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

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 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 11 approximately 2 hours per night is recommended.
- In Year 12 approximately 3 hours per night is recommended.
- Be well organised and 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

<table>
<thead>
<tr>
<th>Term</th>
<th>Commences</th>
<th>Finishes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Thursday 28th January</td>
<td>Thursday 24th March</td>
</tr>
<tr>
<td>Term 2</td>
<td>Monday 11th April</td>
<td>Friday 24th June</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 11th July</td>
<td>Friday 16th September</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 3rd October</td>
<td>Friday 20th December</td>
</tr>
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</table>
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

<table>
<thead>
<tr>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 &amp; 12 Business Management 3 &amp; 4</td>
<td>Year 10 &amp; 11 Business Management 1 &amp; 2</td>
</tr>
<tr>
<td>Year 11 &amp; 12 Studio Art 3 &amp; 4</td>
<td>Year 10 &amp; 11 Physical Education 1 &amp; 2</td>
</tr>
<tr>
<td>Year 10 &amp; 11 Biology 1 &amp; 2</td>
<td>Year 11 &amp; 12 Biology 3 &amp; 4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2018</th>
<th>2019</th>
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<td>Year 11 &amp; 12 Business Management 3 &amp; 4</td>
<td>Year 10 &amp; 11 Business Management 1 &amp; 2</td>
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<tr>
<td>Year 11 &amp; 12 Physical Education 3 &amp; 4</td>
<td>Year 10 &amp; 11 Physical Education 1 &amp; 2</td>
</tr>
<tr>
<td>Year 10 &amp; 11 Biology 1 &amp; 2</td>
<td>Year 11 &amp; 12 Biology 3 &amp; 4</td>
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### VCE Subjects Offered at KSC 2016

<table>
<thead>
<tr>
<th>SUBJECT NAME</th>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>Material Charges</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
<th>Material Charges</th>
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<td>-</td>
<td>3</td>
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<td>Biology</td>
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<td>Outdoor and Environmental Studies</td>
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<tr>
<td>Specialist Mathematics</td>
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<td>3</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Studio Art</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>3</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Visual Communication &amp; Design</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>3</td>
<td>4</td>
<td>-</td>
</tr>
</tbody>
</table>

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 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.
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.

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 workload.
- 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.
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.
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 with 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%
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
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

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 Applications 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 utilise 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 to 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 into 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.
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