SENIOR SUBJECT HANDBOOK

Korumburra Secondary College

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

2016

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Senior School Course Structure

Senior students may choose core Year 10 subjects then a VCE course or a VCAL course. Alternatively they may study VCAL for the whole time. The number of positions available for VCAL will be limited. There is some flexibility for students to swap from one course to the other.

In 2016 all Year 10, 11 and 12 classes will be blocked together allowing students to accelerate (study a subject at a higher level). Additionally, all subjects will be taught 5 periods per week allowing study in greater depth. Some subjects at the VCE level will only be offered every second year due to small numbers.

Course Selection Procedures

- The first step in gathering information about subject selection is to talk to the relevant class teachers. Teacher will present to students about their subject at a subject information session that will occur in school hours.
- Seek advice concerning pre-requisites and courses from Mrs Matthews (Careers Advisor).
- Read information on tertiary courses or TAFE courses found in the Careers library.
- Access the Job Guide or VTAC website for relevant subjects, pre-requisites and courses.
- Explore the 'My Future' website.
- Seek advice from the Senior Co-ordinators – Ms Parsons, Ms Miles, Mrs Taylor, Ms McCarthy, and Mrs Witton.

The provisional enrolment and choice of Senior School Programs for each student enrolling in Year 10 and 11 at Korumburra Secondary College must be approved at a course selection interview. These interviews will be held at Korumburra Secondary College in the FLC for student and their parent/s.

- Year 11 on Thursday 20th August from 8.45am till 4.45pm
- Year 10 on Friday 4th September from 8.45am till 4.45pm

Subject Changes

It is important for you to feel that you have chosen subjects that will enable you to fulfil your goals for the future and that you are happy studying. If you feel you may have made a wrong choice, then see the Senior School Coordinator within the first 2 weeks of school to make some changes.

Year 10 and 11 students may make changes at the start of each semester. After the 3rd week of semester changes will only be made in exceptional circumstances.

Year 12 students are not able to make any changes to their subjects unless they are discontinuing a Unit 3 subject and picking up a Unit 2 subject (this must be discussed with the Senior School Coordinator).

Workload

To ensure you reach your potential at Senior School

- Manage your time. Balance study and recreational commitments
- Set clear and attainable goals
- Promptly seek assistance from your teachers to address any concerns
- In Year 10 set aside 1 to 1.5 hours per night to revise and complete homework
- 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 or electronic organiser and complete homework

Curriculum

Korumburra Secondary College offers a varied and challenging curriculum designed to cater for differing student needs. This curriculum aims to focus student learning on the learning process itself - learning how to learn, while enabling students to develop knowledge and skills as an independent person and as a team member. Our curriculum encompasses the AusVELS at Year 10.

At Year 11 & 12 Senior Students have the opportunity to study:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Applied Learning (VCAL)
- Vocational Education and Training (VET) which can be undertaken as part of either VCE or VCAL

Compulsory Schooling

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 full time study or employment. The minimum standard for most apprenticeships is generally a satisfactory report at Year 10, however, in practice most employers prefer students to have completed at least Year 11.

Attendance Requirements

Students of Korumburra Secondary College are expected to:

- Attend all classes unless an absence is negotiated with the year level co-ordinator.
- Make arrangements with your teacher to complete work that is missed.
- Provide written explanations for any absence.
- Provide medical certificates if appropriate.

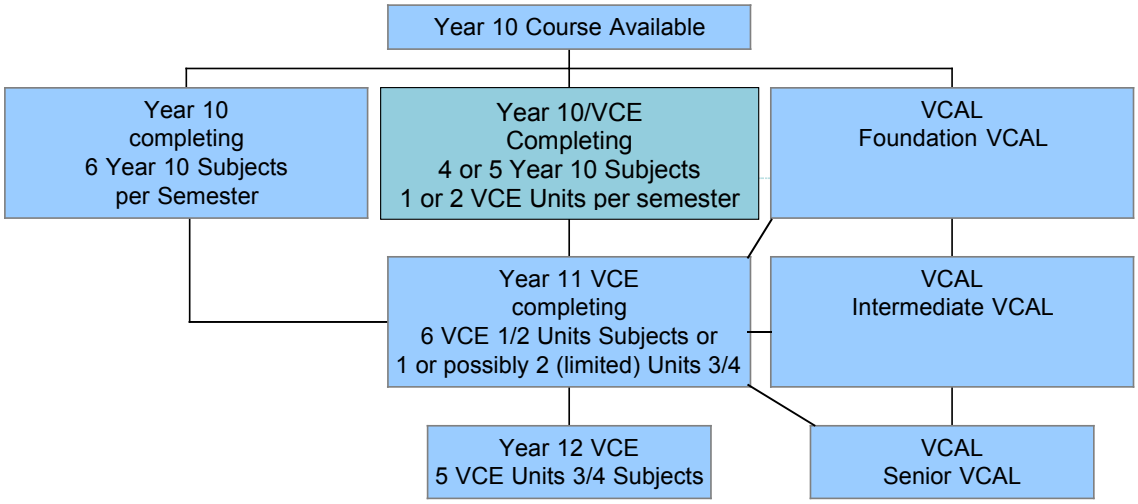
Students on Youth Allowance must remember that more than 5 unexplained absences per term can jeopardise their payments. A student who misses 10 or more classes of a VCE subject without catching up the work will fail the unit.

Term Dates for 2016

	Commences	Finishes
Term 1	Thursday 28th January	Thursday 24th March
Term 2	Monday 11th April	Friday 24th June
Term 3	Monday 11th July	Friday 16th September
Term 4	Monday 3rd October	Friday 20th December

Year 10 Curriculum

CHOOSING A YEAR 10 COURSE



Year 10 core course

Each module will last for one semester. From the modules offered, each student must complete:

- 2 modules English
- 2 modules Mathematics
- 2 module Humanities
- 1 module Science

The remaining 5 modules may be from any Domain or a VCE subject (two modules).

VCAL
Information on the VCAL program can be found on page 31.

Subject	Module Length	Material Charges
English		
English (Compulsory)	2 Semesters	
Australian Literature	1 Semester	
Mathematics		
Advanced Mathematics (Compulsory)	2 Semesters	
Core Mathematics (Compulsory)	2 Semesters	
The Arts		
Drama and Performance	1 Semester	
Digital Photography	1 Semester	
Music Performance	1 Semester	
Studio Arts	1 Semester	
Visual Communications	1 Semester	
Health and Physical Education		
Global Health	1 Semester	
Health and Physical Education	1 Semester	
Advanced Physical Education	1 Semester	
Humanities		
Humanities Core (Compulsory)	1 Semester	
Geography	1 Semester	
History	1 Semester	
Sciences		
Core Science (Compulsory)	1 Semester	
Physics/Chemistry	1 Semester	
Biology/Chemistry	1 Semester	
Technologies		
Environmental Design	1 Semester	
Food Technology: Introduction to Food Technology	1 Semester	$80
Food Technology: Special Occasion Cookery	1 Semester	$80
Metalwork	1 Semester	$80
Woodwork	1 Semester	$80

VCE subject that will be offered to Year 10 students in 2016 but not 2017 are:

- **Biology**
- **Legal Studies**

If a student wants to study these units they must complete them while they are in Year 10.

Student's requests to accelerate will be considered individually. The student must have a strong academic record to be considered.

Outdoor Education and Environmental Studies will be offered each year. As the course requires students to be out of school frequently the Year 11 course will only be offered at Year 10 and the Year 12 course will only be offered at Year 11.

Core Year 10 Module Offered In 2016

Art

Digital Photography

Digital Photography gives students the opportunity to learn how to take quality digital photographs and create original digital images. Students gain an understanding of a range of art and design computer programs and how they can be applied to plan, construct and take digital images.

Learning Outcomes:

- On completion of this class students should be able to work with selected computer programs to download, edit and refine digital images.
- Students should be able to respond to information about artists and their artwork.
- Students should be able to demonstrate technical and artistic development in the presentation of their digital work.

Key Knowledge and Skills:

Key Knowledge:

- Use of computer editing programs to adjust and manipulate digital images
- Appropriate artistic language

Key Skills:

- Independently use digital technology to create original images.
- Use a digital camera to take a range of creative images on set topics
- Respond to photographers and their art work using the art elements

Assessment Tasks:

- Information on a range of photographic artists
- Photographic trial and development process

VCE Subject Progression:

- Art
- Studio Art
- Visual Communication and Design

Career Pathway Link:

- Creative arts professions
- Photography
- Graphic Design
- Advertising

Drama

This unit further develops the skills introduced at Year 9 with a focus on preparing and presenting more complex, meaningful and intense dramatic art. Students will participate in a variety of activities to develop skills for creating, developing and refining works for presentation to a live audience. They explore ideas through the use of improvisation and character development. They experience solo performances through scripted and self-devised monologues and complete a unit on script interpretation. They further develop their use and understanding of dramatic elements including rhythm, timing, symbol, contrast and conflict. Students record various activities in a journal and reflect on the creative processes they use as well as evaluate and suggest improvements for their own and others' works. They also complete assignments on different performance styles as well as develop an understanding of the history of theatre in various cultural contexts. Students will be introduced to subject specific terminology and will be expected to participate in a major theatrical performance delivered to a community –based audience. This unit prepares students for the challenges of VCE Drama.

Learning Outcomes:
- The ability to develop and sustain a character from a variety of starting points
- Demonstrate a range of expressive skills in the creation and performance of a variety of characters
- Ability to accurately evaluate and refine character work using appropriate terminology and concepts
- Use numerous dramatic elements to enhance both improvised and scripted performance
- Use numerous dramatic conventions in the preparation and performance of a scripted play.

Key Knowledge and Skills:
Key Knowledge:
- Recognise and use appropriate terminology accurately and with confidence
- Understand the importance of the rehearsal process to refine and develop character
- Develop an appreciation of the cultural role of dramatic art throughout history
- Control and manipulate particular elements according to purpose and audience

Key Skills:
- Work productively both individually and in groups
- Accept personal responsibility for allocated tasks
- Listen attentively to others, seeking and accepting constructive feedback and maintaining a safe and supportive learning environment

Assessment Tasks
- Playbuilding- a group devised performance using both visual and written stimulus
- Monologue- an individual presentation performed in character
- Live Performance
- Ensemble performances-improvised and scripted

AUSVELS Interdisciplinary Strand Assessed:
The Arts
- Creating and Making
- Exploring and Responding

VCE Subject Progression:
Drama (subject to student numbers): Units 1-4

Career Pathway Link:
- Film and television.
- Acting/Performance
- Screen /Script writing

Music

This unit develops the skills introduced at Year 9 with a focus on developing technical and performance skills on an instrument. Students will participate in a variety of activities to improve their creative skills, and refine musical works for live public performances during the semester. They explore and reflect on new ideas through experimentation, collaboration and practical workshops. Students consolidate their understanding of music theory and apply their skills to composition and analysis tasks throughout the course.

Learning Outcomes:
- Develop technical skills on a chosen instrument
- Demonstrate a range of expressive skills in the creation and performance of music
- Analyse and evaluate musical works using appropriate language
- Read and write music using standard notation

Key Knowledge and Skills:
Key Knowledge:
- Recognise and use appropriate musical terms accurately and with confidence
- Develop and commit to rehearsal regime on their chosen instrument
- Develop an understanding of performance conventions
- Compose and analyse music in a variety of styles

Key Skills:
- Work effectively, both individually and in groups
- Accept personal responsibility for set tasks
- Listen attentively to others, seek and accept constructive feedback and maintain a safe and supportive learning environment

Assessment Tasks
- Composition task
- Music analysis
- Performance recital
- Technical assessment
- Performance journal

AUSVELS Interdisciplinary Strand Assessed:
The Arts
- Creating and Making
- Exploring and Responding

VCE Subject Progression:
Music Performance (subject to student numbers): Units 1-4

Career Pathway Link:
- Musician
- Sound engineer
- Band manager
- Music therapist

Studio Art

Studio art gives the student the opportunity to continue to experiment with a variety of art media, techniques and art styles. Students independently refine their technical and aesthetic skills when planning and creating artworks. Students will develop an understanding and appreciation of a range of art periods and artists in their work.

Learning Outcomes:
- On completion of this subject students should be able to present visual creative responses that demonstrate their personal interest and ideas through trialling techniques and materials.
- Students should be able to interpret and respond to variety of artworks using the art elements and artists intentions.

Key Knowledge and Skills:
Key Knowledge:
- Methods for trialling materials, techniques and processes.
- Understanding of the use of selected art materials and techniques.
- Identifying the formal elements and principles of artworks.
- Use of appropriate art language.

Key Skills:
- Use formal elements to produce creative response that show person interest.
- Use the formal elements to respond to information about artists and their artwork.

Assessment Tasks:
- Folio of selected artworks
- Research into artists and art styles
- Visual diary planning, trials annotation and evaluations

VCE Subject Progression:
- Art
- Studio Art
- Visual Communication and Design

Career Pathway Link:
- Creative Arts Professionals
- Art Teaching
- Professional Artist

Visual Communication and Design

This subject leads to Visual Communication and Design in Years 11 and 12 and it is recommended to anyone who is looking to further their drawing and design application skills. There will be a focus on design elements and principles, design process and development on a range of computer based design skills.

Learning Outcomes:
- Instrumental drawing (Isometric, Planometric, Oblique and Orthogonal Drawing).
- Design elements and principles.
- Observational drawing.
- Computer generated design work.
- Design process.

Key Knowledge and Skills:
Key Knowledge:
- Design elements and principles.
- Design process.
- Range of uses in materials, media and methods.

Key Skills:
- Observational drawing.
- Freehand and Instrumental drawing.
- Design elements and principles.

Assessment Tasks:
- Instrumental Drawing.
- Product Design.
- Computer generated school magazine cover (front and back cover).
- Charter development (3D modelling).

VCE Subject Progression:
- Subject: Unit 1 – 4 Visual Communication and Design.

Career Pathway Link:
- Animation, Multimedia, Illustrator, Graphic Designer, Advertisement, Product Design, Fashion Design, Packaging and Architecture.

English

Year 10 Core English

At this level, students will be exposed to more complex texts and concepts. Students will improve and refine their skills developed from the middle school across the dimensions of literacy, language and literature, exploring the function and purpose of the language in a range of situations. Supported by the study of numerous texts-both electronic and print- students develop the confidence to communicate opinions and ideas and analyse and respond to a variety of fiction and non-fiction texts, including aspects of the mass media. In class and group discussions and formal oral presentations, students are able to explore increasingly complex and challenging ideas and issues.

In addition, to help prepare for a smooth transition to VCE / VCAL, students are guided in developing their research and investigative skills, focusing on both reading and writing through themes and the study of texts, and in taking responsibility and initiative in planning and carrying through individual and group tasks.

Learning Outcomes:
- Reading, responding and creating texts
- Analysing and presenting arguments
- Using language to persuade- analysing persuasive language techniques
- Speaking and listening- developing proficiency as a speaker and listener

Key Knowledge and Skills:
Key Knowledge:
- Recognise and use of appropriate metalanguage accurately and with confidence
- Develop an understanding of ideas, characters and themes, constructed by the author
- Recognise different viewpoints in persuasive texts and language features used to influence the intended audience.
- Recognition of the conventions of public speaking and active listening
- Understanding of correct usage of Australian standard English and its conventions

Key Skills:
- Use the language accurately and fluently both verbally and in writing, to produce texts in different styles and formats
- Read a variety of media texts and develop effective analytical skills including; presentation of argument, use of language for persuasive effect & how language is used to position an audience
- Develop the confidence to present text or issue based responses to specified audiences

Assessment Tasks
- Writing Folio- a minimum of three finished pieces illustrating proficiency in a range of styles
- Response to text- a completed response to at least two selected texts for study
- Speaking and Listening- the delivery of a formal presentation to the class
- Issues Analysis- the investigation and analysis of a social issue, analysing the presentation of language features in the mass media
- Examination- Timed and graded response to both selected text for study and/or media text

AUSVELS Interdisciplinary Strand Assessed:
- Listening, Viewing and Responding
- ICT for Communication
- Speaking and Listening
- Presenting
- Civics and Citizenship

VCE Subject Progression:
- English: Units 1-4
- Literature (subject to student numbers): Units 1-4

Career Pathway Link:
- Key pre-requisite for most Undergraduate courses.

Australian Literature

This unit offers a language enrichment for students who enjoy and appreciate reading and the study of texts. Part of the unit involves an analytical study of the poetry and prose of colonial Australia featuring writers such Lawson and Patterson. Students will develop an appreciation of Australian literature throughout the centuries and an awareness of what gives it a uniquely Australian flavour. Comparisons will also be made with more contemporary writers/playwrights. Students may also explore the transformation of a novel to film, poetry into performance or create their own adaptation. There will be one component of this course that will focus on a creative response. This course will prepare students for the demands of senior Literature study.
It is highly recommended that students who wish to enrol in this elective are proficient users of the language and enjoy reading for pleasure. An interest in literature and a desire to continue such studies at senior level would also be beneficial.

Learning Outcomes:

- Discuss, both verbally and in writing, how personal responses to literature are developed
- Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society
- Analyse the construction of a film and comment on the ways it represents an interpretation of ideas and experiences
- Produce a comparative piece of interpretive writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

Key Knowledge and Skills:

Key Knowledge:

- Recognise and use appropriate terminology accurately and with confidence
- Understand the impact of imagery, analogy, metaphor, tone and atmosphere
- Develop an appreciation of the cultural impact of texts throughout history
- Recognise rhythm and the importance of rhythmic emphasis

Key Skills:

- Develop analytical and evaluative skills in exploring the language of text
- Improve text response essay writing
- Develop appropriate terminology and metalanguage when discussing text
- Comment orally on particular textual elements which create meaning

Assessment Tasks

- Text response- an in-depth study and analysis of selected novels/plays
- Creative Response- A negotiated response to a selected text featuring a creative element
- Poetry Analysis

AusVELS Interdisciplinary Strand Assessed

Communication

- Listening, viewing and responding

VCE Subject Progression:

Literature (subject to student numbers): Units 1-4

Career Pathway Link:

- Writer/Editor/Commentator
- Media presenter
- Educator

Health And Physical Education

Health and Physical Education

The Health and Physical Education elective involves practical and theoretical components that allow students to build on their current knowledge and understanding. Students analyse current health trends in Australia and their effect on young people. Through practical applications students can demonstrate their skill proficiency through a variety of complex activities whilst using counter tactical measures. Students will gain skills that they can use in the wider school community and for personal enjoyment. This subject aims to provide students with a basic understanding of Health and Physical Education in preparation for VCE Health and VCE Physical Education.

Learning Outcomes:

- To develop an understanding of Australia's National Health Priorities and its relationship with health choices including diet and exercise
- An introduction to the various health services available to the community including young people
- Analyse the nutritional requirements needed to maintain a balanced lifestyle at any age
- Harm minimisation in relation to road safety situations
- Develop skills in practical activities (on and off the field) whilst demonstrating counter tactical techniques in a game situation.

Key Knowledge and Skills:

Key Knowledge:

- Identification of the major causes of injury, illness and death in Australia
- Analyse and evaluate the factors that affect food consumption in Australia.
- Identification of the health services and products provided by government and non-government bodies
- Compare and evaluate perceptions of challenge, risk and safety

Key Skills:

- Demonstrate proficiency in the identification and execution of manipulative and movement skills during complex activities
- Development of a plan to improve or maintain regular participation in moderate to vigorous physical activity
- The undertaking of a variety of leadership roles in a sporting environment; for example, as a coach or umpire, where they display appropriate sporting behaviour
- Involvement in a variety of activities to improve or maintain regular participation in moderate to vigorous physical activity

Assessment Tasks:

- Written Test
- Written Assessment
- Involvement and skill in Practical tasks
- Peer Teaching/Coaching plan and delivery

VCE Subject Progression:

- VCE Physical Education Unit 1-4
- VCE Health and Human Development Units 1-4

Career Pathway Link:

- Sports Science/ Medicine
- Personal Trainer/Coaching
- PE Teacher

Advanced Physical Education

Advanced Physical Education is a practical based elective, where students participate in various activities that relate to key theory concepts taught in class. Students will gain skills that they can use in the wider school community and for personal enjoyment. This subject aims to provide students with a strong foundation of knowledge for VCE Physical Education.

Learning Outcomes:

- To prepare foundation knowledge for VCE Physical Education.
- To develop an understanding of how the body's systems work together to maximise human performance and reduce the risk of injury.
- Understand psychological methods used to enhance sports performance.
- Develop knowledge of biomechanical principals used to improve sporting techniques.

Key Knowledge and Skills:

Key Knowledge:

- Understand how the musculoskeletal, cardiovascular and respiratory systems work together.
- Introduction to the characteristics of aerobic and anaerobic energy systems.
- Develop an awareness of psychological methods used to enhance sports performance.
- Understand a variety of biomechanical principles used in a variety of sports.

Key Skills:

- Perform, observe and analysis movements used in physical activity and identify bones, muscles and joints responsible for movement. Report on changes to the cardiovascular, respiratory, and muscular systems at rest and during exercise.
- Identify the dominant energy pathway utilised in a variety of aerobic and anaerobic activities.
- Explore and perform a variety of psychological techniques used to enhance sports performance at an elite level and club level.
- Explore a variety of biomechanical principles used to enhance sports performance by engaging in practical laboratory activities.

Assessment Tasks:

- Test
- Research task on a sports injury
- Laboratory report on energy systems
- Laboratory report on biomechanical principles

VCE Subject Progression:

- Physical Education Units 1-4
- VCE Health and Human Development Units 1-4

Career Pathway Link:

- Sports Science Medicine
- Personal Trainer/Coaching
- Physical Education Teacher

Global Health

This unit focuses on the characteristics of global citizenship and aims to prepare students to participate as informed, confident and responsible citizens with a concern for justice. The particular focus is on global inequality and the response of the International community expressed in the Millennium Development Goals. This provides opportunities to explore issues of poverty, access to food, water, education, health, environmental sustainability and the role of government and non-government organisations

Learning Outcomes:
Introduction to Global Health: on completion of this outcome the student should be able to analyse factors contributing to variations in health status between Australia and developing countries;
Millennium Development Goals: on the completion of this outcome the student should be able to describe the eight Millennium Development Goals and evaluate the progress of these goals;
Promoting Global Health: on completion of this outcome the student should be able to describe and evaluate programs that have been implemented by government and non-government organisations in promoting health, human development and sustainability.

Key Knowledge and Skills:
Key Knowledge:
- Definitions of industrialised and developing countries and identification of countries that are classified as either industrialised or developing;
- Factors that affect the universal rights of young people such as poverty, globalisation, debt, demographic, pandemics and development targets;
- The eight UN's Millennium Development Goals, their purpose and the reasons why they are important;
- The interrelationship between health, human development and sustainability to produce sustainable human development in a global context;
- The role of government and non-government organisations in promoting global health and sustainable human development.

Key Skills:
- Use, interpret and analyse data to draw informed conclusions about the health status and human development of developing countries compared to Australia;
- Describe and compare the factors that influence the health status and human development of Australia and developing countries;
- Describe the eight Millennium Development Goals, their purpose and reasons why they are important;
- Describe, analyse and evaluate the role of government and non-government organisations in global health and sustainable human development.

Assessment Tasks:
Global Health: Case Study Analysis
Millennium development Goals: Mind Map
Promoting global health: Written Report

VCE Subject Progression:
- Health and Human Development

Career Pathway Link:
- International health
- Public health

Humanities

Core Humanities

Unit Introduction:
Students will study and develop skills in the areas of History, Geography and Economics
History: Students investigate World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.
Geography: Students develop knowledge about the operation of major natural systems that are part of the biosphere and atmosphere; for example, the hydrologic cycle, plate tectonics or the weather.
Economics: Students develop basic skills in budgeting and money management as well as an understanding of the fundamental principles of the Australian economy.

Learning Outcomes:
- The consequences of World War II and how these shaped the modern world and Australia.
- Exploring natural systems such as the hydrologic cycle, plate tectonics or the weather
- Develop an understanding of macro and individual economics.
- Rights & Freedoms – origins of human rights, indigenous rights.
- The environmental movement 1960's to present.
- Sustainability, climate change and world views.

Key Knowledge and Skills:
Key Knowledge:
- Chronology, terms and concepts
- Historical questions and research
- Operation of a major natural system and its interaction with human activities
- Fieldwork geographical inquiry.
- Awareness of how needs and wants are met, our roles as producers, workers and consumers and recognition of the impact of market forces
- Basic understanding of money management and the role of banking, budgeting and saving.

Key Skills:
- Interpret information from different types of maps and photographs at a range of scales
- Historical questions and research
- Develop an understanding of basic budgeting and economic principles

Assessment Tasks:
- Research Assignment
- Mapping Tasks
- Portfolio
- Essay
- Oral Presentation
- Topic tests

ACE

ACE learning provides an opportunity for students to develop the positive Personal, Social and Emotional learning dispositions of lifelong learning, respect, resilience, excellence and productive communities. It allows students to develop the knowledge and skills necessary to support learning during domain learning as well as the disposition sought by contemporary employers.

Key Knowledge and Skills:

Key Knowledge:

- Pathways
- Social Awareness
- Self awareness
- Self management
- Social Management

Key Skills:

- Ability to apply for jobs, including writing an application, preparing a resume and attending a job interview
- Ability to investigate various carer pathways
- Ability to recognise and manage emotions
- Recognition of their place in society
- Ability to plan and manage the demands of work, school and life

Assessment Tasks

- Assignments
- Careers Portfolio
- Presentations
- Self-reflections
- Work Experience

AUSVELS Interdisciplinary Strand Assessed:

- Physical, Personal and Social domain and Interdisciplinary learning

History (Elective)

Unit Introduction:
Year 10 History provides a study of the history of the modern world from 1945 to the present, with an emphasis on Australia in its Global Context. Students investigate the struggle for human rights in the latter part of the twentieth century. This includes how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. Students also investigate major global influences which have shaped Australian society during the twentieth century such as the Pol Pot regime and Indochinese migration to Australia.

Learning Outcomes:
- Rights and Freedoms: The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples.
- The Globalising World: The impact of world events or developments and their significance for Australia, such as Pol-Pot and Indochinese refugees.

Key Knowledge and Skills:
Key Knowledge:
- Chronology, terms and concepts
- Perspectives and Interpretations
- Perspectives and interpretations

Key Skills:
- Historical questions and research
- Analysis and use of sources
- Explain and Communicate Ideas

Assessment Tasks:
- Research Essay
- Analytical Task
- Presentation
- Unit Test

VCE Subject Progression:
- History

Career Pathway Link:
- Teaching
- Social Research
- Journalism

Mathematics

Advanced Mathematics

Successful completion of this year long subject is required for entry into VCE Mathematical Methods CAS. Topics studied include the Properties of the Real Number System and Algebra, Functions and Mathematical Modelling, Geometry and Mensuration, Probability and Statistics. A number of these topics including Patterns and Algebra, Geometric Reasoning and Trigonometry will have the content extended in preparation for Mathematical Methods.

Learning Outcomes:

- Students should be able to define and explain key concepts and apply a range of related mathematical routines and procedures.
- Students should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications.
- Students should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Key Knowledge and Skills:

- Understanding includes describing patterns in the uses of indices, applying the four operations to algebraic functions, finding unknowns in formulas after substitution, making the connection between algebraic and graphical representations of relations, connecting simple and compound interest in financial contexts and determining probabilities of multiple experiments.
- Fluency includes formulating proofs using congruent triangles and angle properties, factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.
- Problem solving includes calculating the surface area and volume of a diverse range of prisms, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events and their probabilities.
- Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

Assessment Tasks:

- Chapter Tests
- Assignments/Investigations
- Semester 1 & 2 Examination

AUSVELS Interdisciplinary Strand Assessed:

- Information and Communication technology
  - ICT for Visualising Thinking
- Personal Learning
  - The Individual Learner
  - Managing Personal Learning
- Thinking Process
  - Reasoning, Processing and Inquiry

VCE Subject Progression:

- General Mathematics
- Mathematical Methods
- Further Mathematics [in Year 11 or 12]

Career Pathway Link:

- Engineering, Finance, Medical Sciences and Physical Sciences

Core Mathematics

Successful completion of this year long subject is required for entry into VCE General Mathematics. Topics studied include the Properties of the Real Number System and Algebra, Functions and Mathematical Modelling, Geometry and Mensuration, Probability and Statistics.

Learning Outcomes:

- Students should be able to define and explain key concepts in and apply a range of related mathematical routines and procedures.
- Students should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications.
- Students should be able to use technology to produce results and carry out analysis.

Key Knowledge and Skills:

- Understanding includes applying the four operations to algebraic functions, finding unknowns in formulas after substitution, making the connection between algebraic and graphical representations of relations, connecting simple and compound interest in financial contexts and determining probabilities of multiple experiments.
- Fluency includes using congruent triangles and angle properties, using a range of strategies to solve equations and using calculations to investigate the data.
- Problem solving includes calculating the surface area and volume range of prisms, using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations, and investigating independence of events and their probabilities.
- Reasoning includes making geometric proofs, interpreting and evaluating media statements data sets.

Assessment Tasks:

- Chapter Tests
- Assignments/Investigations
- Semester 1 & 2 Examination

AUSVELS Interdisciplinary Strand Assessed:

- Information and Communication technology
    - ICT for Visualising Thinking
- Personal Learning
    - The Individual Learner
    - Managing Personal Learning
- Thinking Process
    - Reasoning, Processing and Inquiry

VCE Subject Progression:

- Foundation Mathematics
- General Mathematics
- Further Mathematics [in Year 12]

Career Pathway Link:

- Apprenticeships, TAFE courses and Tertiary Courses requiring a Mathematics subject.

Science

Core Science

Core Science provides students with the foundation skills and knowledge in preparation for VCE. 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. Students study a unit of Chemistry, Physics and Biology as foundations for further Scientific studies.

Learning Outcomes:

- Understand the electronic configuration of elements in the periodic table determines their reactivity, and formation of chemicals. Apply knowledge of ionic and covalent bonding to chemical reactions and predict what products are formed.
- Understand that chromosomes inside a cell nucleus contain the genetic material (genes) that determine our characteristics.
- Understand how the passing down of genetic information, with respect to the environment, can change over time, leading to changes in species and evolution.
- Understand the concepts involved in the motion of objects, such as acceleration, velocity, displacement, speed and distance.

Key Knowledge and Skills:

Key Knowledge:

- Relate the layout of the periodic table to reactivity and electronic configuration. Use ionic and covalent bonding reactivity to show chemical structure and reactivity.
- Basic cell structure and the role of the nucleus. Structure of DNA and chromosomes. The role of genes and how characteristics are inherited, including genetic disorders.
- The process of evolution as a change in characteristics inherited over time.
- How forces such as gravity and friction affect objects motion and the effect of forces in collisions.

Key Skills:

- Observe and measure chemical reactions and predict the products formed.
- Use probability to determine the chances of inheriting characteristics through generations
- Calculate speed, distance, displacement, velocity and acceleration to objects based on the mass and forces applied.

Assessment Tasks:

- Research investigation
- Topic tests
- Class work and homework

VCE Subject Progression:

- Chemistry
- Biology
- Physics
- Psychology

Career Pathway Link:

- Chemist/ Pharmacist
- Engineer
- Medicine
- Biologist
- Teacher

Biology/Chemistry

This semester unit exposes students to Core aspects of VCE Biology and is a suitable precursor to VCE. Students will develop an understanding of cell structure and the processes that make a cell work as a living unit, including respiration, photosynthesis, osmosis and diffusion. Students will be exposed to advanced genetics, with a deeper understanding of DNA and the inheritance of genes. An introduction to disease, the immune system and along with current immune technology will be studied. Chemistry provides students with understanding of key VCE fundamentals such as pH, the Mole, types of chemical reactions and reactivity through extension experiments. Although not compulsory, this module will provide students with stronger foundations if pursuing either subject at VCE.

Learning Outcomes:

- Students should be able to model a cell as a basic living unit and describe the organelles within the cell and their role. To advance their understanding of DNA and genetics, students will understand how genetic information is inherited and the role of DNA in the cell.
- To investigate the types of diseases and the body's defence systems. To further investigate modern advances in preventing disease and infections.
- To apply understanding of the periodic table, bonding and reactivity to predict products in different types of chemical reactions.
- To understand pH and types of reactions involving acids and bases.
- Understand the Mole as a measurement in Chemistry and apply to chemical reactions to predict the mass of products formed.

Key Knowledge and Skills:

Key Knowledge:

- The structure of DNA and its role in the cell.
- Cellular processes and stages of photosynthesis, respiration, osmosis and diffusion.
- Classification of types of diseases and levels of defense in the human body
- Explain the layout of the periodic table to reactivity, pH and acid/base reactions.
- Describe different types of reactions and explain the Mole as a measurement of chemicals

Key Skills:

- Predict inheritance to offspring of genetic characteristics.
- Apply practical skills to acid/base reactions and other common types of reaction.
- Conduct extended experiments to demonstrate understanding of bonding and reactivity and apply safe and responsible experimental practices.

Assessment Tasks:

- Topic tests
- Assignments
- Investigation/research reports

VCE Subject Progression:

- Biology
- Chemistry

Career Pathway Link:

- Zoologist, Marine Biologist, Park Ranger, Biology Teacher, Horticulturist, Chemical Engineer, Pharmacist, Teacher

Physics/Chemistry

This semester unit exposes students to aspects of Physics and is a suitable precursor to VCE Physics. Topics studied will be selected from Astronomy, Astrophysics, Flight, Sustainable energy sources and Medical physics depending upon the interests of students and their teacher. Chemistry provides students with understanding of key VCE fundamentals such as pH, the Mole, types of chemical reactions and reactivity through extension experiments. Although not compulsory, this module will provide students with stronger foundations if pursuing either subject at VCE.

Learning Outcomes:

- Students should be able to explain relevant physics ideas from the topics studied.
- Use simple mathematical modelling to organize data to make predictions and link concepts.
- To test predictions through systematic investigation of the variables involved.
- To apply understanding of the periodic table, bonding and reactivity to predict products in different types of chemical reactions.
- To understand pH and types of reactions involving acids and bases.
- Understand the Mole as a measurement in Chemistry and apply to chemical reactions to predict the mass of products formed.

Key Knowledge and Skills:

Key Knowledge:

- Apply the concepts of forces to balancing an aircraft.
- Explain lift, drag and thrust.
- Explain the layout of the periodic table to reactivity, pH and acid/base reactions.
- Describe different types of reactions.
- Explain the Mole as a measurement of chemicals

Key Skills:

- Analyse aircraft performance during its motion and investigate experimentally aspects of performance using a model.
- Apply practical skills to acid/base reactions and other common types of reaction.
- Conduct extended experiments to demonstrate understanding of bonding and reactivity.
- Identify and apply safe and responsible experimental practices.

Assessment Tasks:

- Topic tests
- Assignments
- Investigation/research reports

VCE Subject Progression:

- Physics
- Chemistry

Career Pathway Link:

- Tertiary Physical Science, Engineering and medical Science courses.
- Chemical engineer, Pharmacist, Teacher, Lab technician

Technologies

Environmental Design and Construction

Students improve their design and construction skills based on specific landscape construction projects. They develop competence and understanding of the design process, technical drawing, various construction techniques and the use of hand tools and machinery. This subject leads to Product Design and Technology in Years 11 and 12.

Learning Outcomes:
- Design process.
- Safe work practice.
- Construction and landscaping techniques.
- Evaluation and theory relating to materials and techniques.

Key Knowledge and Skills:
Key Knowledge:
- Design process and design brief.
- Safe use of hand tools and machinery.
- Specific processes of working with landscape materials.

Key Skills:
- Instrumental and freehand drawing.
- Accurate construction and presentation of landscaping projects.

Assessment Tasks:
- Design process.
- Product construction.
- Evaluation of finished project.
- Theory and assignment.

VCE Subject Progression:
- Subject: Unit 1 – 4 Product Design and Technology.

Career Pathway Link:
- Apprenticeships (Landscaping).
- Landscape Design, Exhibition Design, Interior Design and Product Design.

Metalwork

Students improve their design and construction skills based on specific Design Briefs. They develop competence and understanding of the design process, technical drawing, various construction techniques and the use of hand tools and machinery.

Learning Outcomes:
- Design processes.
- Safe work practice.
- Construction and Welding techniques.
- Evaluation and theory relating to materials and techniques.

Key Knowledge and Skills:
Key Knowledge:
- Design process and design brief.
- Safe use of hand tools and machinery.
- Specific processes of working with metal.
- Types of metals and appropriate uses.
- Finishing techniques.

Key Skills:
- Instrumental and freehand drawing.
- Accurate construction and finishing of practical projects.

Assessment Tasks:
- Design process.
- Product construction.
- Evaluation of finished product.
- Theory and assignment.

VCE Subject Progression:
Unit 1 – 4 Product Design and Technology

Career Pathway Link:
- Apprenticeships.
- Industrial Design, Exhibition Design, Interior Design and Product Design.

Wood

Students improve their design and construction skills based on specific Design Briefs. They develop competence and understanding of the design process, technical drawing, various construction techniques and the use of hand tools and machinery

Learning Outcomes:
- Design process.
- Safe work practice.
- Construction and joining techniques.
- Evaluation and theory relating to materials and techniques.

Key Knowledge and Skills:
Key Knowledge:
- Design process and design brief.
- Safe use of hand tools and machinery.
- Specific methods of joining timber.
- Finishing techniques.

Key Skills:
- Instrumental and freehand drawing.
- Accurate construction and finishing of practical projects.

Assessment Tasks:
- Design process.
- Product construction.
- Evaluation of finished product.
- Theory and assignment.

VCE Subject Progression:
- Unit 1 – 4 Product Design and Technology

Career Pathway Link:
- Apprenticeships.
- Industrial Design, Exhibition Design, Interior Design and Product Design.

Introduction to Food Technology

Students will learn new skills and enhance others in the food and technology area.

Learning Outcomes:
- Design process.
- Safe work practice.
- Evaluation and theory relating to materials and techniques.

Key Knowledge and Skills:
Key Knowledge:
- Design process and design brief.
- Safe use of equipment and ingredients.
- Food properties.
- Food safety.

Key Skills:
- Planning, preparation and evaluation of food products.

Assessment Tasks:
- Designing.
- Producing.
- Evaluations.
- Theory and assignments.

Special Occasion Cookery

Students will learn new skills and enhance others in the food and technology area. It particularly focuses on religious, social and cultural factors influencing food choices for special occasions, meal planning and presentation.

Learning Outcomes:
- Design process.
- Safe work practice.
- Evaluation and theory relating to materials and techniques.

Key Knowledge and Skills:
Key Knowledge:
- Design process and design brief.
- Safe use of equipment and ingredients.
- Food properties.
- Food presentation.
- Factors influencing food choices

Key Skills:
- Planning, preparation, presentation and evaluation of food products.

Assessment Tasks:
- Designing.
- Producing.
- Evaluations.
- Theory and assignments.
- Client Cookery.

VCE Subject Progression:
- Subject: Unit 1 – 4 Food Technology

Career Pathway Link:
- Apprenticeships.
- Hospitality.
- Education.

Choosing A Year 11 Course

Students may choose a VCE or VCAL course

VICTORIAN CERTIFICATE OF EDUCATION -VCE
VCE Organisation

- Each VCE study is divided into 4 units.
- Each VCE unit will take 1 semester to complete.
- Units 1 and 2 are generally undertaken in Year 11.
- Units 3 and 4 are generally undertaken in Year 12.

To gain a VCE certificate:

You are required to complete a minimum of 16 units. Included in this minimum requirement must be:

- 3 units of English
- 3 sequences of Units 3 & 4 in studies other than English
- VCE may be completed over more than 2 years.
- To be eligible to receive an ATAR students must pass Unit 3 & 4 English

Year 11 students will choose **six units** in Semester 1 and 2. English Units 1 & 2 are compulsory.
Year 12 students will choose **five units** in Semester 1 & 2, including Units 3 & 4 of English and four other Units 3 & 4 study sequences from those offered.

VET and what credits you get

Students studying one of the offered VCE/VET courses will gain 1 sequence of Units 3 & 4 at the completion of the course which will be included with the VCE certificate.

VCE ASSESSMENT

For each unit 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.

In units 1 and 2, assessment tasks will be set by Korumburra Secondary College and used to determine level of performance. Students completing Units 1 & 2 will be required to undertake an end of semester test/exam.

In Units 3 & 4, students will be required to undertake school assessed coursework (SACs) which are used to assess students' level of performance. These are undertaken in class.

All studies have end of year exams.
All students studying a Unit 3 & 4 study must sit the General Achievement Test (GAT - set state-wide). It will be on Wednesday June 11th 2016.

Subjects Offered on Alternative Years

2016	2017
Year 11 & 12 Business Management 3 & 4 Year 11 & 12 Studio Art 3 & 4 Year 10 & 11 Biology 1 & 2 Year 10 & 11 Legal Studies 1 & 2	Year 10 & 11 Business Management 1 & 2 Year 10 & 11 Physical Education 1 & 2 Year 11 & 12 Biology 3 & 4
2018	**2019**
Year 11 & 12 Business Management 3 & 4 Year 11 & 12 Physical Education 3 & 4 Year 10 & 11 Biology 1 & 2	Year 10 & 11 Business Management 1 & 2 Year 10 & 11 Physical Education 1 & 2 Year 11 & 12 Biology 3 & 4

VCE Subjects Offered at KSC 2016

SUBJECT NAME	UNIT 1	UNIT 2	Material Charges	UNIT 3	UNIT 4	Material Charges
Business Management	1	2	-			-
Biology			-	3	4	-
Chemistry	1	2	-	3	4	-
Design & Technology – Wood	1	2	$200*	3	4	$200
English	1	2	-	3	4	-
Food Technology	1	2	$240*	3	4	$200
Foundation Mathematics	1	2	-	NA	NA	-
Further Mathematics	NA	NA	-	3	4	-
General Mathematics	1	2	-	NA	NA	-
Geography	1	2	-			-
Health & Human Development	1	2	-	3	4	-
History – 20th Century	1	2	-	NA	NA	-
History – Revolutions			-	3	4	-
Information Technology	1	2	-	3	4	-
Legal Studies	1	2	-	3	4	-
Literature	1	2	-			-
Mathematics Methods	1	2	-	3	4	-
Music	1	2	-	3	4	-
Outdoor and Environmental Studies	1	2	$700#	3	4	$600#
Physical Education	1	2	-			-
Physics	1	2	-	3	4	-
Psychology	1	2	-	3	4	-
Sociology	1	2	-			-
Specialist Mathematics	NA	NA	-	3	4	-
Studio Art	1	2	-	3	4	-
Visual Communication & Design	1	2	-	3	4	-

Units 1 & 2 **do not** have to be studied in combination.

Units 3 & 4 **must** be combined.

It is not necessary to study units 1 & 2 before units 3 & 4, but it is recommended, particularly in Physics, Chemistry, Mathematical Methods and Mathematics.

Students should seek advice from their English and Mathematics teachers on which English or Maths subjects they should choose.

NA = not applicable

***** Cost is per year, subject levy will be charged per semester (ie: $100 per semester). Note these charges are a guide only.

These are approximate costs for students to attend the camps for Outdoor Education.

Senior Course Requirements

HANDING IN WORK
To successfully pass VCE/VCAL, you must complete and hand in all the set work (outcomes). All work must be handed to the class teacher. It **must not** be left in their pigeon holes or given to another teacher to put on their desk.

SPECIAL PROVISION
If you are ill for some time during the year or something happens at home which seriously affects your ability to study and complete your work, collect appropriate documentation (medical certificates, detailed letters from doctors, parents etc.) and discuss this with the Senior School Coordinator. You may be eligible for Special Provision which may mean extra time during a SAC and / or exam times, rest breaks or help from an aide.

AUTHENTICATION
Authentication means proving that the work that you hand in was produced by you without unauthorised assistance. This is **VERY IMPORTANT** in VCE/VCAL. You must acknowledge all resources used; this will include text and source material, name/s of people who provided assistance and type of assistance given. You must not accept undue assistance from any other person, which could mean someone writing all or parts of the work for you.

- Teachers are allowed to provide assistance but are not allowed to do the work for you.
- Do not accept assistance from other students that may put in doubt the validity of your work.
- To prove that your work is your own, you must show your teachers work in progress and keep notes etc. This means that you cannot do all the work at home. Teachers must see you working in class. 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.
- 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 your own work, you may then be interviewed, asked to explain your ideas and provide copies of your rough notes.
- You may also be required to justify your work at a formal interview with the Principal.
- If it is proven that the work submitted is not your own, it will not be marked.

WHAT IT MEANS TO COMPLETE OUTCOMES
For satisfactory completion of a unit, you must demonstrate achievement of each of the outcomes for the unit that is specified in the study design.

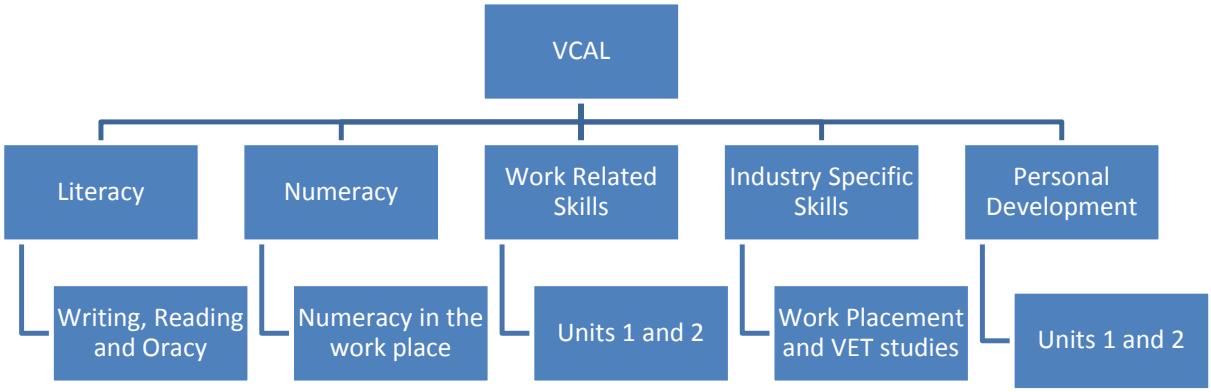
Achievement of the outcome means that the work meets the required standard as described in the outcomes, the work was submitted on time and the work is clearly your own work. If all outcomes are achieved then you will receive S for the unit.

WHAT HAPPENS IF YOU MISS A SAC?
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 organize 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 will result in a score of zero for the assessment.

REPORT OF RESULTS
Class teachers will give you feedback about the level of achievement for your SACs and SATs but it is important to note that the results **could change** once you have sat the exams at the end of the year.

Victorian Certificate of Applied Learning – VCAL

Literacy – Foundation, Intermediate and Senior
Numeracy – Foundation, Intermediate and Senior
Work Related Skills – Foundation, Intermediate and Senior
Industry Specific Skills – Foundation, Intermediate and Senior
Personal Development Skills – Foundation, Intermediate and Senior



What Is VCAL?
The VCAL is a senior school certificate. It provides an alternative pathway for young people in Year 10, 11 and 12 and is based on applied learning. It builds on partnerships between schools, TAFE, Adult Community Education Organisations and other community, industry and employer groups, including the Local Learning and Employment Network.

The VCAL curriculum sits under an umbrella structure of diverse program elements. VCAL can include VCE studies, VET certificates, and elements of programs such as the Certificate in General Education for Adults and a range of community based and personal development activities.

Each student has a separately designed VCAL Learning Program that suits their needs and aspirations.

Why Do We Need VCAL?
- VCAL provides an alternative pathway developing industry specific skills.
- Increasingly, schools, TAFE institutes, businesses and local communities are offering a wider range of learning options to meet the individual interests and needs of young people. Some of these options are recognised for the VCE, some for vocational education and training (VET) qualifications and some aren't recognised at all.
- The VCAL makes it possible for schools to develop flexible learning programs that include existing accredited studies/modules leading to a formal qualification. Students who complete the VCAL receive a VCAL certificate as well as a Statement of Attainment for all training modules completed at TAFE institutes and other training providers, and all VCE units completed.
- The VCAL improves students' access to pathways into further education, training and employment.

Can VCAL Students change to the VCE if they change their minds?
Any VCE units completed as part of a student's VCAL will count towards their VCE if they decide VCE is a better option for them. They can simply transfer their VCE results, including those for VET into the VCE. However as 3 units of English are required to complete VCE, it may be difficult to complete the course in two years.

What is the structure of VCAL?
The certificate can be completed at 3 different levels:
- Foundation

- Intermediate
- Senior

The curriculum elements are divided into 4 curriculum strands:

- Literacy & Numeracy
- Industry Specific
- Work Related
- Personal Development

VCAL is based on 100 hour units of work and 10 units must be successfully completed at the appropriate level to be awarded VCAL. There must be a minimum of 2 units in Literacy and Numeracy and a minimum of 1 unit in each of the other strands.

Literacy

The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life

Literacy (reading, writing, speaking and listening) occurs in all these contexts and different domains or areas of literacy practice correspond with these social contexts.

Numeracy

Underpinning the VCAL Numeracy Skills Units is the concept that skills development occurs best when it takes place within social contexts and for social purpose. Like the VCAL Literacy Skills Units, the purpose of the VCAL Numeracy Skills Units is to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life

Numeracy and mathematics is used in all these social contexts.

Work Related Skills

The Work Related Skills units have been designed to recognise learning that may not normally be recognised within other qualifications, which is valued in the community and work environments as students prepare for employment. The unit requires students to develop and demonstrate employability skills, investigate employment pathways and understand and apply knowledge of safe work practices.

Industry Specific Skills

The purpose of Industry Specific Skills is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. Students undertake a VET Course either as a student at a Registered Training Organisation or as part of a School Based Apprenticeship or Traineeship. VET studies are a mandatory requirement of achieving Intermediate or Senior VCAL.

Personal Development Skills

VCAL Personal Development Skills have been developed to recognise and develop learning in individual and group responsibility, self confidence and resilience, values of integrity, enterprise, excellence and empowerment for active citizenship. Its purpose is to develop social responsibility, a sense of community, improve confidence and self esteem and valuing civic participation.

VCE Class

Students elect to study one of three VCE subjects. The subjects they can choose from are either Unit 1 or 2 in Studio Art, Design and Technology or Physical Education. The descriptors of these units can be found in the VCE section of this handbook. Achieving a pass in this subject is required to achieve a VCAL certificate.

Enterprise Class

Students elect to study one enterprise stream. The primary focus for all enterprise classes is to practically develop students' understanding and skills in business management. This is a cross curriculum subject that covers outcomes from Literacy, Numeracy, Work Related Skills and Personal Development. Achieving a pass in this subject is required to achieve a VCAL certificate.

VET

WHAT IS VET?

VET (Vocational Education and Training) is about giving students the opportunity to study their VCE/VCAL at the same time as studying for a nationally accredited certificate in a chosen area at a TAFE college or any other registered provider. It also involves students experiencing work placements alongside their study. This hopefully will assist students to gain employment.

WHAT IS A SCHOOL BASED APPRENTICESHIP?

A School Based Apprenticeship involves a student being engaged in their VCE or VCAL as well as being employed and paid on a part time basis within the relevant trade industry. School Based Apprenticeships are being conducted in the following area:

Agriculture, Automotive, Community Services, Engineering, Hospitality, Information Technology, Office Administration, Retail, Glazing, Conservation

HOW DOES VET FIT IN WITH VCE / VCAL?

- A limited number of VET courses will be available. VET courses are accepted as units of work in both VCE and VCAL. Students may include 8 VET units in their VCE studies. Some VET units are recognised at Unit 1-2 level and others at 3-4 level.
- Partial completion of the program entitles students to a pro-rata number of VCE - VET units.
- All completed VCE - VET units will be recorded on the VCE statement of results.
- Students can accumulate VCE - VET units over more than one year.
- Students studying VCAL at the Intermediate or Senior level **MUST** complete at least 200 hours of VET.
- VCAL students will be given priority access to VET positions

HOW DOES VET OPERATE AT KSC?

- At KSC, a student combining a VET course or School Based New Apprenticeship with their VCAL/VCE studies obviously takes on a greater workload and it is ultimately their responsibility to meet the attendance requirements for both courses and to keep up with the additional work load.
- There are extra study classes operating in Maths and English at lunchtime to assist VET students to catch up on work missed.
- The College does its best to accommodate problems in this regard. If a student has to attend a TAFE college when relevant VCAL/VCE classes operate, he/she must negotiate with their teachers to adjust work demands. However they are still required to achieve the same outcomes as other students to achieve successful outcomes.

VCAL FEES

As VCAL requires only exercise books and no textbooks, there is an additional fee to study VCAL. This fee allows the program to be more hands on. The cost per semester is $100. ($200 for the year).

VET FEES

- Some VET courses will have additional costs such as tools, uniform, materials, a camp etc. These costs are to be paid by the student to the provider.
- The total number of positions offered will be determined by funds available. Students who are offered a place in VET should not take the decision to proceed lightly.
- Students will be charged a $450 administration fee. This fee must be paid to the secondary college before week 2 of 2016 or students will be withdrawn from the course.

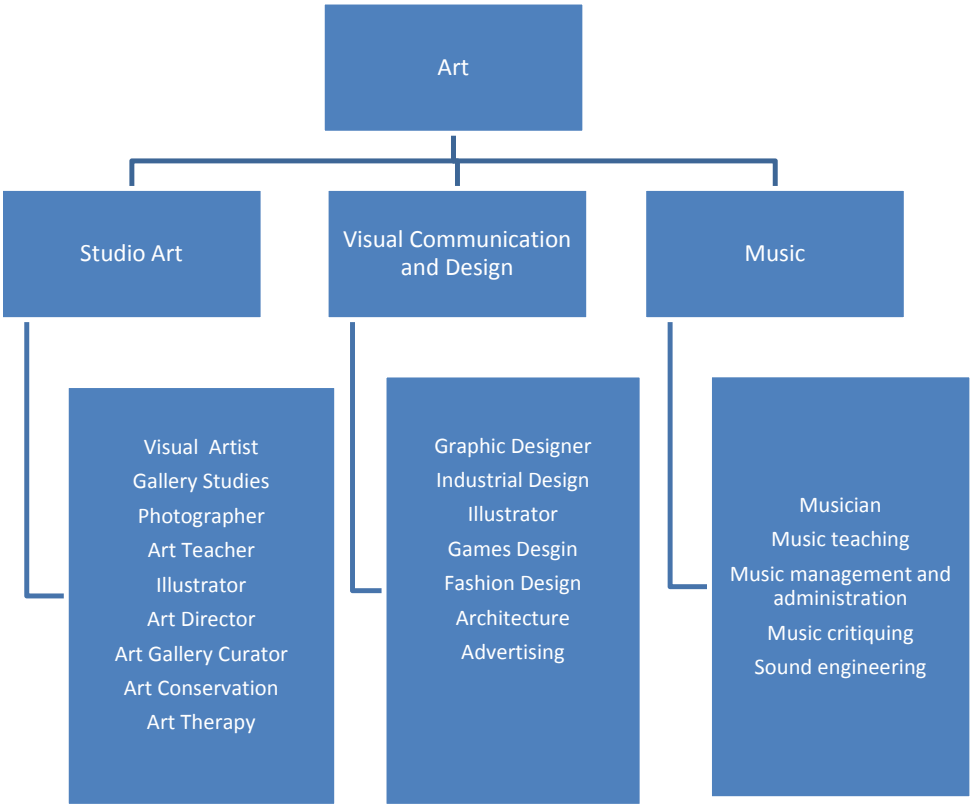
Work Placement

Work Placement is about giving students the opportunity to study their VCE/VCAL at the same time as gaining work experience in their chosen field. If a student has to attend a work placement when relevant VCAL/VCE classes operate, he/she must negotiate with their teachers to adjust work demands. However they are still required to achieve the same outcomes as other students to achieve successful outcomes.

Art

Studio Art 1-4
Visual Communication and Design 1-4
Music 1-4

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.



Studio Art

Unit 1: Artistic Inspiration and Techniques
Students start to develop an insight on becoming an artist through research and a range of practical works. The main focus of this unit is to encourage students to refine their art making process. This can include mediums such as photography, dry media and sculptural works.

Assessment Tasks
- Develop a wide range of strategies to develop ideas for practical work.
- Explore different techniques and materials such as drawing, painting and photography.
- Analyse a range of artists' work regarding art elements, principles and materials and techniques.

Unit 2: Design Exploration and Concepts
Students become independent in their art making process and confidently work through and resolve their body of work. They start to develop their own personal style of art making supported by their own inspirations and ideas. Students learn to deconstruct a variety of professional artists works in relation to cultural and historical influences.

Assessment Tasks
- Further develop skills in design process, materials and techniques.
- Research the way artists express ideas and meanings in their work.

Unit 3: Studio Production and Professional Art Practices
Students develop and plan their own folio project; this can include photography, painting, mixed media, drawing and sculpture. Each student must plan and develop their original ideas and concepts on a chosen subject matter. They will then focus and explore their own ideas using a range of techniques and skills in a practical folio. Students research past and present artists looking at art elements, principles, techniques, materials, cultural and historical connections within their works.

Assessment Tasks
- Exploration proposal
- Design process 33%
- Professional art practices and styles S or N

Unit 4: Studio Production and Art Industry Contexts
Students use ideas and techniques they develop and explore in Unit 3 to refine and produce a minimum of 2 final works that relate back to their original ideas and concepts. This is the major aspect of Unit 3 and must demonstrate a term's worth of work. Students visit two gallery spaces and research the ways in which they operate and the range of work on display. Students go behind the scenes to learn how galleries preserve and store works of art.

Assessment Tasks
- Folio of artworks
- Focus, reflection and evaluation 33%
- Art industry contexts S or N
- End of Year Examination: 34%

Visual Communication and Design

Unit 1: Introduction to Visual Communication Design
Students develop a range of drawing techniques and skills to refine details in drawings such as tone, proportion and texture. This folio of work will explore a wide range of media such as painting, charcoal, grey lead and graphic markers. Students will learn how to use and manipulate design elements and principles to develop design process and final presentations using design editing programs. A big focus is on past and current designers' work to develop students' awareness of professional standards and working process.

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 Design
A large focus is on extending students' knowledge and skills in a wide range of drawing systems. We continue to enhance skills such as freehand drawing, technical drawing and the use of texture and form to create realistic drawings. Students develop ways to communicate a wide range of ideas and purposes using only font (letterform). Some examples include signage, logos, and graphic designs. The major task is a folio that demonstrates the design process and final presentation that the students choose.

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)

Unit 3: Design Thinking and Practice
Students explore a range of design professions and working practices that they will then undertake in mini practical tasks. These tasks cover graphic design, environmental design, industrial design and many more. Students then start their major folio with a focus on design brief, research and initial ideas. The students have free choice on two distinct finals that relate to one another, that can cover a range of industries.

Assessment Tasks
- Analysis and practice in context 10%
- Design industry practice 10%
- Developing a brief and generating ideas

Unit 4: Design Development and Presentation
Students continue folio work that was planned in Unit 3. The focus is on the developing stages and final presentations of two distinct finals that relate to one design need. Once the folio is complete students then reflect and evaluate their own work, making sure they meet the design brief they developed in Unit 3

Assessment Tasks
- Development of design concepts
- Final presentations: 40%
- Evaluation and explanation: 5%
- End of Year Examination: 35%

Music

Units 1 & 2: Music Performance
Area of Study 1: Performance
Prepare and perform a practised program of group and solo works.
Area of Study 2: Performance Technique
Demonstrate instrumental techniques used in performance of selected works, demonstrate improvisation and/or sight-reading skills and describe influences on their approach to performance.
Area of Study 3: Musicianship
Identify, re-create, notate and transcribe elements of music, and describe ways in which expressive elements of music may be interpreted.
Area of Study 4: Organisation of Sound
Devise a composition or an improvisation that uses music language evident in work/s being prepared for performance.

Units 1 & 2 Assessment Tasks
- Solo performance
- Group performance
- Technical exam
- Aural and written examination
- Composition and/or improvisation

Unit 3: Music Performance
Area of Study 1: Performance
Present an informed, accurate and expressive performance of a program of group and solo works.
Area of Study 2: Performance Technique
Demonstrate performance techniques, technical work and exercises, and describe their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
Area of Study 3: Musicianship
Identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment Tasks
- Techniques SAC (10% of VCE Music Study Score)
- Aural and Written Examination SAC (10%)
- Solo Performance
- Group Performance

Unit 4: Music Performance
Area of Study 1: Performance
Prepare and present accurate and expressive performances of informed interpretations of a program/s of group and solo works.
Area of Study 2: Performance Technique
Demonstrate performance techniques, technical work and exercises, and discuss their relevance to the performance of selected group and/or solo works, and present an unprepared performance.
Area of Study 3: Musicianship
Identify, re-create, notate and transcribe short excerpts of music, and analyse the interpretation of expressive elements of music in pre-recorded works

Assessment Tasks
- Techniques SAC (10% of VCE Music Study Score)
- Solo or Group Performance

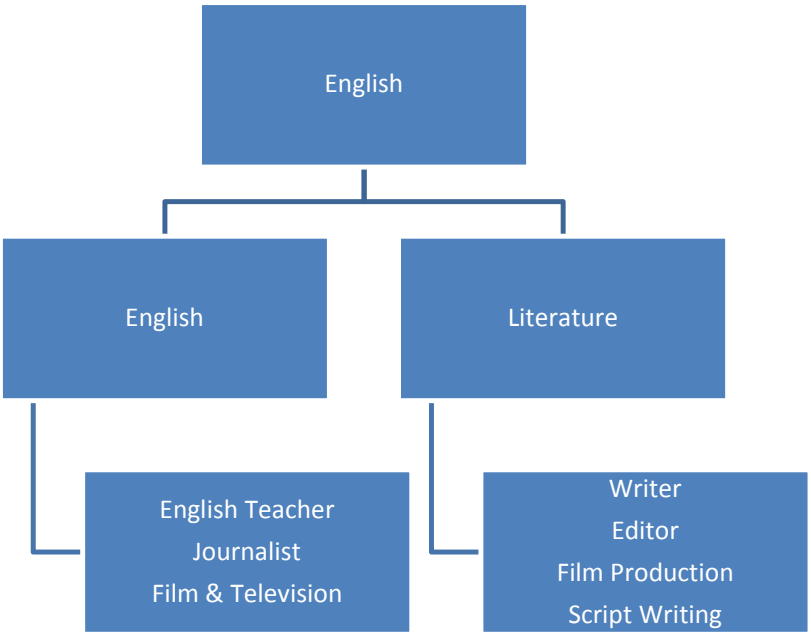
Examination:
Solo or Group Performance Examination (50%)
Aural and Written Examination (20%)
As part of studying music there is a compulsory excursion that will cost approximately $70.

English

English
Literature

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 Essential Learning Standards (AUSVELS) in the key discipline concepts of texts and language and the dimensions of reading, writing, speaking and listening.

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 (2016-2020)

Unit 1: In this unit, 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. Text selection is a school based decision and will be made in accordance the VCE English /EAL Study Design.

Unit 2: In this unit 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. Text selection is a school based decision and will be made in accordance the VCE English /EAL Study Design.

Assessment Tasks

- Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.
- School Assessed Tasks for Unit 1 will reflect the two areas of Study; **Reading and Creating Texts** and **Analysing and Presenting Argument.**
- School Assessed Tasks for Unit 2 will reflect the two areas of Study; **Reading and Comparing Texts** and **Analysing and Presenting Argument.**
- There will be a formal exam at the end of Unit 1 and Unit 2.

Unit 3: In this unit 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 are 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. The term 'selected text' refers to a text chosen from the list of prescribed texts in the Text List published by the VCAA.

Assessment Tasks – Unit 3 and 4:
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of VCE English/EAL, students' level of achievement will be determined by School-assessed Coursework (SACs) as specified in the VCE study design, and external assessment.
Percentage contributions to the study score in VCE English/EAL are as follows:

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

Unit 3 Outcome 1: On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1 – **Reading and Creating Texts.**

Unit 3 Outcome 2: On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2 – **Analysing Argument.**

Unit 4 Outcome 1: On completion of this unit the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1- **Reading and Comparing Texts.**

Unit 4 Outcome 2: On completion of this unit, the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2 – **Presenting an Argument.**

Literature

Unit 1

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students' close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

Assessment Tasks

- Discuss how personal responses to literature are developed and justify your own response to at least one text.
- Analyse the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.
- Analyse the construction of a film and comment on the ways it represents an interpretation of ideas and experiences.

Unit 2

The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

Assessment Tasks

- Analyse both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at the time.
- Produce a comparative piece of interpretive writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

Unit 3

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Assessment Tasks

- Analyse how meaning changes when the form of a text changes.
- Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
- Evaluate views of a text and make comparisons with their own interpretation.

Unit 4

This unit focuses on students creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Assessment Tasks

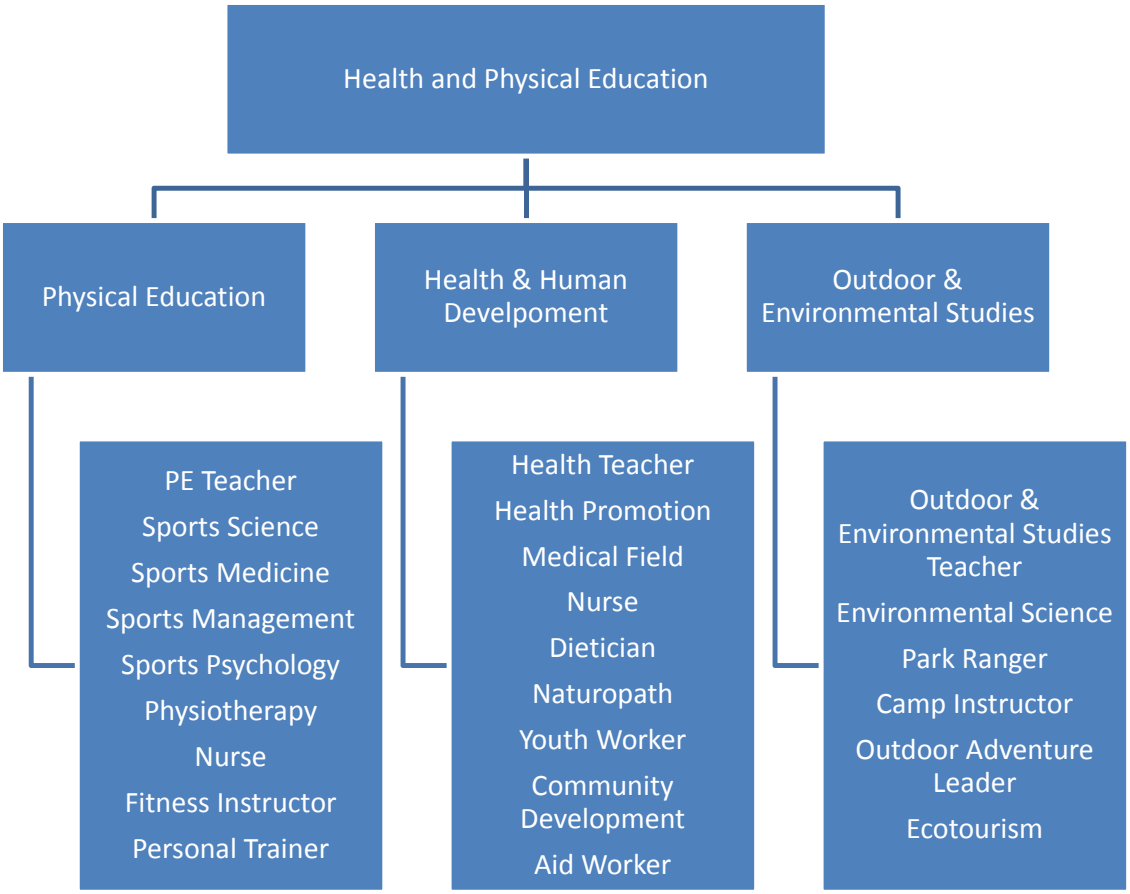
- Respond imaginatively to a text, and comment on the connections between the text and the response.
- Analyse critically features of a text, relating them to an interpretation of the text as a whole.

Percentage contribution in Unit 3 and 4 to overall grade is 25%. End of year examination worth 50%.

Health and Physical Education

Physical Education Units 1 - 4
Health and Human Development Units 1-4
Outdoor and Environmental Studies Units 1-4

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: Health and development of Australia's youth

Students are introduced to the concepts of health and individual human development. The unit focuses on the health and individual human development of Australia's youth and the factors that influence youth health and development. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Assessment Tasks

- Test
- Data Analysis
- Research and Project
- Exam

Unit 2: Individual development and health issues

In this unit students develop an understanding of the health and individual human development of Australia's children. They explore the physical development that occurs from conception to late childhood, as well as the social, emotional and intellectual changes that occur from birth to late childhood. Students then gain an understanding of the health status of Australia's adults, including the elderly, and analyse the various determinants that have an impact on adult health and individual human development. Finally, students identify a range of health issues that are having an impact on Australia's health system and investigate at least one health issue in detail.

Assessment Tasks

- Visual Presentation
- Test
- Research Assignment
- Exam

Unit 3: Australia's Health

This unit examines the health status of Australia's population with other developed countries. It explains variations in the health status of population groups in Australia and discusses the role of the National Health Priority Areas in improving Australia's health status. Models of health and health promotion are examined as well as the role of the government and non-government organisations in supporting the promotion of healthy eating.

Assessment Tasks

- Outcome 1 SAC 1 Data Analysis 30%
- Outcome 1 SAC 2 Written Response 30%
- Outcome 2 SAC 1 Test 40%

Unit 4: Global Health and Human Development

This unit takes a global perspective on achieving sustainable improvements in health and human development. It examines the United Nations (UN) human development work that is encapsulated in the Millennium Development Goals, where the world's countries have agreed to a set of measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women. A range of strategies aimed at reducing global burdens of disease and promoting human development are examined as is the role and function of AusAid and other non-government organisations.

Assessment Tasks

- Outcome 1 SAC 1 Data Analysis 30%
- Outcome 1 SAC 2 Test 30%
- Outcome 2 SAC 1 Written Analysis 40%

End of Year Examination: 50%

Physical Education

Unit 1: Bodies in Motion
This unit looks at how the body's muscles, bones, cardiovascular system and respiratory system work to produce movement. Through practical activities students explore the relationship between the body and physical activity. They are introduced to the aerobic and anaerobic pathways. Students learn about different biomechanical principles and how to apply them to improve sports performance.

Assessment Tasks
- Outcome 1: Test
- Outcome 2: Laboratory Report
- Outcome 3: Research Task
- Exam

Unit 2: Sports Coaching and Physical Active Lifestyles
This unit looks at coaching practices and their contribution to effective coaching and improved performance of an athlete. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. Students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan and the factors that influence participation in sport.

Assessment Tasks
- Outcome 1: Coaching Multimedia Report
- Outcome 2: Physically Active Lifestyles Report
- Outcome 3: Research Task
- Exam

Unit 3: Physical Activity Participation and Physiological Performance
This unit looks at gaining an understanding of physical activity, sedentary behaviour and current physical activity promotion strategies. Students investigate the characteristics of each energy system in practical activities and how they interact together, as well as the multi-factorial causes of fatigue, different strategies used to delay/manage fatigue and how to promote recovery.

Assessment Tasks
- Outcome 1: Case Study – 40 marks
- Outcome 2: Test – 20 marks
- Outcome 3: Laboratory Report – 40 marks
- Total: 100 marks (25% of overall year marks)

Unit 4: Enhancing Performance
Students learn about the methods used to improve performance by undertaking an activity analysis of a sport. They investigate the required fitness components and participate in and design a training program. Students also look at physiological, psychological and nutritional strategies used to gain advantage over competition. They also evaluate different techniques legal and illegal to enhance performance.

Assessment Tasks
- Outcome 1: Training Program – 40 marks
- Outcome 2: Test – 20 marks
- Outcome 3: Test – 40 marks
- Total: 100 marks (25% of overall year marks)

A two hour exam is sat at the end of the year and will contribute 50% to overall marks

Outdoor and Environmental Studies

Unit 1: Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Assessment Tasks
- Test
- Case study
- Learning activities
- Examination

Unit 2: Discovering outdoor environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impact on outdoor environments. In this unit, students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. They develop the practical skills required to minimise human impact on outdoor environments.

Assessment Tasks
- Test
- Data analysis
- Learning activities
- Examination

Unit 3: Relationships with Outdoor Environments
Unit 3 explores the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major events and issues related to European settlement. To support key knowledge students participate in a 1-day excursion and a 4-day bushwalk. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

Assessment Tasks
- Written Analysis
- Multimedia presentation
- Case study
- Test

Unit 4: Sustainable Outdoor Relationships
Unit 4 explores contemporary states of environments in Australia, considers the importance of healthy outdoor environments including sustainable use and management practises. Students also analyse conflicts of interest over the use of outdoor environments. To support key knowledge students participate in a 3-day Alpine Ski Camp and a 1 day excursion. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ.

Assessment Tasks
- Written Analysis
- Case Study

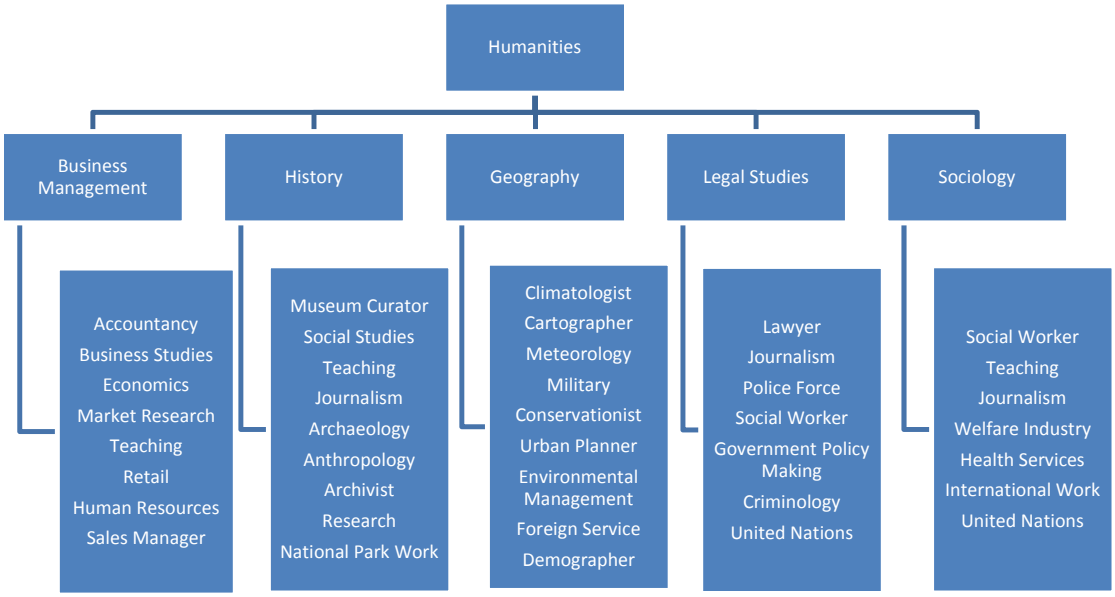
Examination: One examination assessing Unit 3 and 4 totalling 50%

Humanities

Business Management
Geography 1-2
History 20th Century 1-2 Revolutions3-4
Legal Studies 1-4
Sociology 1-2

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: **Small Business Management**
This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success. Students look into subject matter which includes, but is not limited to, characteristics of small business, their internal and external environment, planning for the success of small business, ethics and socially responsible business practices, introductory accounting, management of staff, effective use of ICT and the legal requirements of small business.
Outcome 1: Introducing Business – Development of a business plan
Outcome 2: Small business decision making, planning and evaluation – Case study
Outcome 3: Day to Day Operations – School based short term business activity

Unit 2: Communication and management
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.
Outcome 1: Communication in Business – Develop a communication plan for small business.
Outcome 2: Managing the Marketing Function – Operate a small business based on your marketing plan.
Outcome 3: Media analysis of a number of recent Public Relations Incidents.

Unit 3: Corporate management
In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business' internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications. School assessed course work accounts for 25% of unit score.
Outcome 1: Discuss and analyse the context in which large-scale organisations operate.
Outcome 2: Discuss and analyse major aspects of the internal environment of large-scale organisations.
Outcome 3: Discuss and analyse strategies related to operations management.

Unit 4: Managing people and change
This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance. School assessed course work accounts for 25% of unit score.
Outcome 1: Analyse and evaluate practices and processes related to human resource management.
Outcome 2: Analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large-scale organisation.

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

Examination: One examination assessing Unit 3 and 4 totalling 50%

Geography

Unit 1: Hazards and Disasters

This unit investigates two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and/or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas to regional and global hazards.

The world's hazards are commonly classified by their causes: geological (or geophysical), hydro-meteorological (weather, climate, water), biological (infectious diseases, plant or animal invasion) and technological (human induced and exacerbated).

Area of Study 1: Characteristics of hazards
Area of Study 2: Response to hazards and disasters

Assessment Tasks will include:

- A Fieldwork Report (and one of the following)
- Structured questions
- A Case Study
- A Report
- A Folio Of Exercises

Unit 2: Tourism

This unit investigates the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change, and its impacts on people, places and environments. Contrasting examples of tourism from within Australia, and elsewhere in the world, will support student investigations.

Area of Study 1: Characteristics of tourism
Area of Study 2: Impact of tourism

Assessment Tasks will include:

- A Fieldwork Report (and one of the following)
- Structured questions
- A Case Study
- A Report
- A Folio Of Exercises

AIM HIGH

History

UNIT 1: Twentieth Century History 1919-1939
In Unit 1, students explore the nature of political, social and cultural change in the period between the two world wars.
Areas of Study 1: Ideology & Conflict: 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
Areas of Study 2: Social and Cultural Change: In this area of study students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period.

UNIT 2 – Twentieth Century History 1945-2000
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
Areas of Study 1: Competing Ideologies - In this area of study, students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations such as Vietnam, and the reasons for the end of this sustained period of ideological conflict.
Areas of Study 2: Social Movements - 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 period 1945 to 2000. In particular, students may study the Arab–Israeli dispute, the anti-Apartheid movement in South Africa or the Irish 'troubles'

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 Tasks Units 3 & 4

• 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: End of year exam worth 50% of study score

Legal Studies

Unit 1: Criminal law in action
Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making.
Area of Study 1: Law in society
Area of Study 2: Criminal Law
Area of Study 3: The Criminal Courtroom

Unit 2: Issues in civil law
Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies.
Area of Study 1: Civil Law
Area of Study 2: The Civil Law in Action
Area of Study 3:The Law in Focus

Unit 3: Law-making
In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual.
Area of Study 1: Parliament and Citizen
Area of Study 2: The Constitution and protection of rights
Area of Study 3: Role of courts in law-making

Unit 4: Resolution and justice
Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system.
Area of Study 1: Dispute resolution methods
Area of Study 2: Court processes and procedures, and engaging in justice

Major Assessment Tasks include:
- a case study
- structured questions
- an essay
- a test

Examination: The examination will contribute 50% of student's overall 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
-

Examination: The end of year examination contributes 50% toward overall study score.

Mathematics

Foundation Mathematics Units 1-2
General Mathematics Units 1-2
Mathematical Methods (CAS) Units 1-4
Further Mathematics Units 3-4
Specialist Mathematics Units 3-4

Foundation Mathematics: This subject is suitable for students who need Maths skills to support other subjects, including VET studies. There is a strong emphasis on using Maths in practical contexts relating to everyday life, personal work and study.

General Maths: This subject provides courses of study for diverse groups of students, and must be taken by any student wanting to do Year 12 Further Maths. Successful completion of General Mathematics is required for Nursing and Teaching.

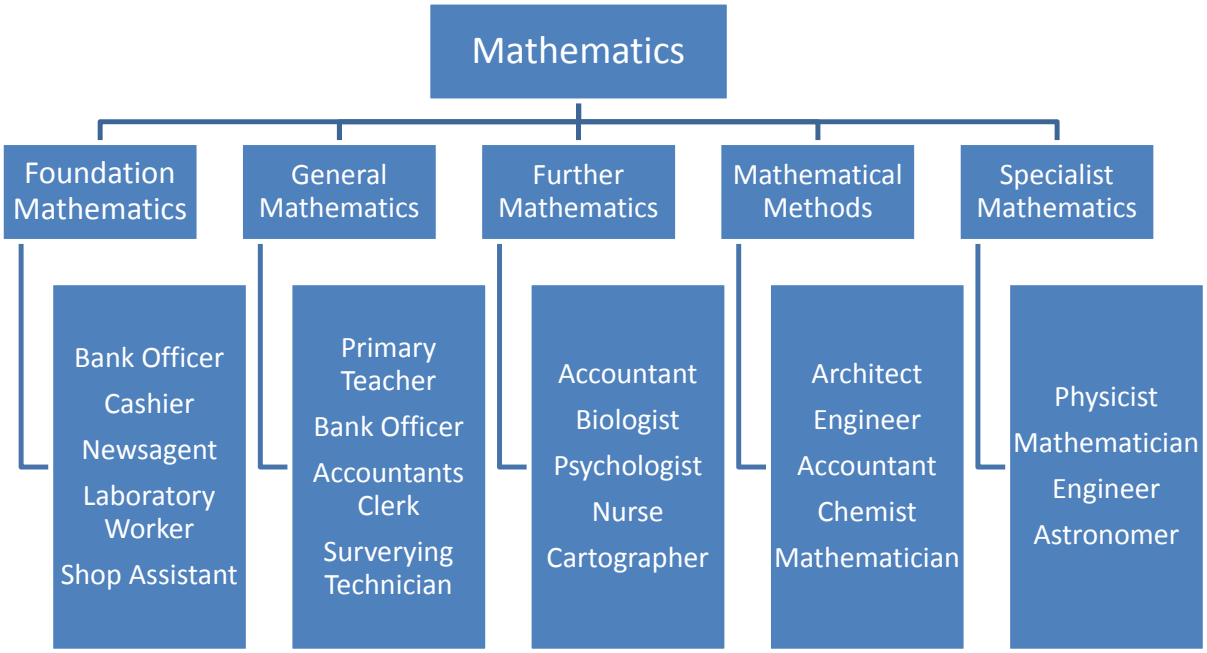
Mathematical Methods: This subject will be undertaken by students intending to take College or University courses that need a strong mathematics background e.g. some branches of Engineering, Medical Sciences and the Physical Sciences.

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

Further Mathematics: About 60% of the course will be compulsory and will cover statistics. In addition, there will be a number of optional modules which are intended to provide for a range of different student needs. Further Mathematics does meet the prerequisites for some post Year 12 pathways.

Specialist Mathematics: This subject can only be taken if Maths Methods Units 3 & 4 are being taken. This course is advantageous if considering some Engineering courses post year 12.

A Texas Instruments TI-NSPIRE graphics calculator is required for students studying General Mathematics, Mathematical Methods, Further Mathematics or Specialist Mathematics. All subjects require the relevant text.



Foundation Mathematics

Foundation Mathematics
On completion of this unit you should confidently and competently use mathematical concepts and skills from the areas of study; you should be able to apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results and you should be able to select and use technology to apply mathematics in a range of practical contexts.

Unit 1: Patterns and number, and Handling data
Patterns and number
This area of study covers basic number operations and the representation of patterns in number in different forms. Consideration of approximation strategies and standard calculations enable students to obtain estimates and exact values in a variety of common contexts. Handling data covers the collection, presentation and basic analysis of data. Consideration of different forms of data representation enables students to create appropriate and effective data summaries and critically interpret common media presentations.

Unit 2: Measurement, Space, Shape and Design
Measurement covers the use of the metric system in familiar and everyday measurement activities. Consideration of conventions and practices for degree of accuracy and the use of appropriate units enable students to make measurements relevant to a variety of common contexts. The second area covers the geometric properties of lines and curves, shapes and solids and their graphical and diagrammatic representations. Consideration of scale, and labelling and drawing conventions enables students to interpret domestic, industrial and commercial plans and diagrams.

Assessment Tasks for Unit 1 & 2
- Classwork
- Assignments
- Examination

General Mathematics

Unit 1- 2: General Mathematics
General Mathematics provides courses of study for a broad range of students. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics.
Outcome 1: define and explain key concepts.
Outcome 2: apply mathematical processes in non-routine contexts
Outcome 3: use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas.

Unit 1: Data analysis and simulation, Linear Algebra, Shape and Measurement
Arithmetic covers applications of arithmetic involving natural numbers, integers, rational numbers, real numbers and complex numbers. Data analysis and simulation covers the display, summary, and interpretation of univariate and bivariate data, and the design, construction and simulation models. Algebra includes linear and non-linear relations and equations and algebra and logic.

Unit 2: Graphs of linear and non-linear relations, Business mathematics, Trigonometry, Sequences and series, Matrices and Networks
The first area of study covers the sketching and interpretation of linear and non-linear graphs and modelling with linear and non-linear graphs. Business mathematics covers definitions and applications of undirected graphs, linear programming and financial arithmetic. Trigonometry includes geometry in two dimensions and three dimensions.
The topic, sequences and series, considers number patterns and their applications. Practical applications of networking [graph theory] and the use of matrices to solve code and decode information are introduced.

Assessment Tasks for Unit 1 & 2
- Classwork
- Assignments
- Examination

Mathematical Methods

The areas of study of Mathematical Methods are 'Functions and graphs', 'Algebra', 'Rates of change and calculus' and 'Probability'. Work from each topic is covered in increasing complexity over the two year course.

Outcome 1: On completion of each unit you 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 the completion of each unit you should be able **to apply** mathematical processes in non-routine contexts, **and analyse and discuss** these applications of mathematics.
Outcome 3: On completion of each unit you should be able **to select and use** a computer algebra system and other technology to develop mathematical ideas, **produce results and carry out analysis** in situations requiring problem-solving, modelling or investigative techniques or approaches.

Unit 1/2: Functions and Graphs, Algebra, Rates of change, Calculus and Probability
Unit 1 covers the graphical representation of functions of a single real variable and the study of key features of graphs of functions. The focus is on the algebra of polynomial functions to degree 4. Constant and average rates of change and an informal treatment of instantaneous rate of change of a function in familiar contexts, and introductory probability theory are covered.
Unit 2 involves further development of algebra content prescribed in Unit 1, as well as circular functions, exponential functions and logarithmic functions. Differentiation and antidifferentiation of polynomial functions and power functions and related applications, including graph sketching are covered as are introductory counting principles and techniques, their application to probability and the application of transition matrices to conditional probabilities.

Assessment Tasks
- Chapter test and/or Assignment
- Examination

Unit 3: Functions and Graphs, Algebra and Calculus- Differentiation
In Unit 3, a selection of content from the areas of study 'Functions and graphs', 'Algebra' and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study are included.

Assessment Tasks
- Test 1 SAC – 3%
- Test 2 SAC– 3%
- Application Task SAC – 14%

Unit 4: Functions and Graphs, Algebra and Calculus- Integration, and Probability
Unit 4 consists of the remaining content from the areas of study: 'Functions and graphs', 'Calculus', 'Algebra' and the study of random variables and discrete and continuous probability distributions and their applications. For Unit 4, the content from the 'Calculus' area of study includes the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

Assessment Tasks
- Analysis Task 1 SAC – 7%
- Analysis Task 2 SAC – 7%

End of Year Examination:
Examination 1 [1 hour, short answer, no notes, no calculator] – 22%;
Examination 2 [2 hours, multiple choice, extended answer; notes and CAS calculator allowed]– 44%

Further Mathematics

Unit 3 & 4 Further Mathematics
Further Mathematics consists of a compulsory core area of study Data analysis and then a selection of three from six modules. Unit 3 comprises the Data analysis area of study which incorporates a statistical application task, and Number Patterns. Unit 4 comprises the two other selected modules which are Geometry and Trigonometry and Business related Mathematics.
Outcome 1: On completion of each unit you should be able **to define and explain** key terms and concepts as specified in the content from the Application' area of study, **and use** this knowledge to apply related mathematical procedures **to solve** routine application problems.
Outcome 2: On completion of each unit you should be able **to apply** mathematical processes in contexts related to the Applications area of study, **and analyse and discuss** these applications of mathematics.
Outcome 3: On the completion of each unit you should be able **to select and appropriately use** technology to develop mathematical ideas, **produce results and carry out analysis** in situations requiring problem solving, modelling or investigative techniques or approaches related to the selected modules for this unit from the Applications area of study.

Assessment Tasks
Unit 3 SACs 20 %
1. Data analysis application task
2. Analysis task on Number Patterns

Unit 4 SACs 14 %
3. Geometry and trigonometry task
4. Business-related mathematics task

Examinations
1.5 hour Multiple choice 33%
1.5 hour Short Answer 33%

Specialist Mathematics

Unit 3 & 4 Specialist Mathematics
Specialist Mathematics consists of the following areas of study: functions, relations and graphs, algebra, calculus, vectors and mechanics. The development of course content should highlight mathematical structure and proof. In Unit 3 a study of Specialist Mathematics would typically include content from functions, relations and graphs and a selection of material from the algebra, calculus and vectors areas of study. In Unit 4 this selection would typically consist of the remaining content from the algebra, calculus, and vectors areas of study and the content from the mechanics area of study. Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology.

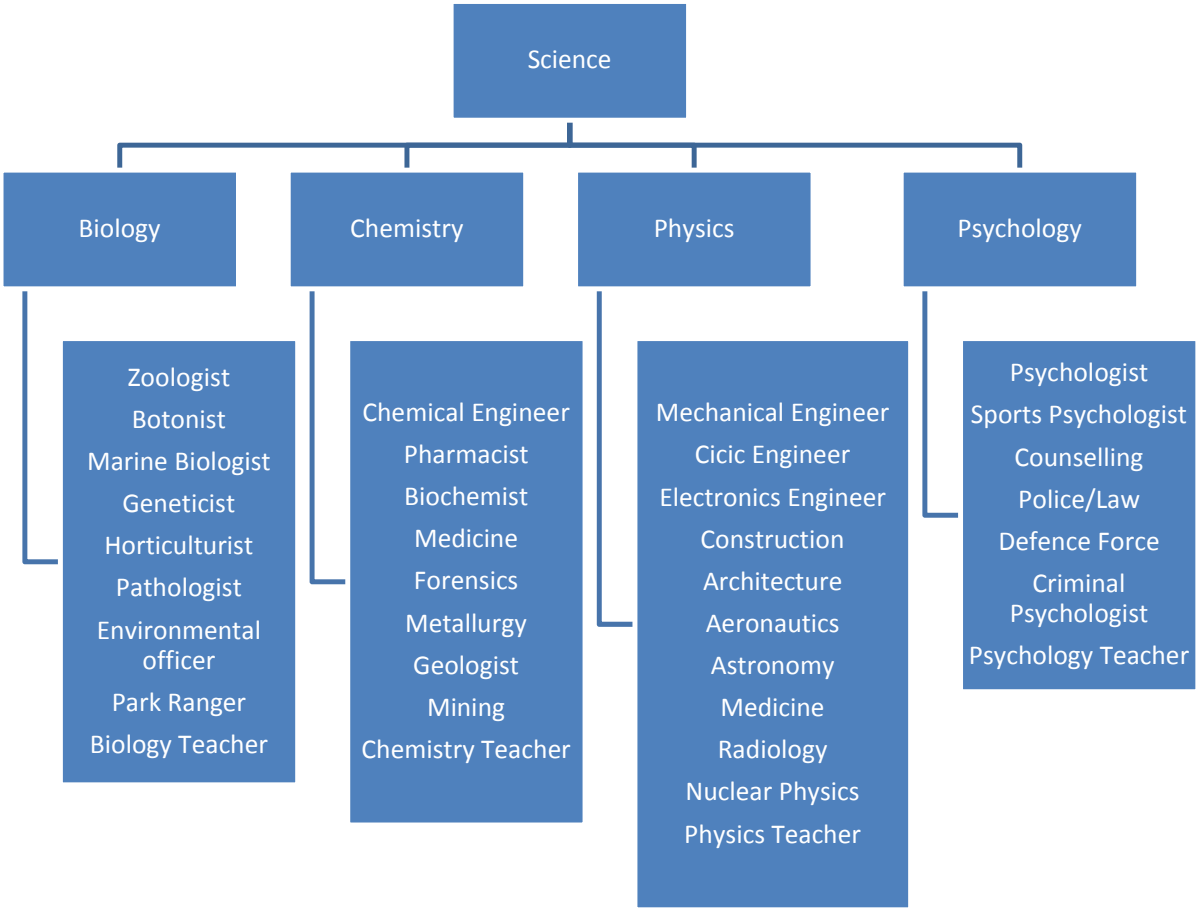
Assessment Tasks
School-assessed coursework for Unit 3 will contribute 14% to the study score. School-assessed coursework for Unit 4 will contribute 20% to the study score.
The student's level of achievement for Units 3 and 4 will also be assessed by two examinations based on tasks related to Outcomes 1 to 3. Examination 1 contributes 22% and Examination 2 contributes 44% to the study score.

Science

Biology, units 1 - 4
Chemistry, units 1 – 4
Physics, units 1 - 4
Psychology, units 1 – 4

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 Unit 3&4 without Unit 1&2, it is strongly recommended that Unit 1&2 is studied to ensure stronger foundations are formed prior to Unit 3&4. For Chemistry, Unit 1&2 will be considered necessary as a prerequisite for Unit 3&4.



Biology

Unit 1: How do living things stay alive?
Students are introduced to some of the challenges to an organism in sustaining life. They examine the cell as the structural and functional unit of life. They study types of adaptations that help the organism's survival in a particular environment. Students investigate how organisms are interconnected and utilises resources of their habitat. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Unit 2: How is continuity of life maintained?
Students focus on cell reproduction and genetics. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies. The role of stem cells is investigated and their potential use in medical therapies is considered. Students use genetics to explain the inheritance of characteristics, 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
- Unit Examination

Unit 3: How do cells maintain life?
Students investigate the workings of the cell, including the plasma membrane, its internal spaces and the control of the movement of molecules in and out. The role enzymes and antibodies to highlight the importance of biochemistry in cell workings. Students study nucleic acids and proteins as key molecules in cellular processes and cells communication. Students study the human immune system.

Assessment Tasks
- 2 SACs (16%)

Unit 4: How does life change and respond to challenges over time?
Students consider the continual changes and challenges that face life on Earth. The changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine the various evidence that develops our understanding of evolution. Students examine the human fossil record. Social and ethical implications of manipulating DNA and applying biotechnologies is explored for both the individual and the species.

Assessment Tasks
- 2 SACs (24%)

Examination:
Examination on Unit 3&4 worth 60%

Chemistry

Unit 1: How can the diversity of materials be explained?
Students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. They explain the relationships between properties, structure and bonding forces within and between particles. They use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Assessment Tasks
- Extended research investigation
- A report on a practical activity
- Tests
- Examination

Unit 2: What makes water such a unique chemical?
Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They investigate solvent properties, solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

Assessment Tasks
- Response to an issue
- Student designed investigation
- Tests
- Examination

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.

Assessment Tasks
SACs 16%

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.

Assessment Tasks
SACs worth 24%
Examination
Examination on Unit 3 & 4 worth 60%

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: Physics as a Human Endeavour
In this unit, students will study the core topics Nuclear Physics and Radioactivity and Electricity and one of medical physics, astronomy, nuclear energy, astrophysics, flight or sustainable energy sources. Students learn how to use physics to explain phenomena and events as well as some technological and social applications. In studying this unit, students should gain an understanding of the ways in which knowledge in physics advances and is applied. Students also complete regular experimental work in the laboratory starting with simple observations and measurements. At least one major experimental investigation will be undertaken.

Assessment Tasks
- Tests
- Examination
- Folio of Practical activities

Unit 2: Applications of Models
In this unit, students will study the core topics Motion and Light and one of medical physics, astronomy, nuclear energy, astrophysics, flight or sustainable energy sources. The unit promotes the development of students' ability to use physics to explain phenomena and events, and technological and social applications. In studying this unit, students should gain an understanding of the ways in which knowledge in physics advances and is applied.

Assessment Tasks
- Tests
- Examination
- Investigation report

Unit 3: Motion and Electronics
This unit focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry. Motion in two dimensions is introduced and applied to moving objects on Earth and in space. Another of Newton's theories, that the gravitational effect of the Earth reaches out into space, is introduced and applied to analyse the motion of the Moon, the planets and satellites. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices introduced.

Unit 4: Electric Power and the Interactions of Light and Light and Matter
In Unit 4, the development of models to explain the complex interactions of light and matter is considered. A field model of electromagnetism is applied to the generation, distribution and use of electric power. The detailed studies provide examples of innovative technologies used for research and communication.

Unit 3 or 4 Detailed Studies
In either Unit 3 or 4 a detailed study will be completed. The detailed study is likely to be Photonics. Students apply the photon and wave models of light to describe and explain the operation of different light sources and fibre optic wave-guides and analyse their uses.

Assessment tasks (Unit 3 & 4)
- **Examination:** The end of year examination will contribute 60% towards the final mark.
- SACs will contribute 40% towards the final mark.
- SACs will include a practical investigation, tests, data analysis and a practical activity summary.

Psychology

Unit 1: How are behaviour and mental processes shaped?
In Unit 1, students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.

Areas of Study 1: How does the brain function? - In this area of study, students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the world around us. Students will also explore how brain plasticity and brain damage affect a person's functioning.

Areas of Study 2: What influences psychological development? - In this area of study students explore how biological, psychological and social factors influence different aspects of a person's psychological development.

Area of study 3: Student-directed research investigation – Students will apply and extend their knowledge and skills developed in Areas of Study 1: brain function and/or 2: psychological development by undertaking a student-directed research investigation.

Unit 2 – How do external factors influence behaviour and mental processes?
In Unit 2 students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and a group.

Areas of Study 1: What influences a person's perception of the world? - In this area of study, students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli.

Areas of Study 2: How are people influenced to behave in particular ways? - In this area of study students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. Students will examine how attitudes are formed and changed, and look at the factors that influence helping and bullying behaviour.

Area of study 3: Student-directed practical investigation – Students will design and conduct a practical investigation related to external influences on behaviour. The investigation relates to knowledge and skills developed in Areas of Study 1: sensation and perception and/or 2: social cognition and social influence on behaviour.

Unit 3: How does experience affect behaviour and mental processes
In this unit students examine the functioning of the nervous system to explain how a person can interact with the world around them. They explore how stress may affect a person's functioning, causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and how memory can be improved.
Unit 4: How is wellbeing developed and maintained?
In this unit, students examine the nature of consciousness and how changes in its levels can affect mental processes and behaviour. They consider the role of sleep on a person's functioning. Students explore the concept of a mental health continuum and analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered.

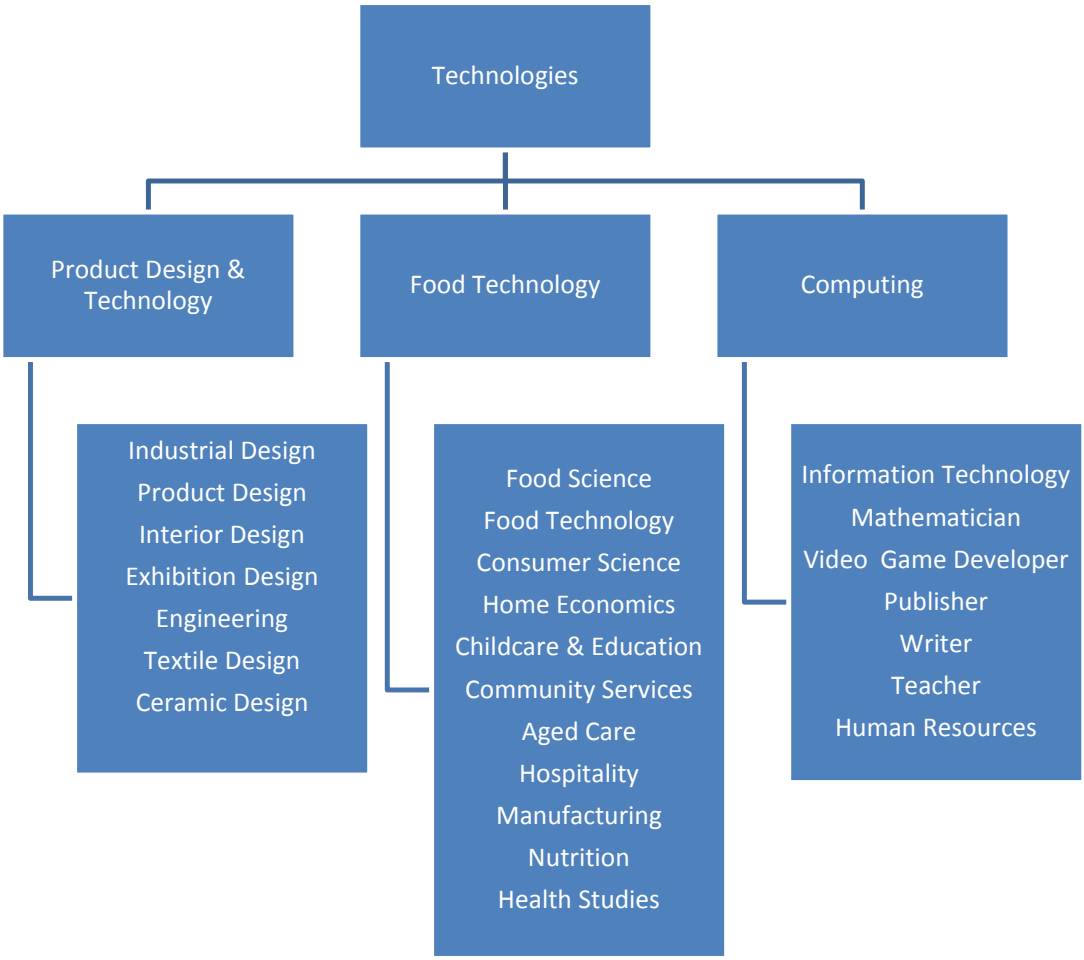
Assessment Tasks Units 3 & 4

- SACs Unit 3 — 16% of study score
- SACs Unit 4 — 24% of study score

Examination: End of year exam worth 60% of study score

Technology

Product Design & Technology – Units 1-4
Food Technology – Units 1-4
Computing – Units 1-4



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.

- Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation.
- Students 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.
- Students 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 a contemporary 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 Tasks

The School-assessed Task will contribute 30 per cent to the study score.
School-assessed Coursework for Unit 4 contributes 10 per cent.

Examination: The examination will contribute 50 per cent.

Product Design and Technology

Unit 1: Product Re-Design and Sustainability
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.

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.

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.

Percentage contribution to overall grade is 12%

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.

Percentage contribution to overall grade is 8%
Design Folio, Production and Evaluation – 50%
Examination – 30%

Food Technology

Food and Technology at VCE level gives students the opportunity to learn new skills, enhance others in this area and to apply them in a real life situation.

Unit 1: Food Safety & Properties of Food

This Unit is divided into 2 parts/areas.

Area 1: In this area the student will study safe and hygienic food work practices in the preparation, processing and storage of food. It is assessed by written and practical tasks.

Area 2: In this area the student will study sensory, physical, chemical and functional properties of food, they will demonstrate their knowledge by written and practical tasks. It is also assessed by written and practical tasks.

Unit 2: Planning & Preparation of Food

Area 1: In this area the focus is on developing an understanding and appreciation of the specific tools of the trade used to achieve the best results in food technology. It is assessed by written and practical assessments.

Area 2: In this unit students learn to plan and produce dishes to suit specific needs. It is assessed by written and practical assessments.

Unit 3: Food Preparation, Processing & Food Controls

This Unit is divided in to 3 parts/areas.

Area 1: This looks at food safety and the laws/strategies that are in place at local, state and federal level to make our food supply safe both on a commercial and domestic level. This area is assessed by an examination and practical work.

Area 2: This looks at the stages involved in bringing food from 'paddock to plate'. It looks at all the processes involved in bringing food from its raw state through the various levels of processing that can be applied to foods & food products. It is assessed by examination and practical work.

Area 3: This begins the process of the School Assessed Task (SAT) which requires the student to design, plan and prepare a selection of foods to meet predetermined criteria. This area is considered to be completed on the submission of a satisfactory design plan.

Unit 4: Food Product Development and Emerging Trends.

This Unit has 2 parts/areas.

Area 1: This is the major practical component of the course. Students will create 4 – 6 food products to meet the need identified in the design brief created in Unit 3, Area 3. They are required to submit a design folio in which they report on and evaluate their work.

Area 2: This looks at the driving forces behind food product development, marketing, the environment, packaging and the development of new foods and food products. It is assessed by an examination/report.

Percentage contributions to the study score in VCE Food and Technology are as follows:

- Unit 3 School-assessed Coursework: 18 per cent
- Unit 4 School-assessed Coursework: 12 per cent
- Units 3 and 4 School-assessed Task: 40 per cent
- End-of-year examination: 30 per cent.

Korumburra Secondary College

Jumbunna Rd
Korumburra Victoria 3950

Telephone (03) 5655 1566
Facsimile (03) 5655 2673

korumburrasc@edumail.vic.gov.au
www.korumburrasc.vic.edu.au