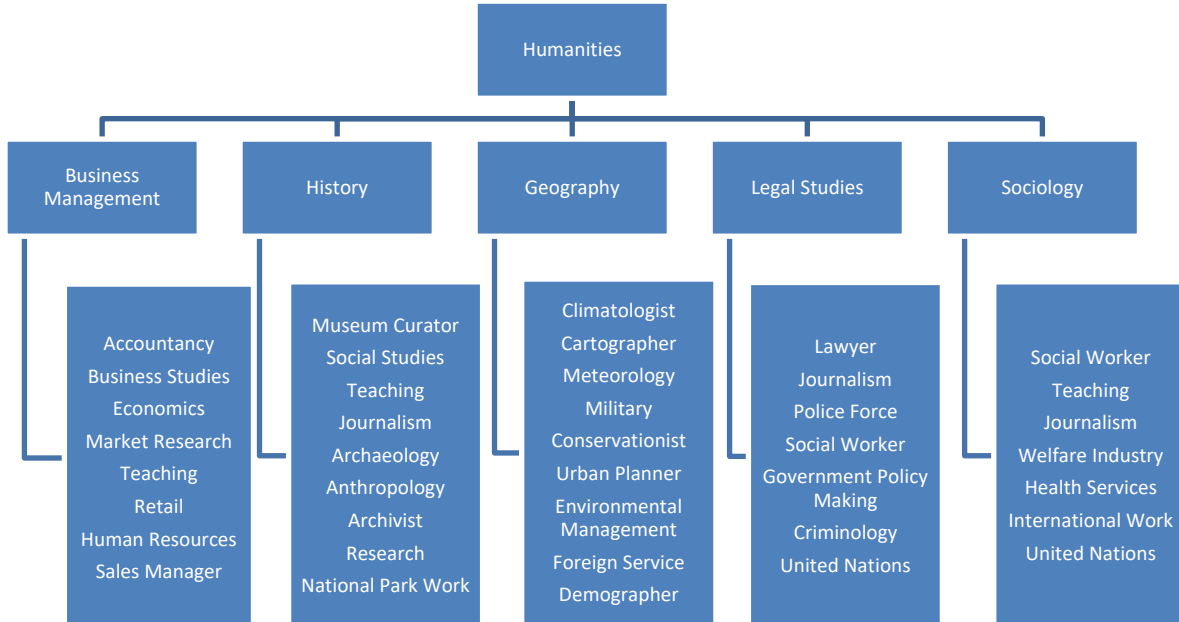
**History 20<sup>th</sup> Century**

**Legal Studies**

**Sociology**

The term 'Humanities' comes from a Latin word 'humanus' which means 'human, cultured and refined'.

Through the study of humanities, students are introduced to people they have never met, places they have never visited, and ideas that may have never crossed their minds. By showing how others have lived and thought about life, the humanities help us decide what is important in our own lives and what we can do to make them better. By connecting us with other people, they point the way to answers about what is right or wrong, or what is true to our heritage and our history. The humanities help us address the challenges we face together in our families, our communities, and as a nation. In senior studies, humanities includes a range of academic subjects united by a commitment to studying aspects of the human condition and the practices, or theories, which help us to make sense of our world and society.



# Business Management

## Unit 1: Planning a Business

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

**Outcome 1:** The Business Idea

**Outcome 2:** Internal Business Environment and Planning

**Outcome 3:** External Environment and Planning

## Unit 2: Establishing a business

In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

**Outcome 1:** Legal requirements and financial considerations

**Outcome 2:** Marketing a business

**Outcome 3:** Staffing a business

## Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

**Outcome 1:** Business Foundations

**Outcome 2:** Human Resource Management

**Outcome 3:** Operations management

## Unit 4: Transforming a business

In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

**Outcome 1:** Reviewing performance – the need for change

**Outcome 2:** Implementing change

**The student's performance in each unit will be assessed using one or more of the following:**

- Case study
- Structured questions
- Media analysis
- Test
- Essay
- Report in written format
- Report in multimedia format
- Business research
- Business Interviews
- Simulation exercises
- Business Surveys
- Analytical Exercises

## Assessment

S/N Tasks for successful completion of each unit

SACs Unit 3: 25% of study score

SACs Unit 4: 25% of study score

**Examination** 50% of study score

## History Units 1 and 2

### Unit 1: Change and Conflict

In Unit 1, students explore the nature of political, social and cultural change in the period between the two world wars.

#### Area of Study 1: Causes, course and consequences of the Cold War

In this area of study, students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two

**Area of Study 2: Challenge and Change:** In this area of study students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century.

### Unit 2: The Changing World

In Unit 2, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century

#### Area of Study 1: Ideology and Conflict

In this area of study students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian and Ottoman Empires. They consider the aims, achievements and limitations of the League of Nations.

#### Area of Study 2: Social and Cultural Change

In this area of study students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period.

## Unit 3 and 4 Revolutions

In this area of study students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

### Unit 3: French Revolution

This unit of study analyses elements of the French Revolution from 1789 to 1796. The French Revolution involved destruction and construction, dispossession and liberation. It polarised French society and unleashed civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the newly established republic.

#### Area of Study 1: Causes of Revolution

During this area of study, students will analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

#### Area of Study 2: Consequences of Revolution

In this area of study, students analyse the consequences of the revolution and evaluate the extent to which it brought change to society.

### Unit 4: Russian Revolution

This unit of study analyses the Russian Revolution, a series of events in imperial Russia that culminated in 1917 with the establishment of the Soviet state. The unit analyses how the revolutionary government deployed armed forces and instituted policies of terror and repression to defend the revolution which was under attack from within and without.

#### Area of Study 1: Causes of Revolution

During this unit, students will analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

**Area of Study 2: Consequences of Revolution**

In this area of study, students analyse the consequences of the revolution and evaluate the extent to which it brought change to society.

**Assessment**

S/N Tasks for successful completion of each unit

Analysis of primary sources	12.5% of study score
Essay	12.5% of study score
An evaluation of Historical interpretations	12.5% of study score
Historical Inquiry	12.5% of study score

**Examination**

50% of study score

# Legal Studies

## Unit 1: Guilt and Liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

**Area of Study 1:** Legal Foundations

**Area of Study 2:** The presumption of innocence

**Area of Study 3:** Civil Liability

## Unit 2: Sanctions remedies and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country.

**Area of Study 1:** Sanctions

**Area of Study 2:** Remedies

**Area of Study 3:** Rights

## Unit 3: Rights and Justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes.

**Area of Study 1:** The Victorian Criminal Justice System

**Area of Study 2:** The Victorian Civil Justice System

## Unit 4: People and the Law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

**Area of Study 1:** The people and the Australian Constitution

**Area of Study 2:** The people, the Parliament and the Courts

### Major Assessment Tasks include:

- a case study
- structured questions
- an essay
- a test
- classroom presentations
- debate
- reports

### Assessment

S/N Tasks for successful completion of each unit

SACs Unit 3: 25% of study score

SACs Unit 4: 25% of study score

**Examination** 50% of study score

# Sociology

## Unit 1: Youth and family

This unit uses sociological methodology to explore the social categories of youth and adolescence and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of its composition, how it is reproduced over time and the differences between societies.

**Area of Study 1:** Category and Experience of Youth

**Area of Study 2:** The Family

## Unit 2: Social Norms: Breaking the Code

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and socioeconomic status.

**Area of Study 1:** Deviance

**Area of Study 2:** Crime

## Unit 3: Culture and Ethnicity

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Culture and ethnicity refer to groups connected by shared customs, culture or heritage. Students learn how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose.

**Area of Study 1:** Australian Indigenous Culture

**Area of Study 2:** Ethnicity

## Unit 4: Community, social movements and social change

In this unit students explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced. They examine the relationship between social movements and social change.

**Area of Study 1:** Community

**Area of Study 2:** Social Movement and Social Change

### Major Assessment Tasks include:

- a test
- an extended response
- an essay
- a report

### Assessment

S/N Tasks for successful completion of each unit

SACs Unit 3: 25% of study score

SACs Unit 4: 25% of study score

### Examination

50% of study score



# Mathematics

**Foundation Maths**

**General Maths**

**Maths Methods**

**Sociology**

**Foundation Mathematics:** This subject will be undertaken by students who are not intending on needing mathematics as a prerequisite for University. Some of our 2023 year 11 students have already completed unit 1 and 2 Foundation mathematics. Students that choose VM as their pathway are encouraged to move into Numeracy. Students that choose a VCE pathway are encouraged to select General Mathematics Unit 1 and 2.

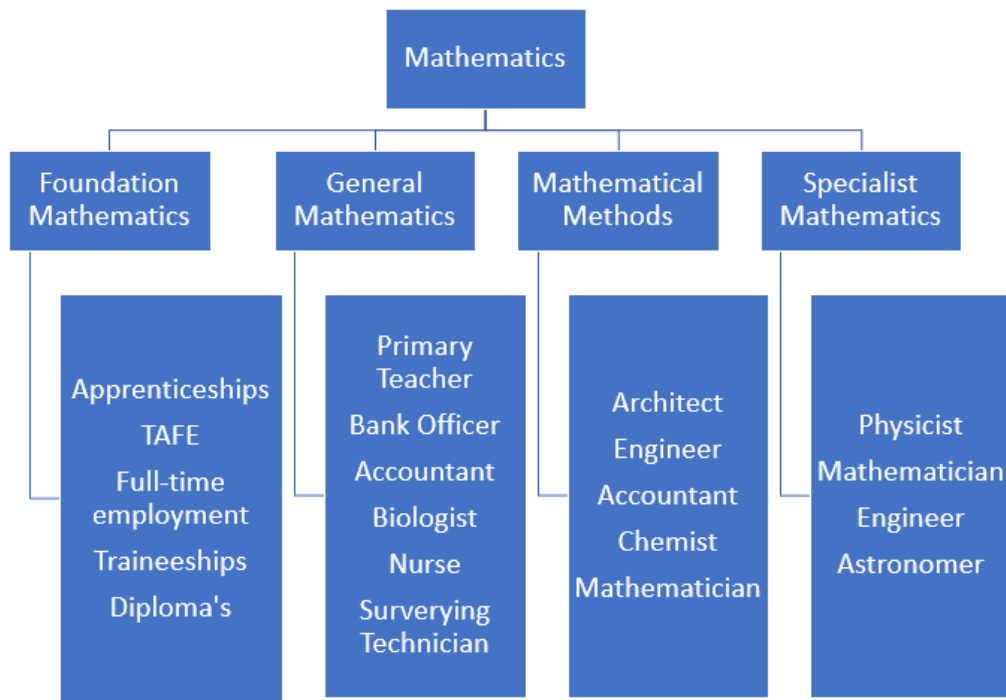
**General Mathematics:** This subject provides courses of study for diverse groups of students, and must be taken by any student wanting to do Year 12 General Maths. In unit 3 & 4 students, 4 core units are covered; statistics, financial mathematics, Matrices and Networks & Decisions. Successful completion of General Mathematics is prerequisite for some post Year 12 pathways, including courses like Nursing and Teaching.

**Mathematical Methods:** This subject will be undertaken by students intending to take college or university courses that need a strong mathematics background e.g. some branches of Engineering, Medical Sciences and the Physical Sciences.

Students may take General Mathematics in addition to Mathematical Methods. Units 3-4 assume knowledge of Maths Methods Units 1 - 2.

**Specialist Mathematics:** Specialist Mathematics Units 1 and 2 can only be undertaken if you are studying Mathematical Methods Units 1 & 2. Successful completion of Units 1 & 2 enables the student to study Specialist Mathematics 3 & 4 in conjunction with Mathematical Methods 3 & 4. Specialist Mathematics 3 & 4, although not a prerequisite for tertiary studies, is considered advantageous for some Engineering courses post Year 12.

A Texas Instruments TI-NSPIRE CAS calculator is required for students studying General Mathematics, Mathematical Methods and Specialist Mathematics. A Texas instruments TI-30XB (green calculator) will be required in Foundation Mathematics. All subjects require the relevant text.



## Foundation Mathematics (Units 1 - 4)

Foundation Mathematics Unit 1 and 2 provides students with the mathematical knowledge, skills, and understanding to solve problems in real contexts for a range of workplace, personal, further learning, and community settings. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

Foundation Mathematics Units 3 and 4 focus on providing students with the opportunity to continue to develop the same skills as in Unit 1 and 2. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and in national and international contexts, events and developments.

Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

### Outcome 1:

On completion of this unit the student should be able to use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.

### Outcome 2:

On the completion of each unit students should be able to select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

### Outcome 3

On completion of this unit the student should be able to apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

### S/N Tasks:

- Set textbook questions
- Tests & Assignments

### Assessment Tasks

- SACS (Investigations and Tests)

### Examination (Semester 1 & 2)

- **Examination 1:** 1½ hours Multiple choice
- **Examination 2:** 1½ hours Short Answer

## General Mathematics (Units 1 - 4)

General Mathematics provides for different combinations of student interests and preparation for study of VCE General Mathematics at the Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are **Algebra and structure, Arithmetic and number, discrete mathematics, Data analysis, Statistics, Space and measurement, Graphs of linear and non-linear relations and Statistics**.

For Units 1 and 2, to suit the range of students entering the study, content must be selected from the six areas of study and students have some negotiated choice for the class to agree on:

- for each unit, content covers four topics in their entirety.
- courses intended as preparation for study at the Units 3 and 4 level should include a selection of topics from areas of study that provide a suitable background for these studies

Units 3 consists of two topics **Data analysis and Recursion and financial modelling**. Unit 4 consists of 2 applications topics **Matrices & Networks and decision mathematics**. Data analysis comprises 40% of the content to be covered, with the other 60% on the course covering, Recursion and financial modelling, Matrices & Networks and decision mathematics. Assumed knowledge and skills are contained in the General Mathematics Units 1 and 2 course.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, and graphs. They should have a facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology is to be incorporated throughout each unit.

### Outcome 1:

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

### Outcome 2:

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

### Outcome 3

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

### S/N Tasks:

- Edrolo chapter checks
- Set textbook questions

### Assessment Tasks

- SACS (Assignments, Tests and Investigation tasks)
- Unit 3 - 20% of study score
- Unit 4 - 14% of study score

### Examination (Semester 1 & 2)

- **Examination 1:** 1½ hours Multiple choice
- **Examination 2:** 1½ hours Short Answer

## Mathematical Methods (Units 1 – 4)

Maths Methods is a complex course requiring advanced skills and understanding of concepts in mathematics. Work from each topic is covered in increasing complexity over the two-year course.

**Units 1 and 2** provide an introductory study of algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are **Functions and graphs, Algebra, Calculus and Probability and Statistics**.

At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of Algebra which extends across Units 1 and 2.

In undertaking this subject, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology is incorporated in each Area of Study.

**Units 3 and 4** are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study **Functions and graphs, Calculus, Algebra and Probability and statistics**, which are covered in progression from Unit 3 to Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2 outcomes.

### Outcome 1:

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

### Outcome 2:

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

### Outcome 3:

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

### S/N Tasks:

- Topic Tasks (Assignments & Edrolo chapter checks)
- Set textbook questions

### Assessment Tasks

**Unit 1 & 2** – SACs (Assignments and Tests)

**Unit 3 SACS** - 17% of study score

**Unit 4 SACS** - 17% of study score

### Examinations Unit 3 & 4

**Examination 1:** 1 hour, short answer, no notes, no calculator - 22%

**Examination 2:** 2 hours, multiple choice, extended answer; notes & CAS calculator allowed - 44%

## **Specialist Mathematics (Units 1 – 4)**

These units provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

### **Outcome 1:**

On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.

### **Outcome 2:**

On completion of this unit the student should be able to apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.

### **Outcome 3:**

On completion of this unit the student should be able to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.

### **S/N Tasks:**

- Topic Tasks (Assignments & Edrolo chapter checks)
- Set textbook questions

### **Assessment Tasks**

- SACS (Assignments and Tests)
- Examination

### **Examinations**

**Examination 1:** 1 hour, short answer, no notes, no calculator

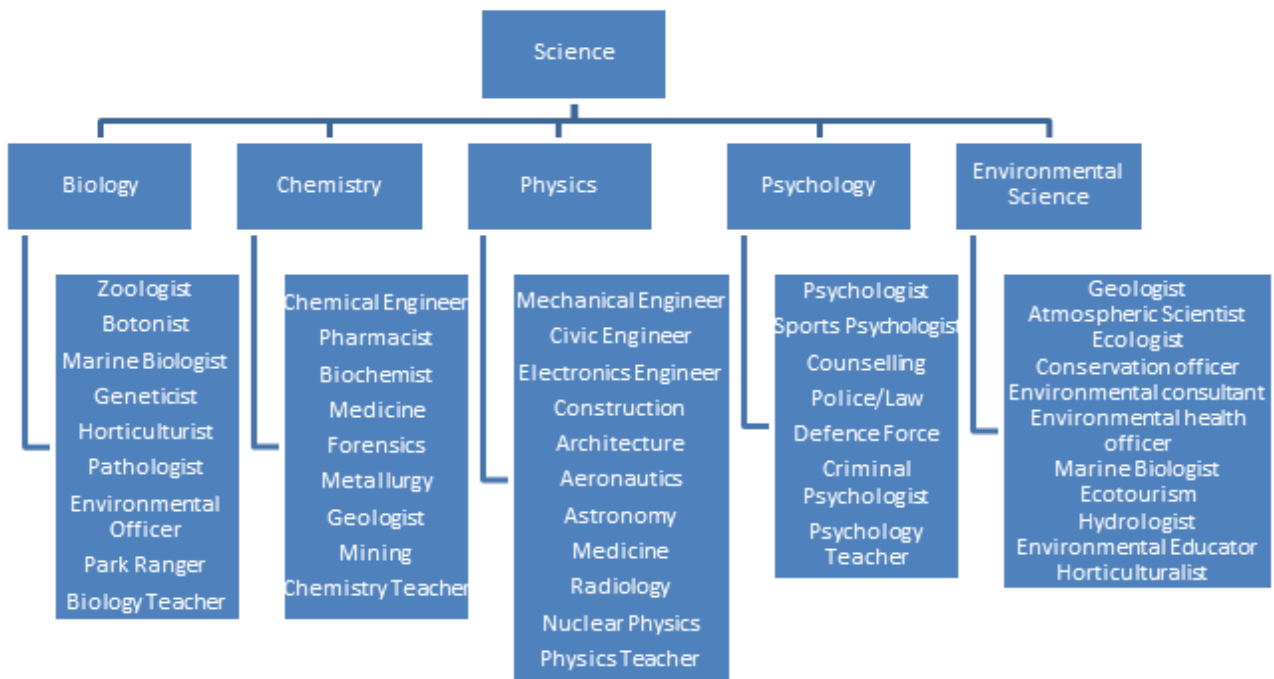
**Examination 2:** 2 hours, multiple choice, extended answer; notes & CAS calculator allowed

# Science

- Biology
- Chemistry
- Environmental Science
- Physics
- Psychology

Science is the effort to understand the natural world through the process of observation and experimentation. Students will apply scientific methods to test scientific principles to further their knowledge and skills. At VCE, students can follow any one or more of the four scientific disciplines offered. Students will use analytical thinking, research and investigative processes to build on the science knowledge and skills they have gained from year 7-10.

Although each discipline can be undertaken at Units 3 & 4 without Units 1 & 2, it is strongly recommended that Units 1 & 2 are studied to ensure stronger foundations are formed prior to Units 3 & 4. For Chemistry, Units 1 or 2 is a prerequisite for Units 3 & 4.



# Biology

## Unit 1: How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

## Unit 2: How does inheritance impact on diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

### Assessment Tasks for Unit 1 & 2

- Class work and Homework
- Topic Tests
- Practical Reports
- Examination
- SACs
- S/N tasks for successful completion of each unit

## Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

## Unit 4: How does life change and respond to challenges?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

### Assessment for Unit 3 & 4

- SACs
- Unit 3: 20% of study score
- Unit 4: 30% of study score
- S/N Tasks for successful completion of each unit

### Examination

50% of study score

### PLEASE NOTE

**It is highly recommended that students intending to select Units 3 and 4 have already completed Units 1 and 2.**



# Environmental Science

## **Unit 1: How are Earth's dynamic systems interconnected to support life?**

Students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

## **Unit 2: What affects Earth's capacity to sustain life**

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

### **Assessment Tasks for Unit 1 & 2**

- Class work and Homework
- Topic Tests
- Practical Reports
- Examination
- SACs
- S/N tasks for successful completion of each unit

## **Unit 3: How can biodiversity and development be sustained?**

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animals or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

## **Unit 4: How can climate change and the impacts of human energy use be managed?**

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

### **Assessment for Unit 3 & 4**

- SACs
- Unit 3: 20% of study score
- Unit 4: 30% of study score
- S/N Tasks for successful completion of each unit

### **Examination**

50% of study score

### **PLEASE NOTE**

Practical work is a central component of learning and assessment and may include activities such as laboratory experiments, fieldwork, simulations, modelling and other direct experiences.

## Chemistry

### Unit 1: How can the diversity of materials be explained?

Students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society using renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

#### Assessment Tasks

- Extended research investigation
- A report on a practical activity
- Tests
- Examination
- SACs and S/N tasks

### Unit 2: How do chemical reactions shape the natural world?

Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

#### Assessment Tasks

- Response to an issue as a Media Analysis
- Student designed investigation
- Tests
- Examination
- SACs
- S/N tasks for successful completion of each unit

### Unit 3: How can chemical processes be designed to optimise efficiency?

Students compare and evaluate different chemical energy resources. They investigate the combustion of fuels. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems.

### Unit 4: How are organic compounds categorised, analysed and used?

Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students

investigate key food molecules through an exploration of their chemical structures. They explore the role of enzymes and coenzymes in facilitating chemical reactions. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods. Finally; metabolism of biomolecules in a human body is explored.

**Assessment**

S/N Tasks for successful completion of each unit

**SACs**

Unit 3- 16% of study score

Unit 4- 24% of study score

External Examination 60% of study score

**PLEASE NOTE**

**It is highly recommended that students intending to select Units 3 and 4 have already completed Units 1 and 2.**

# Physics

## Unit 1: How is energy useful to society?

Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

## Unit 2: How does physics help us to understand the world?

Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

### Assessment tasks for Units 1 & 2

- SACs
- Examinations
- S/N Tasks for successful completion of each unit

## Unit 3: How do fields explain motion and electricity?

Students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. They explore the interactions, effects and applications of gravitational, electric and magnetic fields including the design and operation of particle accelerators. Students use Newton's laws and Einstein's theories to investigate and describe motion.

Students design and undertake investigations involving at least two independent variables, with at least one of the independent variables being continuous. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.

## Unit 4: How can two contradictory models explain both light and matter?

Light and matter – which initially seem to be quite different – have been observed as having similar properties. In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and analyse its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students are challenged to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken either in Unit 3 or Unit 4, or across both Unit 3 and Unit 4. The findings of the investigation are presented in a scientific poster format.

### Assessment tasks for Units 3 & 4

- SACs
- Unit 4 - 19% of study score

- Unit 3 - 21% of study score
- External Examination 60% of study score
- S/N tasks

**PLEASE NOTE it is highly recommended that students intending to select Units 3 and 4 have already completed Units 1 and 2.**

## Psychology

### Unit 1: How are behaviour and mental processes shaped?

Students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

### Unit 2: How do internal and external factors influence behaviour and mental processes?

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. They explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. They investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

#### Assessment

- Research investigation
- Examination
- SACs
- Tests
- S/N tasks for successful completion of the units

### Unit 3: How does experience affect behaviour and mental processes

Students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

### Unit 4: How is mental wellbeing supported and maintained?

Students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social

factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

**Assessment**

- S/N Tasks for successful completion of each unit

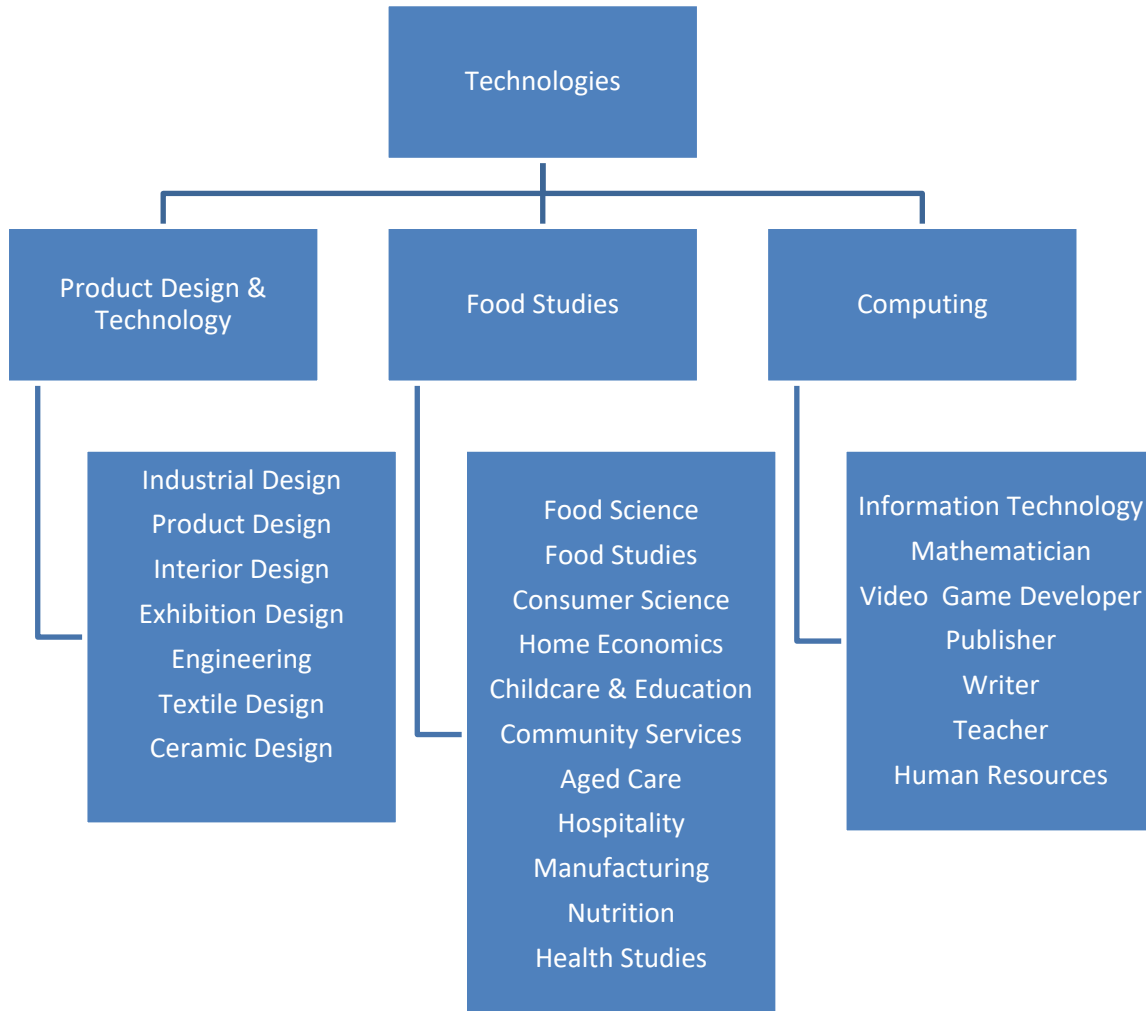
**SACs**

- Unit 3 - 20% of study score
- Unit 4 - 30% of study score

**External Examination:** 50% of study score

# Technology

Product Design & Technology  
Food Studies  
Computing



# Computing

## Unit 1: Computing

Students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

- Collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation.
- Examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented.
- Acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on an issue.

## Unit 2: Computing

Students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. Students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. Students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

## Unit 3: Informatics

Students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. Students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making. Students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

## Unit 4: Informatics

Students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. Students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

## Assessment

S/N Tasks for successful completion of each unit

### SACs

Unit 3: 10% of study score

Unit 4: 10% of study score

### SATs

Unit 3 & 4: 30% of study score

**Examination:** 50% of study score



# Product Design and Technology

## Unit 1: Sustainable product redevelopment

Students look at an existing product which they will modify and improve in at least three ways. They must improve the design by considering the materials used and addressing concerns about the sustainability of materials and processes.

### Assessment Tasks

- Design Folio with product analysis, design development and evaluation.
- Prototype or product which has been improved and modified.
- S/N Tasks for successful completion of each unit

## Unit 2: Collaborative Design

Students work in teams to design and develop an item in a product range or group project. Everyone contributes throughout the design process and is an important member of a team.

### Assessment Tasks

- Students produce a Design Folio showing all developmental work.
- Students produce and evaluate a collaboratively designed product.
- S/N Tasks for successful completion of each unit

## Unit 3: Applying the Production Design Process

Students work with a client to design and develop a specific product using all factors and stages of the Product design process. Students look at different design and product development and manufacturing that occur in various settings.

### Assessment Tasks

- Students explain the roles of the designer, client, the Product design process and how this leads to product design development.
- Study of product development in specific industries.
- Folio documenting the Product design process and commence production of the designed product.
- S/N Tasks for successful completion of each unit

## Unit 4: Product Development and Evaluation

Students continue the construction of their project. Students learn that evaluations are made throughout the product design, development and production stages. They judge suitability and viability of design ideas and options referring to the design brief and evaluation criteria.

### Assessment Tasks

- Product Analyses and Comparison of a commercial product
- Students complete the construction of their project
- Students evaluate their product in regard to the effectiveness of planning and efficiency of production. A presentation highlighting features of the product is made to the client and they make a care label.

### Assessment

S/N Tasks for successful completion of each unit

#### SACs

Unit 3: 12% of total study score

Unit 4: 8% of total study score

#### SATs

Unit 3 & 4: 50% of total study score

**Examination:** 30% of total study score

# Food Studies

VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

**Unit 1: Food origins.** This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

**Area of Study 1** explores how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

**Area of Study 2** looks at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration.

## Unit 2: Food makers

In this unit students investigate food systems in contemporary Australia.

**Area of Study 1** focuses on commercial food production industries.

**Area of Study 2** looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. They investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

## Unit 3: Food in daily life

This unit investigates the many roles and everyday influences of food.

**Area of Study 1** explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the functional properties of food and the changes that occur during food preparation and cooking.

**Area of Study 2** focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

## Unit 4: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems.

**Area of Study 1** focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

**Area of Study 2** focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

Throughout Units 1 - 4, students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

## Assessment

S/N Tasks for successful completion of each unit

### SACs

Unit 3: 30% of total study score

Unit 4: 30% of total study score

**Examination:** 40% of overall total study score



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