KORUMBURRA SECONDARY COLLEGE

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Jackie Wilson
Emma Talbot
Orla McCarthy
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COLLEGE WELCOME

It is with great pleasure that we take this opportunity to explain in detail our College Senior School Program and the many benefits we offer as students enter the last important phase in their secondary schooling.

We are very proud of the high quality education programs, resources and facilities we provide in a friendly, safe and supportive environment.

With the inclusion of a combination of V.C.E., Vocational Education and Training (V.E.T.) and Victorian Certificate of Applied Learning (V.C.A.L.) programs we offer a broad range of subjects in each career or tertiary study pathway.

In the Senior School, Korumburra Secondary College places great importance upon:
• Student welfare and support
• Encouraging and rewarding excellence
• Leadership and communication skills
• Study skills and teamwork
• Preparation for life after school
• School uniform.

Senior students are fortunate to be able to utilize the extensive facilities provided in the senior study area.

The College is very proud of its VCE results and excellent success rate in students gaining tertiary entrance, apprenticeships and employment.

The College sincerely believes that as a medium sized secondary college we offer significant advantages to all of our students in such areas as
• relative small classes
• individual assistance
• careers and tertiary counselling
• senior study centre
• health and well being seminars
• study camps and orientation program
• quality student and staff relationships
• continuous assessment and reporting.

We are very proud of our college and our most capable and experienced staff who are committed to providing Quality Education in a Caring Community.
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 3/4 units in studies other than English
- your VCE may be completed over more than 2 years.

Students will normally be expected to choose seven units in Semesters 1 and 2. At KSC it is policy that students meet the requirements for English units 1 and 2 during Year 11.

Students will normally be expected to choose five units in each semester at Year 12 including units 3 and 4 of English and four other 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 3/4 units 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 KSC and used to determine levels of performance. Students completing units 1 and 2 will be required to undertake an end of semester test/exam.

In units 3 and 4 students will be required to undertake school assessed coursework (SACs) which are used to assess students’ levels of performance. These are undertaken in class.

All studies have end of year exams, with some having mid-year exams as well.

All students studying a unit 3/4 study must sit the (General Achievement Test) GAT (set statewide) during the mid-year exam period.
# VCE/VCAL Subjects Offered at KSC

<table>
<thead>
<tr>
<th>SUBJECT NAME</th>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Design &amp; Technology – Wood or Fabric</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>1</td>
<td>2</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Food Technology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>VCAL Literacy</td>
<td>Intermediate</td>
<td>Intermediate</td>
<td>Senior</td>
<td>Senior</td>
</tr>
<tr>
<td>VCAL Numeracy</td>
<td>Intermediate</td>
<td>Intermediate</td>
<td>Senior</td>
<td>Senior</td>
</tr>
<tr>
<td>Foundation Mathematics</td>
<td>1</td>
<td>2</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>NA</td>
<td>NA</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>1</td>
<td>2</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>Geography</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Health &amp; Human Development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>History – 20th Century</td>
<td>1</td>
<td>2</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>History - Australian</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Industry &amp; Enterprise</td>
<td>1</td>
<td>2</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Information Technology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Literature</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics Methods</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Physics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Psychology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>NA</td>
<td>NA</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Studio Art</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Visual Communication &amp; Design</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Units 3 & 4 must be combined. In Maths Methods, Units 1 & 2 must be completed before unit 3 & 4.

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

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

NA = not applicable
WHAT IS VCAL?
The VCAL is a qualification that sits alongside the VCE. It provides an alternative pathway for young people in Year 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.

A. WHY DO WE NEED VCAL?
VCAL provides an alternative pathway developing skills, for students who may not be suited to the VCE.

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.

B. HOW DOES VCAL IMPROVE STUDENTS’ WORK AND STUDY OPTIONS?
The VCAL helps each student improve their literacy and numeracy, acquire work and industry skills, and grow as a person. Students gain experience in the adult world of work and get a qualification that helps them prepare for a job, apprenticeship, traineeship, further education and/or training.

C. CAN VCAL STUDENTS CHANGE TO THE VCE IF THEY CHANGE THEIR MINDS?
Yes. Any VCE units completed as part of a students’ 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.

D. 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.
A Sample course for VCAL (foundation)

<table>
<thead>
<tr>
<th>LITERACY &amp; NUMERACY PERSONAL DEVELOPMENT</th>
<th>WORK RELATED SKILLS</th>
<th>INDUSTRY SPECIFIC SKILLS</th>
<th>GENERAL CREDIT UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Literacy Class Incorporating:</td>
<td>VCAL Numeracy class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate Reading and Writing Skills</td>
<td>Intermediate VCAL Numeracy</td>
<td>VCE Industry and Enterprise Unit 1</td>
<td>Selected VET Cert II courses delivered at TAFE or via School Based Apprenticeship (100 hours of study per credit)</td>
</tr>
<tr>
<td>1 Credit</td>
<td>1 Credit</td>
<td>1 Credit</td>
<td></td>
</tr>
<tr>
<td>Or VCE Maths subjects</td>
<td>VCE Industry and Enterprise Unit 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Credit per unit passed</td>
<td>1 Credit</td>
<td>1 Credit</td>
<td></td>
</tr>
<tr>
<td>Intermediate Personal Development Unit 1</td>
<td>Intermediate Personal Development Skills Unit 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Credit</td>
<td>1 Credit</td>
<td>1 Credit</td>
<td></td>
</tr>
</tbody>
</table>

The four shaded subjects must be included in the 10 credits passed in order to be eligible for an Intermediate VCAL Certificate.

**VCAL - LITERACY**

The VCAL Literacy course is designed for students who need additional time and assistance to strengthen and refine their literacy skills. The course draws on and strengthens the knowledge and skills that have been acquired about reading and language in previous studies. It integrates speaking, reading, listening, viewing and writing across all areas of study. There is a focus on the development of practical literacy skills in the workplace, at home and in the community. Literacy units are offered at the Foundation, Intermediate and Senior levels.

**VCAL - NUMERACY**

The VCAL Numeracy course is designed for students who need additional time to strengthen and refine their mathematical skills. It focuses on the development of practical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. A special emphasis is placed on the mathematical skills used in employment aptitude tests. Numeracy units are offered at the Foundation, Intermediate and Senior levels.
VCAL - WORK RELATED SKILLS

The VCAL Work Related Skills course aims to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. The employability skills also provide students with an opportunity to consider and choose from a range of training and job pathways. Regular work experience (usually one day a week for the whole year) is compulsory for all students attempting work related skills units.

Work Related Skills are offered at the Foundation, Intermediate and Senior levels.

VCAL – PERSONAL DEVELOPMENT SKILLS

The VCAL Personal Development Skills course aims to develop those skills that will lift student self esteem, personal responsibility, resilience, integrity, commitment to excellence, personal community skills, team work and citizenship. Students will participate in a range of voluntary activities. These voluntary activities will focus on environmental awareness, commitment to personal goals, civic responsibility, and mental and physical wellbeing.

Personal Development Skills units are offered at the Foundation, Intermediate and Senior levels.

VET

WHAT IS VET?

V.E.T (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 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.

In many cases, there are subsidies for employers who agree to take on a student as a SBA.

HOW DOES VET FIT IN VCE/VCAL?

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 Must complete at least 80 hours of VET.

HOW DOES VET OPERATE AT KSC?

At KSC, a student combining a VET course or School Based New Apprenticeship with their VCE or VCAL studies obviously takes on a greater workload and it is ultimately their responsibility to meet the attendance requirements for both courses and to keep up with the additional work load.

There are extra study classes operating in Maths and English at lunchtime to assist VET students to catch up on work missed.

The College does its best to accommodate problems in this regard. If a student has to attend a TAFE college when relevant VCE classes operate, he/she must negotiate with their VCE teachers to adjust work demands.
VET FEES

VET students will be required to pay a $400 administration fee. The remainder of the course fees will be met by a DEECD subsidy and school funds within budget limits. 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.

Application for VET courses

Student wishing to be considered for a VET course must submit an application form and the $400 fee to the General Office by 3.30pm Wednesday 29th September. Interviews of candidates will be conducted soon after. Application forms will be available at course selection interviews (September 3rd).

The following criteria will be considered in deciding which applications are successful:

- Is the student continuing a VET course that was started in 2010?
- Is the desired course a government priority?
- Is the VET course relevant to the student career goals and other subject selection?
- Does the student show genuine commitment and interest in the VET program?
- Does the student have a regular attendance record?
- Does the student have a record of solid commitment to study?

The total number of positions offered will be determined by funds available. Unsuccessful applicants will have their $400 refunded. Students who are offered a place in VET should not take the decision to proceed lightly. Any student who withdraws from a VET program after February 28th will not have their $400 refunded.

SOME LOCAL COURSES AVAILABLE IN 2011

<table>
<thead>
<tr>
<th>VET Course</th>
<th>Study Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II Automotive</td>
<td>Apprenticeships Australia, Korumburra</td>
</tr>
<tr>
<td>Certificate II Building &amp; Construction</td>
<td>Apprenticeships Australia, Korumburra</td>
</tr>
<tr>
<td>Certificate II Engineering</td>
<td>Leongatha Secondary College</td>
</tr>
<tr>
<td>Certificate II Hospitality</td>
<td>Gippsland TAFE, Leongatha</td>
</tr>
<tr>
<td>Certificate II Community Services</td>
<td>Gippsland TAFE, Leongatha</td>
</tr>
<tr>
<td>Certificate II Hairdressing</td>
<td>Gippsland TAFE, Leongatha</td>
</tr>
<tr>
<td>Certificate II Bricklaying</td>
<td>Gippsland TAFE, Leongatha</td>
</tr>
<tr>
<td>Certificate II Plumbing</td>
<td>Gippsland TAFE, Leongatha</td>
</tr>
<tr>
<td>Certificate II Make-up Services</td>
<td>Gippsland TAFE, Leongatha</td>
</tr>
<tr>
<td>Certificate II &amp; III Computer Networking</td>
<td>Impact Creativity Centre, Wonthaggi</td>
</tr>
<tr>
<td>Certificate II Retailing</td>
<td>On-Line Delivery</td>
</tr>
<tr>
<td>Certificate II Stable Hand</td>
<td>Education Centre Gippsland Warragul</td>
</tr>
<tr>
<td>Certificate II Agriculture</td>
<td>Education Centre Gippsland Leongatha</td>
</tr>
<tr>
<td>Certificate II Horticulture</td>
<td>Education Centre Gippsland Leongatha</td>
</tr>
</tbody>
</table>
TRANSPORT

In 2010, students were permitted to use buses travelling to and from Leongatha Secondary College to attend a VET course if seats are available. To arrange a bus pass, students should talk to the Bus Coordinator.

Some parents also provided transport and “car pooled” students. Should a student need to be transported to their selected VET course, a parent can apply for a partial reimbursement of these costs by submitting a Conveyance Allowance Application form if the distance travelled is greater than 4.8 km from home to the VET training location (approximately $15 per semester).

Further information on the various VET subjects in the local regions can be found at the following web site: www.sgbcllen.org.au

GENERAL INFORMATION

The first step in gathering information about subject selection is to talk to the relevant class teachers. Seek advice concerning pre-requisites and courses from Mrs. Hendry (Careers Advisor). Read information on tertiary courses or TAFE courses found in the Careers library. Access the Job Guide for relevant subjects, pre-requisites and courses. Seek advice from the Senior Co-ordinators – Mr McGrath, Ms Parsons and Ms Talbot.

COURSE SELECTION PROCEDURES

The provisional enrolment and choice of Senior School Programs for each student enrolling in Year 11 at KSC must be approved at a course interview. These interviews will be held at KSC on Friday 3rd September 2010, 8:45 am until 4:45 pm in A1.

WORKLOAD

Your success at VCE / VCAL is dependent upon the following:

- managing your time effectively so study and recreational commitments can be included
- setting clear and attainable goals
- promptly seeking assistance from your teachers and not leaving problems to the last minute
- In Year 11 completing approximately 20 minutes study per subject per night and 3 - 4 hours study time on the weekends to ensure all work is up to date and revision for tests and exams can be undertaken
- In Year 12 approximately 3 hours per night is recommended.
- Being well organised and up to date is the key to success in VCE / VCAL.

ATTENDANCE REQUIREMENTS

As a student of KSC you will be expected to:

- attend all classes unless an absence is negotiated with the class teacher and/or the co-ordinator
- ensure the 80% compulsory attendance is met
- 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.

2011 TERM DATES

<table>
<thead>
<tr>
<th>TERM</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM ONE</td>
<td>Monday 1st February to 8th April 2010</td>
</tr>
<tr>
<td>TERM TWO</td>
<td>Monday 27th April to Friday 1st July 2010</td>
</tr>
<tr>
<td>TERM THREE</td>
<td>Monday 18th July to Friday 23rd September 2010</td>
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<tr>
<td>TERM FOUR</td>
<td>Monday 10th October to Thursday 22nd December 2010</td>
</tr>
</tbody>
</table>
Arts Unit 1 and 2 can be completed as individual units, however we recommend that students complete units in sequence, which will provide continuity in theory requirements and artistic skill development. Students’ general art materials are provided. Please note, there may be extra costs for materials, or photographic printing, for students who choose to create artwork beyond the set material allowances.

UNIT 1
Students examine artist in different societies and cultures, historical periods and develop their own personal points of view about the meaning and messages of the studied artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity. In their practical work, they explore the characteristic and qualities of materials and areas of personal interest to generate their own ideas.

Outcome 1:
Art and meaning
Outcome 2:
Art making and personal meaning

UNIT 2
In this unit students become aware that artwork can be created as forms of cultural expression for specific context such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibition and performance art. Students reflect on their own art making and examines how they have used art elements and principles to develop their visual language. Students use appropriate health and safety practices with respect to the impact of their arts practice upon themselves and their environment.

Outcome 1:
Art and Culture
Outcome 2:
Art making and Cultural expression

UNIT 3
In this unit students study selected artists who have produced works before 1970 and selected artists who have produced work since 1970. Students use the Analytical Framework for interpreting and analysing the meaning of artworks. They develop, examine and analyse their own and others opinions and use evidence to support different points of view. Students develop their own art responses inspired by ideas, concepts and observations. They apply imagination and creativity as they explore and develop visual language through the investigation and experimentation of materials, techniques, processes and art form/s.

Outcome 1:
Interpreting Art
Outcome 2:
Investigation and Interpretation through art making

UNIT 4
In unit four students continue to develop personal points for view and informed opinions about art ideas or issues and support them with evidence. Students examine and analyse their own viewpoints and those of others through commentaries and use this information to formulate and support their own developing points of view. Students continue to develop the body of work other
than the work that was completed for Unit 3. Students document their thinking and working practices, reflecting exploration, experimentation and skills.

**Outcome 1:**
Discussion and debating art

**Outcome 2:**
Realisation and resolution

### STUDIO ARTS- UNITS 1-4

The senior Studio Art program looks in-depth at how Art works are created from the idea stage through trialling and planning stages to the development of finished original artworks. These may include reflections on experiences, ideas and issues as well as observations of people, places and environment. Students will work in a variety of mediums using painting, drawing, digital photography and printmaking.

The study is made up of 4 units. Each unit of study has practical and written outcomes.

**UNIT 1**

**Outcome 1:**
Developing Art Ideas: Students source ideas and inspirations and use a variety of methods to translate these into visual form. Explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration.

**Outcome 2:**
Interpretation of Art Ideas & Use of Materials & Techniques: Students discuss how artists from different times and locations interpret sources of inspiration and use materials and techniques, to gain a broader understanding of how art works are conceived & produced.

**UNIT 2**

**Outcome 1:**
Design Exploration: Develop a design process including visual research and inquiry in order to produce a variety of design explorations and a number of artworks.

**Outcome 2:**
Ideas & Styles in Artworks. Analyse and discuss the ways in which artists from different times and locations have created aesthetic qualities in artworks, communicated ideas and developed styles.

**UNIT 3**

**Outcome 1:**
Exploration Proposal Prepare a work brief that formulates the content and parameters of the design process and plan how this will be undertaken.

**Outcome 2:**
Design Process: Present a design process that produces a range of potential solutions to the aims and ideas documented in the work brief.

**Outcome 3:**
Professional Art Practises & Styles: Discuss art practices in relation to particular art forms and analyse ways in which artists develop distinctive styles in their artworks.

**UNIT 4**

**Outcome 1:**
Folio of artworks: Present a cohesive folio of finished artworks, based on potential solution, that skilfully apply materials and techniques, resolve the aims, ideas and aesthetic qualities and communicate the student's ideas.

**Outcome 2:**
Focus, Reflection and Evaluation: Present a evaluation in visual and written form that documents how, potential solutions will be used to produce a cohesive folio of finished artworks, how materials and techniques are applied and how aims, ideas and aesthetic qualities are resolved in the finished artworks.

**Outcome 3:**
Art Industry Contexts: Analyse and discuss roles and methods involved in the presentation of artworks and analyse and discuss current art industry issues.
UNIT 1
The main purpose of this unit is to enable students to prepare instrumental drawings of objects and
explore freehand drawing from direct observation using one and two point perspective. Students
will also be introduced to the design elements and principles and the use of the design process.

**Outcome 1:**
The student should be able to complete technical drawing in four different drawing styles.

**Outcome 2:**
The student should be able to draw in one and two point perspective.

**Outcome 3:**
The student should be able to apply design elements and principles (using the design process)
through freehand drawing and digital design.

**Outcome 4:**
The student should be able to describe the nature of the design process in the production of visual communications.

UNIT 2
The main purpose of this unit is to develop practical skills by generating images and developing
them through digital design and drawing, using the design process and design elements and
principles.

**Outcome 1:**
The student should be able to complete technical drawings and work to scale.

**Outcome 2:**
The student should be able to combine freehand drawings, rendering and digital design.

**Outcome 3:**
The student should be able to apply the design process.

**Outcome 4:**
A written report on the history of design.

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

**Areas of Study**
1. Communication design
2. Communication analysis
3. Investigating professional practice

**Outcome 1:**
Use manual and electronic production systems and apply the design process to design a final presentation(s) that satisfies a specific communication need(s).

**Outcome 2:**
Analyse and evaluate the effectiveness of a range of visual communications.

**Outcome 3:**
Describe the roles of professional communicators and analyse processes and procedures used in professional practice to produce visual communications.

UNIT 4
The main purpose of this unit is to enable students to prepare one brief, and design and produce
developmental work and two final presentations based on the brief.

**Areas of Study**
1. Developing a design brief
2. Solutions to the design brief

**Outcome 1:**
Prepare one design brief that describes a client’s communication need(s) and specifies resolutions
and final presentations suitable for a stated audience(s).

**Outcome 2:**
Prepare developmental work that explores design concepts relevant to the requirements of the
design brief developed for Outcome 1 and fulfils the requirements of that design brief.

**Outcome 3:**
Produce two final presentations that satisfy the requirements of the design brief developed for Outcome 1.
MUSIC- UNITS 1-4

UNITS 1 & 2 - Music Performance

Entry to the study
There are no prerequisites for entry to this subject; however, it is recommended students have had 3-4 years tuition on their chosen instrument, be at approximately Grade 4 AMEB standard or higher, and that they read music.

Areas of Study
The subject focuses on developing skills in practical music making. The course places strong emphasis on playing and improving theoretical and aural understanding in order to improve musicianship and playing ability.

Students:
- perform as a soloist and in groups,
- develop an understanding of the different styles of music through analysis, composition and performance,
- study the art of performance and gain performance experience,
- develop listening skills and ability to discriminate aurally,
- undertake composition, arranging and improvising tasks.

UNITS 3 & 4 - Solo Performance

The focus of this study is on preparing and presenting solo works and the development of skills as a solo performer.

Areas of Study
- Performance skill development
  - Practice, preparation and performance of:
    - a prepared solo recital program of contrasting accompanied and unaccompanied works,
    - a technical study,
    - technical work including scales and exercises,
    - tone, expression, dynamic, stylistic and phrasing aspects.
- Interpretation
  - Involves study of structure and characteristics of musical style.
- Aural comprehension
  - Aural identification of scales, chords, chord progressions, key,
  - Notation of rhythms and melodies.
- Analysis of ensemble music
  - Complete analysis of an ensemble work from a set list, including identification of keys, form, texture, chords and themes.

UNITS 3 & 4 - Group Performance

Group Performance involves a combination of written and aural tasks where the student works independently, and performance and participation as a member of a group. A group can comprise between 2 and 8 persons, e.g. a clarinet duet, brass quartet, rock band, vocal trio or jazz combo. Between 1 and 6 persons can be assessed in any one group. Students can perform on more than one instrument. Each member of the group is assessed individually.

NB - Students in music are required to participate in weekly instrumental music lessons.

ENGLISH

English, Units 1 – 4
Literature, Units 1, 3 & 4

ENGLISH REQUIREMENTS – UNITS 1-4

Students undertaking VCE English Units 1 and 2 or English Units 3 and 4 should be aware that they undertake Units 3 and 4 of either English or Literature and still meet the English requirement for VCE. Traditionally, all students had to complete English 3 & 4 in order to complete their VCE. The option to study Literature alone as a sequence (3 & 4) will now enable students to satisfactorily complete the English requirement of the VCE without having to do English Units 3
and 4. Students considering employment/tertiary education in the field of the arts/humanities may still consider studying **both** English 3 & 4 and Literature 3&4. VTAC has advised that for the calculation of a student’s ENTER, **satisfactory completion of both Units 3 & 4 of an approved sequence is required.**

**Students undertaking both English and Literature receive their highest score as their English score.**

Students in Year 11 at KSC will be offered:

- English (Units 1 and 2)
- VCAL Literacy

Students completing a VCE English study may choose either Literature or English in order to satisfactorily complete the English requirements of the VCE

Pathways for English for VCE may best be shown through the following diagram:

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**ENGLISH – UNITS 1-4**

**Overview:** 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 (VELS) 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.

**UNIT 1**

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts in order to comprehend appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and media-enhanced texts.

Students will be required to complete the following outcomes:

1. Identify and discuss key aspects of a selected text and construct a response in written or oral form.
2. Create and present texts reflecting specified cultural and social values and a particular audience, purpose and context
3. Identify and discuss either in writing or orally, how language can be used to persuade readers and/or viewers.
UNIT 2
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted and on the development of competence and confidence in creating written, oral or media-enhanced texts.
Students will be required to complete the following outcomes:
1. Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.
2. Create and present texts reflecting specified cultural and social values and a particular audience, purpose and context.
3. Identify and analyse how language is used in a persuasive text and to present a reasoned point-of-view in written or oral form.

UNIT 3
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context and the ability to explain choices they have made as authors.
Students will be required to complete the following outcomes:
1. Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
2. Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.
3. Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media and to construct, orally or in writing, a sustained and reasoned point of view on selected issue.

UNIT 4
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multi-media texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.
Students will be required to complete the following outcomes:
1. Develop and justify a detailed interpretation of a selected text.
2. Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

LITERATURE – UNITS 1, 2, 3 & 4
Literature involves stories and storytelling and our responses to them.

UNIT 1
This unit enables students to:
- Develop an enjoyment of literature.
- Read widely and independently.
- Gain an understanding of the variety of human experience and a critical appreciation of our culture and the culture of others as represented in literature.
- Increase their awareness of the conventions associated with different types of texts.
- Respond to texts, both creatively and critically.
- Develop greater knowledge in reading and interpreting non-print texts.

There are three areas of study:
1. Readers and their Responses
2. Provides a broad introduction into the study of literature and genres. The significance of characters, settings and events is explored as students develop informed responses to texts.
3. Ideas and Concerns in Texts
4. Focuses on the central ideas and concerns of texts. Students respond to these both critically and creatively.
5. Interpreting Non-Print Texts
6. Focuses on “reading” non-print material and understanding its structure and concerns. Students develop an understanding of point of view as well as various techniques used and their effects.

**Text Selection**

Various collections of short stories (provided from KSC Library).
A selection of poetry (provided in class).
A Play – A Doll’s House  A Film Text – Casablanca  A Text – Wuthering Heights

**Assessment Tasks**

1. Reading Journal (a personal record of ideas, responses and questions connected with reading) developed from class work and discussions.
2. A review of a text selected by the student during the course.
3. Comparison between a play and its adaptation into a film.
4. Exploring fiction in film, and completion of a writing piece.

**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.

**UNITS 3 & 4**

These units focus on the relationship between the ways in which various kinds of texts are constructed and the nature of interpretations and judgements made about them. They involve exploring the use of language in texts, the variety of ways of interpreting and the processes by which readers construct equally valid but different readings of the same texts.

There are five areas of study for both Units 3 & 4:

1. Literature in the making
2. Focuses on the relationship between the ways in which various kinds of literature are constructed, and the nature of interpretations and judgements made about them.
3. Views, values and contexts in literature
4. Involves consideration of the ways in which texts represent and comment on human experience and ideas, the views and values expressed through texts, and the relationships between texts, and the social, historical and cultural contexts in which they were produced and read.
5. Considering alternative viewpoints.
6. Focuses on how various interpretations and judgements about a text can contribute to the student’s interpretations.
7. Creative responses to texts focuses on the imaginative techniques used for creating and recreating a literary work. Also involves evaluation of and reflection on the process of constructing characters, themes and language for a given audience and purpose.
8. Close analysis involves detailed scrutiny of the style, concerns and construction of a text.

**Texts used previously include:**

King Lear  Mao’s Last Dancer
Hunting the Wild Pineapple  The White Earth
John Donne – Selected Poetry  The Patron Saint of Eels

**Assessment Tasks**

**UNIT 3**

1. Written reflection of a scene or scenes from a text.

**UNIT 4**

1. An original piece of writing written in a manner consistent with the style and context of the text, accompanied by a brief reflective commentary.
2. A written analysis of an oral or written review of commentary.
3. The selection and discussion of the role and significance of particular sections of a text in interpreting the text as a whole.
UNIT 1 – The health and development of Australia’s youth

In this unit students are introduced to the concepts of health and individual human development. This unit focuses on the health and individual human development of Australia’s youth. For the purposes of this study, ‘youth’ is defined as twelve to eighteen years of age. In this unit students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development. In Unit 1 students will work towards achieving three outcomes:

Outcome 1:
On completion of this unit the student should be able to describe the dimensions of, and the interrelationships within and between, health and individual human development.

Outcome 2:
On completion of this unit the student should be able to describe and explain the factors that impact on the health and individual human development of Australia’s youth.

Outcome 3:
On completion of this unit the student should be able to outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

UNIT 2 – Individual human development and health issues

Individual human development is perceived as involving a series of orderly and predictable changes, which can be classified as physical, social, emotional and intellectual. Over the lifespan, individuals accumulate life experiences that affect both their health and individual human development. This unit focuses on the lifespan stages of childhood and adulthood. Health and development during childhood has been identified as having a significant impact on both health and development throughout the rest of the lifespan. The lifespan stage of adulthood represents a period of great diversity and commonly spans a time frame of over sixty years. In Unit 2 students will work towards achieving three outcomes:

Outcome 1:
On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s children.

Outcome 2:
On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s adults.

Outcome 3:
On completion of this unit the student should be able to analyse a selected health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue.

UNIT 3 – Australia’s Health

This unit focuses on the health status of Australians, the way health status is measured, Australia’s National Health Priority Areas (NHPAs), the determinants of health and Australia’s health care system. The health status of Australians can be measured in many ways, such as consideration of burden of disease, life expectancy, mortality and morbidity rates, incidence and prevalence of disease. The National Health Priority Areas (NHPAs) initiative provides a national approach that aims to improve health status in the areas that contribute most of the burden of disease in Australia. Different levels of health are experienced by different groups, which can be attributed to biological, behavioural and social determinants of health. Funding for the Australian health system involves a combination of both government and non government sources. In Unit 3 students will work towards achieving two outcomes:
Outcome 1:
On completion of this unit the student should be able to compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.

Outcome 2:
On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

UNIT 4 – Global health and human development
This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit, human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. The unit focuses on 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. This unit will also examine the role non-government organisations play in promoting sustainable human development. In Unit 4 students will work towards achieving two outcomes:

Outcome 1:
On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability.

Outcome 2:
On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

OUTDOOR & ENVIRONMENTAL STUDIES – UNITS 1-4

VCE Outdoor & Environmental Studies
Outdoor and Environmental Studies is a study of the ways humans interact with and relate to natural environments. The study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this subject, outdoor activities provide the means for students to develop knowledge of and relationships with natural environments. Such knowledge is then enhanced through the theoretical study of natural environments. As a consequence, Outdoor and Environmental Studies also involves students learning the skills required to safely participate in outdoor activities and extended overnight journeys in natural environments.

Unit 1 – Understanding Outdoor Experiences
This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and his/her personal relationship with the natural environment. Students develop a clear understanding of the range of motivations for interacting with the natural environment and the factors that affect an individual’s access to outdoor experiences.

Outcome 1:
On completion of this unit the student should be able to analyse ways in which individuals experience, understand and respond to natural environments, with reference to related outdoor experiences.

Outcome 2:
On completion of this unit the student should be able to evaluate factors which influence outdoor experiences, with reference to related outdoor experiences.

Practical Component:
Through outdoor experiences and extended outdoor journeys, students develop the practical skills and knowledge required to live comfortably, with minimal impact, in natural environments. This practical component of Unit 1 Outdoor and Environmental Studies involves students participating in the following activities:

- Campsite Setup
- Equipment and Menu Planning
- 1-day Indoor Rockclimbing - Nunawadding
- 1-day Outdoor Rockclimbing – Wilson’s Promontory National Park
- 1-day Orienteering – Hallston Bush
- 3-day Bushwalking Camp – Alpine National Park

Unit 2 – Environmental Impacts
This unit focuses on characteristics of natural environments, human impacts on natural environments, and how changes to nature affect people. The focus shifts from the individual’s personal relationship with the natural environment to society’s interaction with the natural environment. It includes analyses of historical and contemporary conceptions of nature and human interactions with natural environments.

Outcome 1
On completion of this unit the student should be able to describe and compare the characteristics and interrelationships between components of two or more natural environments, with reference to related outdoor experiences.

Outcome 2
On completion of this unit the student should be able to evaluate human impacts on natural environments and analyse procedures for minimising and managing these impacts, with reference to related outdoor experiences.

Practical Component:
Outdoor activities and extended journeys provide the means for studying nature’s impact on humans, as well as the ecological, social and economic implications of human impact on natural environments. This practical component of Unit 2 Outdoor and Environmental Studies involves students participating in the following activities:

- Minimal Impact Camping
- Equipment and Menu Planning
- 1-day Canoeing Excursion – Tarwin River
- 4-day Canoeing Camp – Murray River

The total cost for Units 1 and 2 Outdoor and Environmental Studies 2011 will be approximately $400. This charge covers transport, instruction, safety gear and the hire of specialist equipment for all practical classes, excursions and camps. Payment for all camps and excursions will be required individually in the lead up to each activity.

Unit 3 – Relationships with Natural Environments
The focus of this unit is the historical relationships between humans and natural environments in Australia. The impact of these relationships on natural environments is examined by reflecting on the changing nature of human interactions. The unit also considers the impact of these natural environments on humans as expressed through contemporary relationships, the media and behaviour in the outdoors.

Outcome 1
On completion of this unit the student should be able to describe and analyse how particular interactions and relationships with, and perceptions of, the Australian environment have changed over time, with reference to related outdoor experiences.

Outcome 2
On completion of this unit the student should be able to analyse and evaluate factors influencing contemporary relationships with natural environments, and the consequences for humans and the environment, with reference to related outdoor experiences.

Practical Component:
Outdoor activities and extended journeys provide the means to analyse human intervention in natural environments and consider their consequences. The practical component of Unit 3 Outdoor and Environmental Studies involves students participating in the following activities:

- Campsite Setup
- Equipment and Menu Planning
- 1-day Environmental Interpretation/Snorkelling – Hastings/Phillip Island/Cape Paterson
- 1-day Field Trip – Melbourne
- 4-day Bushwalking Camp – Alpine National Park

**Unit 4 – The Future of Human-Nature Interactions**

This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world’s human population.

**Outcome 1**

On completion of this unit the student should be able to describe the contemporary state of the environment and evaluate the importance of healthy natural environments for individuals and society, with reference to related outdoor experiences.

**Outcome 2**

On completion of this unit the student should be able to evaluate practices and strategies for sustainable interactions between humans and the environment, with reference to related outdoor experiences.

**Practical Component:**

Through outdoor experiences and extended outdoor journeys, students apply the practical skills and knowledge required to live sustainably in natural environments. The practical component of Unit 4 Outdoor and Environmental Studies involves students participating in the following activities:

- Technology and alpine environments
- Equipment required for alpine environments
- 1-day Cross Country Skiing – Mt. St. Gwynier
- 3-day Cross Country Skiing/Downhill Skiing Camp – Mt. Stirling/Mt. Buller

The total cost for Units 3 and 4 Outdoor and Environmental Studies 2011 will be approximately $590. This charge covers transport, instruction, safety gear and the hire of specialist equipment for all practical classes, excursions and camps. Payment for all camps and excursions will be required individually in the lead up to each activity.

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**PHYSICAL EDUCATION – UNITS 1-4**

**UNIT 1 - Learning and Improving Skill**

**Area of Study 1 – Movement analysis**

The key focus is the explanation of how biomechanical and skill learning principles can be applied to motor skills to acquire and improve.

**Area of Study 2 – Coaching Enhances Performance**

The key focus is how coaches, coaching principles and techniques bring about improved training and performance.

**UNIT 2 - The Active Body**

**Area of Study 1 – Body Systems and Performance**

The key focus examines how the musculoskeletal, cardio respiratory and energy systems contribute to physical activity.

**Area of Study 2 – The Impact of Physical Activity on the Individual**

The focus of this area investigates physical activities available to communities and classifies these in terms of experiences.

**UNIT 3 - Physiological and Participatory Perspectives Of Physical Activity**

**Area of Study 1 – Monitoring and Promotion of Physical Activity**

This area focuses on participation patterns in physical activity and the National Physical Activity guidelines, with students assessing their own or others’ activity levels. Settings based models and strategies are also used to explain physical activity promotion.

**Area of Study 2 – Physiological Requirements of Physical Activity**

The focus of this area is on providing energy for physical activity, as well as fatigue and recovery mechanisms.

**UNIT 4 - Enhancing Physical Performance**

**Area of Study 1 – Enhancing Fitness through Training**
The focus of this area is on the components of fitness and fitness assessment from a physiological perspective. Students need to collect data (activity analysis) and consider aspects of fitness testing and training, including training principle application to various training methods and to apply theory in a practical way.

**Area of Study 2 – Strategies for Enhancing Sports Performance**

This area of study investigates sports injury risk management systems, nutrition for performance, the effects of training and influence of ergogenic aids to improve performance.

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### MATHEMATICS

- Foundation Maths, Units 1 – 2
- General Maths Units 1 – 2
- Maths Methods, Units 1 - 4
- Further Maths Units 3 – 4
- Specialist Maths, Units 3 – 4

Maths is not compulsory in Year 11 or Year 12, but it is advisable for most students to include some Maths in a Year 11 course. College and University requirements have changed substantially and many courses now have pre-requisites at Year 11 level.

**YEAR 11**

The subjects offered are:

- Foundation Maths, Units 1 & 2
- General Maths, Units 1 and 2
- Mathematical Methods, CAS Units 1 and 2

You may select none, one or two subjects. You cannot select Mathematical Methods and Foundation Maths.

**Pathways**

<table>
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<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<td>Foundation</td>
<td>Further</td>
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<tr>
<td></td>
<td>(no option to do Yr 12)</td>
<td>Methods (CAS)</td>
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<tr>
<td>Advanced</td>
<td>General</td>
<td>Specialist</td>
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<tr>
<td>VCE (General)</td>
<td>Methods (CAS)</td>
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Students doing Year 11 Methods **should** take Year 11 General.

Students doing Year 12 Specialist **must** take Year 12 Methods.

A CAS (computer algebra systems) calculator is required by students taking Methods CAS and Specialist Mathematics. Students competing Further Mathematics need a graphics calculator.

CAS calculators and Graphics calculators can be ordered through the school at the start of 2011. Each costs approximately $200.

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**YEAR 11 MATHS**

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### FOUNDATION MATHS

**UNITS 1 & 2**

This subject is suitable for students not intending to do any Year 12 Maths but 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.
**Areas of Study**
- Space, Shape & Design
- Patterns and number
- Handling data
- Measurement

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### GENERAL MATHEMATICS

#### UNITS 1 & 2

General Maths provides courses of study for diverse groups of students, and must be taken by any student wanting to do Year 12 Further Maths.

**Description:**

The following areas of study are specified:

- Arithmetic
- Statistics
- Functions & Graphs
- Geometry
- Algebra
- Trigonometry

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### MATHEMATICAL METHODS (CAS)

#### UNITS 1 & 2

This subject will be undertaken by students intending to take College or University courses that need a strong mathematics background.

Students need to take General Maths in addition to Mathematical Methods.

**Areas of Study**

- Functions & Graphs
- Probability
- Algebra
- Calculus

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### YEAR 12 MATHS

The units offered will be Further Mathematics 3 & 4, Mathematical Methods 3 & 4, and Specialist Mathematics 3 & 4. Students studying Specialist Mathematics must do Mathematical Methods.

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### FURTHER MATHEMATICS

About 25% 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.

**Areas of Study**

1. Data Analysis
2. Three (3) of the following modules:
   - Number patterns & applications
   - Graphs and relations
   - Networks
   - Geometry and Trigonometry
   - Business mathematics
   - Matrices

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### MATHEMATICAL METHODS (CAS)

#### UNITS 3 & 4

This subject assumes knowledge of Maths Methods 1 & 2.

**Areas of Study**

- Functions & Graphs
- Probability
- Algebra
- Calculus

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### SPECIALIST MATHEMATICS – UNITS

#### UNITS 3 & 4

This subject can only be taken if Maths Methods Units 3 & 4 are being taken.
Areas of Study
- Functions, relations and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Calculus
- Vectors
- Mechanics

THE SCIENCES

Biology, units 1 - 4
Chemistry, units 1 – 4
Environmental Science 1-2
Physics, units 1 - 4
Psychology, units 1 - 4

BIOLOGY – UNITS 1-4

UNIT 1- Unity & Diversity
In this unit, students examine the cell as the structural and functional unit of the whole organism. Students investigate the needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments, the challenge of obtaining nutrients and water, a source of energy, a means of disposing of their waste products, and a means of reproducing themselves. They investigate how the structure and functioning of interdependent systems in living things assist in maintaining their internal environment. They relate difference in individual structures and systems to differences in overall function. Students investigate technological applications and implications of bioscientific knowledge.

Area of Study 1: Cells in Action - This area of study focuses on the activities of cells.
Outcome 1:
On completion of this unit the student should be able to design, conduct and report on a practical investigation related to cellular structure, organisation and processes.

Area of Study 2: Cells in Action - This area of study focuses on the relationship between features of organisms and how organisms meet their requirements for life.
Outcome 2:
On completion of this unit the students should be able to describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

UNIT 2 - Organisms in Their Environment
Students study the relationships between living things and their environment. They investigate how features possessed by organisms affect their fitness and reproductive success, in relation to their habitats. They consider how species are affected by changes in environmental conditions, whether natural or human-induced. Students investigate how technologies are being applied to monitor natural ecosystems and to manage systems developed to provide resources for humans.

Area of Study 1: Adaptations of Organisms
This area of study focuses on the kinds of environmental factors that are common to all habitats and investigates the adaptations or organisms.
Outcome 1:
On completion of this unit the student should be able to explain and analyse the relationship between environmental factors and adaptations and distribution of living things.

Area of Study 2: Dynamic Ecosystems
With an emphasis on Australian ecosystems, this area of study focuses on the complex and finely balanced relationships that exist between living things and the resources in their particular habitat.
Outcome 2:
The student should be able to design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.
UNIT 3 - Signatures of Life

Area of Study 1: Molecules of Life

In this area of study, students investigate the activities of cells at molecular level; the synthesis of biomolecules that form components of cells and the role of enzymes in catalysing biochemical processes. Students investigate energy transformations in cells and how autotrophs and heterotrophs obtain their energy requirements, particularly through the processes of photosynthesis and cellular respiration.

Students gain an understanding that DNA and proteins are key molecules of life forms, and that units of DNA code for the production of proteins underpins the relationship between changing the code and changing the molecular products of cells. Students explore applications of molecular biology in medical diagnosis and the design of new pharmaceuticals.

Outcome 1:
On completion of this unit the student should be able to analyse and evaluate evidence from practical investigations related to biochemical processes.

Area of Study 2: Detecting and Responding

This area of study focuses on how cells detect biomolecules that elicit particular responses depending on whether the molecules are ‘self’ or ‘non-self’. Students investigate how signalling molecules, such as hormones and neurotransmitters, assist in coordinating and regulating cell activities by binding to specific receptors on membranes of target cells, initiating a series of molecular changes in response.

Students examine the barriers and mechanisms of organisms that protect them from invasion and infection by pathogenic organisms. They investigate mechanisms that control the effectiveness of pathogens, and non-specific immune responses of organisms to antigens.

Students investigate signalling molecules and their role in regulating activities or organisms such as growth hormones in plants and/or action of antibiotics. They investigate how advances in molecular biology have helped to find causes of disorders in cell communication, and how technologies assist in managing disorders that interfere with coordination and regulation.

Outcome 2:
On completion of this unit the students should be able to describe and explain coordination and regulation of an organism’s immune responses to antigens at the molecular level.

UNIT 4 - Continuity and Change

Area of Study 1: Heredity

This area of study focuses on molecular genetics and the investigation not only of individual units of inheritance, but also the genomes of individuals and species. Students investigate inheritance in asexually reproducing organisms and the mechanism and patterns of transmission of inheritable traits in sexually reproducing organisms.

Students examine the process of meiosis in terms of inputs and outputs and, in accounting for variations in offspring, consider the interplay between genotype and environmental factors, the significance of mutations in DNA, and the relationship between alleles.

Students investigate the techniques and technologies that are used to amplify DNA, identify the genetic profile of organisms and manipulate and modify the genomes of organisms. They undertake practical investigations that involve manipulation of DNA and inheritance of traits. They trace patterns of inheritance by analysis of pedigrees.

Outcome 1:
On completion of this unit the student should be able to analyse evidence for the molecular basis of heredity, and patterns of inheritance.

Area of Study 2: Change Over Time

This area of study focuses on change to genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life forms. Students investigate changes to species and examine the process of natural selection as a mechanism for evolution.

Students examine how evolutionary biology has been based upon changes in evidence obtained by accumulation of information over time, changes in interpretation and more recently from molecular biology. Students investigate technological advances that have increased understanding of evolutionary processes and phylogenetic relationships.

Students consider how the interaction between human, cultural and technological evolution may have affected evolutionary processes. They also look at how applying reproductive and gene technologies to develop traits in species for particular purposes may affect evolutionary processes in the future.
Students consider the application of gene technologies to genetic screening and profiling of individuals, and gene therapies the affect gene lines, and the bioethical, environmental, and legal issues raised.

**Outcome 2:**
On completing on this unit the student should be able to analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

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**CHEMISTRY**

**UNIT 1 - The Big Ideas of Chemistry**

**Area of study 1: The periodic table**

The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. The Periodic Table provides a unifying framework for studying the chemistry of the elements using their chemical and physical properties to locate their position. The electron configuration of an element, its tendency to form a particular bond type and its ability to behave as an oxidant or reductant can all be linked to its position in the Periodic Table.

A study of the development of our understanding about the internal structure of the atom illustrates to students the collaborative and step-by-step way in which scientific theories and models are formed.

**Area of study 2: Materials**

Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives. Students investigate the uses of materials and how these have changed. Examples could include improved corrosion prevention or limitation and carbon nanotubes and self-repairing materials.

Students are introduced to the development and application of ‘smart’ materials. Developing new materials has escalated with the use of synchrotron science that explores particle behaviour at an ever decreasing size. Some examples of new materials are alloys, fibres and compounds incorporating polymers, ceramics, biopolymers, films and coatings.

Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

**Outcome 1:**
On completion of this unit the student should be able to explain how evidence is used to develop or refine chemical ideas and knowledge.

**Outcome 2:**
On completion of this unit the student should be able to use models of structure and bonding to explain the properties and applications of materials.

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**UNIT 2 - Environmental Chemistry**

**Area of study 1: Water**

Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes. The atmosphere supplies life-giving gases, provides temperature that sustains life, and gives protection from harmful radiation.

Algae blooms, salinity, acid rain, depletion of ozone, photochemical smog, and global warming continue to have an impact on living things and the environment. Students will investigate how chemistry is used to respond to the effects of human activities on our environment.

Typical tasks of environmental chemists include monitoring the concentration of wastes in the effluent from an industrial plant and monitoring air quality. Quantitative chemical calculations play an essential role in these tasks and students are introduced to the types of calculations used every day by analytical chemists.

The principles and applications of green chemistry – benign by design – to processes and practices are included. The goal of these processes is to achieve hazard-free, waste-free, energy efficient synthesis of non-toxic products whilst maintaining efficiency. Students are introduced to new, cleaner and more efficient chemical processes that have been designed using green chemistry principles.

Students continue to use and develop the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

**Outcome 1:**
On completion of this unit the student should be able to write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.

**Outcome 2:**
On completion of this unit the student should be able to explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

**UNIT 3: Chemical Pathways**
In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway.

Each technique of analysis depends on a particular property or reaction of the chemical being investigated. Consequently, an understanding of the chemistry is necessary in learning how and why the techniques work. Some techniques of analysis have been refined over many years to make them quicker and more accurate. Other techniques are now used in combination to provide higher and more reliable levels of accuracy, for example gas chromatography and mass spectrometry. State of the art analytical tools such as the Australian synchrotron will enable investigation of the properties of materials and chemical reactions at the micro level.

Students investigate organic reaction pathways and the chemistry of particular organic molecules. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist. In the wake of the work done on the genome project, synthesis of new medicines is one of the growth industries for the coming decades. Students investigate the role of organic molecules in the generation of biochemical fuels and forensic analysis.

Students will continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

**Outcome 1:**
On completion of this unit the student should be able to evaluate the suitability of techniques and instruments used in chemical analyses.

**Outcome 2:**
On completion of this unit the student should be able to identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

**UNIT 4: Chemistry at Work**
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions.

Chemical reactions produce a diverse range of products we use and depend on every day. Access to large quantities of raw materials and reliable energy supplies for these reactions is necessary to maintain continuous production of high quality useful chemicals. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.

Our society uses a range of energy sources, including coal to generate electricity and gas for heating, oil for transport, and solar and wind for small and large scale production of electricity. Students investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource.

Galvanic cells and electrolytic cells operate by transforming chemical and electrical energy. Students investigate their operating principles, both in the laboratory and in important commercial and industrial applications including fuel cells. These cells are used in smaller appliances such as mobile phones, CD players, personal computers, and in larger scale systems such as cars and motor bikes, and in the production of chemicals.

Students will continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

**Outcome 1:**
On completion of this unit the student should be able to analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.

**Outcome 2:**
On completion of this unit the student should be able to analyse chemical and energy transformations occurring in chemical reactions.

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

Environmental Science

Environmental Science will allow students to learn about the variety of ecosystems and environments and how they work. Students will have the opportunity examine the impact of human impacts on them. The science behind measuring and monitoring the health of the environment will be studied. Management and decision making skills about how humans use natural resources are developed. Scientific skills including practical activities, fieldtrips, report writing and research skills will be developed. Emphasis will be on the experimental activities used to examine environmental health.

Environmental Science would compliment students studying Biology or Outdoor Education. Studying ecosystems is a topic in Biology and Outdoor Ed. Students study how human activities affect their environment.

UNIT 1 – The Environment

This unit looks at the types of environments and how they work as ecosystems. Understanding of the interactions of parts of ecosystems and to look the human and natural impacts on ecosystems. It looks at how environments change: whether this is part of natural cycles or events; or caused by humans.

UNIT 2 – Monitoring the Environment.

Changes in the environment are both natural and can be caused by human factors. This unit looks at how scientists collect data from the environment to examine changes in environments; whether they are natural or caused by humans.

Assessment will involve a combination of practical activities and reports, fieldwork and an exam for each unit.

Physics

UNIT 1

In this unit, students will study light, radioactivity and nuclear energy, medical physics, Astronomy or Nuclear Physics. 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 are also given extensive and regular experimental work in the laboratory starting with simple observations and measurements. At least one major experimental investigation will be undertaken.

Areas of study

1. Nuclear and radioactivity physics. Atomic and nuclear physics plays an increasingly important role in our lives. It is useful to medicine but can be hazardous.
2. Electricity: Safe and effective use of electricity is important for individuals and the community generally. Many uses of electricity can be explained by basic DC/AC circuit theory.
3. One study will be chosen from: Astronomy, Medical Physics, and Energy from the Nucleus.

Outcome 1:
The student should be able to describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community.

Outcome 2:
The student should be able to apply basic DC circuit models to simple battery operated devices, car and household (AC) electrical systems; and describe the safe and effective use of electricity by individuals and the community

Outcome 3:
Students will demonstrate skills and knowledge in the area chosen.

UNIT 2

This unit covers the areas of movement and light. 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.

Areas of study
1. Movement: This can be described in terms of position, velocity and acceleration. The concepts of work and energy offer complementary insights which are relevant to all communities, particularly with regard to the consumption of fuels.

2. Wave-like properties of light. The properties of light are used to help students understand optical instruments, lasers, lighting effects and special theatrical effects.

3. One study will be chosen from: Aerospace, Investigations – Alternative Energy Sources.

Outcome 1:
The student should be able to describe and explain the movement of particles and bodies

Outcome 2:
The student should be able to understand light (modelled as a wave) and apply that understanding to light phenomena.

Outcome 3:
Students will complete an investigation in the area chosen

PLEASE NOTE: It is highly recommended that students intending to select Units 3 & 4 have already completed Units 1 & 2.

UNIT 3
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.

Areas of Study
1. Motion in one and two dimensions;
2. Electronics and photonics;
3. One study will be chosen from: Einstein’s Relativity, Investigating Structures & Materials, and Further Electronics.

Outcome 1:
The student should be able to use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety, and motion in space.

Outcome 2:
The student should be able to compare and explain the operation of electronic and photonic devices and analyse their use in domestic and industrial systems.

Outcome 3:
The student should be able to use Einstein’s theory to explain motion or compare construction materials or design a power supply system.

UNIT 4
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.

Areas of Study
1. Interactions of light and matter;
2. Electric power; and
3. One study will be chosen from: Photonics, Synchrotrons & Applications, and Recording & Reproducing Sound.

Outcome 1:
The student should be able to use wave and photon models to explain interactions of light and matter and the quantised energy levels of atoms.

Outcome 2:
The student should be able to explain the operation of electric motors, generators and alternators and the generation, transmission, distribution and use of electric power.

Outcome 3:
Students will describe the design and operation of synchrotron or use photon and wave models to explain light properties or describe and evaluate the recording and reproduction of sound.
Unit 1: Introduction to psychology

In this unit students are introduced to the development of psychology. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

Outcome 1:
Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.

Outcome 2:
Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

Unit 2: Self and others

A person’s attitudes and behaviours affect the way they view themselves and the way they relate to others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure and responses to group behaviour.

Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested.

Outcome 1:
Explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.

Outcome 2:
Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

Unit 3: The conscious self

This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.

Advances in brain research methods have opened new ways to understanding the relationship between mind, brain and behaviour. The limitations of traditionally invasive approaches in human research have given way to the use of non-invasive methods such as brain imaging technologies. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep.

The brain continually receives and processes vast amounts of information from its internal and external environment. Memory involves the selective retention and retrieval of this information and it plays an important role in determining behaviour.

Outcome 1:
Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.

Outcome 2:
Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Unit 4: Brain, behaviour and experience

This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. The overall quality of functioning of the brain depends on experience, and its plasticity.

Students build on their conceptual understanding of learning to consider it as one of several important facets involved in a biopsychosocial approach to the analysis of mental health and illness. They consider different concepts of normality, and learn to differentiate between normal responses such as stress to external stimuli, and mental disorders.

Outcome 1:
Explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
Outcome 2:
Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

Assessment
Percentage contributions to the study score in VCE Psychology are as follows:
- Unit 3 School-assessed Coursework: 17 per cent
- Mid-year examination: 33 per cent
- Unit 4 School-assessed Coursework: 17 per cent
- End-of-year examination: 33 per cent

HUMANITIES
Accounting, units 1 – 4
Geography, units 1 & 2
History - 20th Century, units 1 - 2
History - Australian, units 3 - 4
Industry and Enterprise Studies, units 1 - 2
Legal Studies, units 1 – 4

ACCOUNTING
UNIT 1 - Establishing and Operating a Service Business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis. Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

UNIT 2 - Accounting For a Trading Business
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

UNIT 3 - Recording and Reporting for a Trading Business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.
Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

UNIT 4 - Control and Analysis of Business Performance
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completing of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.
GEOPGRAPHY

RATIONALE

Geography is the study of where geographical features are located and why they are there, and what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes, and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective.

UNIT 1 & 2

The purpose of this study is to develop in students an ability to see meaning in the arrangement of natural and human phenomena in space; to see and understand the interrelationships between people, places and environments; and to use geographic skills and apply spatial perspectives to describe and interpret patterns on the surface of the Earth and the processes that created them.

HISTORY - TWENTIETH CENTURY

UNIT 1 - (1900-1945)

Areas of Study

1. Crisis & Conflict: The major focus for the course will be the rise of Adolf Hitler and the Nazis, shown within the context of social, political, and economic change.
2. Social Life: Rapid technological change and continuing urbanisation affected people’s lives, their values, work, and communities.
3. Cultural Expression: Cultural expression in the first half of the twentieth century and its relationship to the social, political and economic changes in the period.

Outcome 1:
The student should be able to analyse and explain the development and impact of a political crisis and conflict in the period 1900 – 1945.

Outcome 2:
The student should be able to analyse and discuss patterns of social life, and the factors which influenced changes in patterns of social life in the first half of the twentieth century.

Outcome 3:
The student should be able to analyse the relationship between the historical context and a cultural expression of the period from 1900 – 1945.

UNIT 2 - (since 1945)

Areas of Study

1. Ideas and Political Power - the struggle for dominance between competing world views. Examination of ideologies and attempts by proponents to impose or safeguard their beliefs. The major focus will be the Vietnam conflict.
2. Social Movements - social movements which challenged power structures in post-war society, reasons for these challenges and their outcomes.
3. Growth of Internationalism - interplay between regional and domestic events and international developments in the post-war period.

Outcome 1:
The student should be able to analyse and discuss how post-war societies used ideologies to legitimise their world view and portray competing systems.

Outcome 2:
The student should be able to evaluate the impact of post-war challenges to established social and political power.

Outcome 3:
The student should be able to evaluate the interaction between regional and domestic events and international developments in the post war period.
UNIT 3
Areas of Study


Outcome 1:
The student should be able to explain the motives and hopes underlying the settlement of Victoria and the impact on the indigenous population.

Outcome 2:
The student should be able to analyse the vision of nationhood that underpinned the concepts of citizenship and evaluate its implementation in the early years of the new nation.

UNIT 4
Areas of Study


Outcome 1:
The student should be able to analyse the ways in which Australians acted in response to a significant crisis faced by the country.

Outcome 2:
The student should be able to evaluate the extent to which changing attitudes are evident in Australians’ reactions to significant social and political issues.

INDUSTRY AND ENTERPRISE STUDIES

A compulsory 35 hour work placement is a central component of both units 1 and 2.

UNIT 1 - The Workplace in Action
Areas of Study
1. Work and competencies for work
2. Present and future work options
3. Work operations

Outcomes - on completion of this unit the student should be able to -
1: Explain the nature and demands of the workplace, based on experience
2: Investigate career pathways including an analysis of current & future work options
3: Investigate and report on work related issues in a specific workplace

UNIT 2 - Enterprise in the Workplace
Areas of Study
1. The application of enterprise in work.
2. Industry as a setting for work.
3. Introduction to challenges facing the Australian workplace.

Outcomes - on completion of this unit the student should be able to -
1: Analyse enterprise in the workplace.
2: Analyse the nature of work in a selected industry.
3: Identify challenges facing Australian workplaces and the implications for stakeholders.

LEGAL STUDIES

Rationale
VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

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, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

**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. Students examine these methods of dispute resolution and evaluate their effectiveness.

**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.

**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. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation. Throughout this unit, students examine current or recent cases to support their learning, and apply legal principles to these illustrative cases.

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**TECHNOLOGY STUDIES**

Design and Technology – Wood, Units 1 – 4
Design and Technology – Fabric, Units 1 - 2
Food and Technology, Units 1 - 4
Information Technology, units 1 - 4

**DESIGN AND TECHNOLOGY – Wood**

**UNIT 1 – Design Modification and Production**

**Areas of Study**

**Outcome 1.** Redesigning an existing product.

On completion the students should be able to describe the methods used by a designer to design a product, and apply similar processes to document the redesigning of an existing product.

**Outcome 2.** Producing and evaluating a redesigned product.

Students will be able to use and evaluate redesigned products. Students use evaluation criteria to compare the features of the redesigned product with the original design, and make judgments as to the successes of their design improvements.

**UNIT 2 – Collaborative Design**

**Areas of Study**

**Outcome 1.** Design as a team.

Students individually and as a team member identify a need and collaboratively develop design options and production planning. This is in response to a design brief for a product range based on a common theme.

**Outcome 2.** Producing and evaluating a collaboratively designed product.

Students will justify, manage and use appropriate production processes to make a product and evaluate the processes and materials used, and suitability of the product as for the design brief.

**UNIT 3 – Design, Technological Innovation and Manufacture**

**Areas of Study**
Outcome 1
The designer, client and end-user in product development.
Students explain and demonstrate the role of the designer by writing a design brief, develop evaluation criteria, identify and explain areas for research and methods to develop design ideas.

Outcome 2
Product development in industry.
Students explain the factors that influence the design, development and manufacture of products within industrial/commercial settings.

Outcome 3
Designing for others.
Students design and present a folio documenting procedure making processes and commerce production.

UNIT 4 – Product Development, Evaluation and Promotion
Areas of Study
Outcome 1
Product analysis and comparison.
Analyse similar product types through comparison of features, function, aesthetic, visual appeal, economic, social and environment benefits and costs

Outcome 2
Students efficiently, competently and safely apply a range of skills and processes to make their designed product.

Outcome 3
Students evaluate the outcomes of the design production activities and promote the product design features to the end user.

FOOD AND TECHNOLOGY

UNIT 1 – FOOD SAFETY AND PROPERTIES OF FOOD
In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food.

Area of Study 1
Keeping food safe
Outcome 1
On completion of this unit the student should be able to explain and apply safe and hygienic work practices when storing, preparing and processing food.

Area of Study 2
Food properties and preparation
Outcome 2
On completion of this unit the student should be able to analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

UNIT 2 – PLANNING AND PREPARATION OF FOOD
Area of Study 1
Tools, equipment, preparation and planning
Outcome 1
On completion of this unit the student should be able to use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties.

Area of Study 2
Planning and preparing meals
Outcome 2
On completion of this unit the student should be able, individually and as member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

ASSESSMENT
Demonstration of achievement of Units 1 & 2 will be based on the student’s performance on a selection of assessment tasks.

UNIT 3 – FOOD PREPARATION, PROCESSING AND FOOD CONTROLS
Area of Study 1
Maintaining food safety in Australia
Outcome 1
On completion of this unit the student should be able to explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia.

AREA OF STUDY 2
FOOD PREPARATION AND PROCESSING
Outcome 2
On completion of this unit the student should be able to analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques.

AREA OF STUDY 3
Developing a design plan.
Outcome 3
On completion of this unit the student should be able to develop a design brief, evaluation criteria and a design plan for the development of a food product.

ASSESSMENT
The student’s level of achievement in unit 3 will be determined by School–assessed Coursework, a School–assessed Task and an end of year examination.

UNIT 4 – FOOD PRODUCT DEVELOPMENT AND EMERGING TRENDS
AREA OF STUDY 1
Outcome 1
On completion of this unit the student should be able to safely and hygienically implement the production plans for a set of four to six items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.

AREA OF STUDY 2
Outcome 2
On completion of this unit the student should be able to analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products.

ASSESSMENT
The student’s level of achievement in unit 4 will be determined by School–assessed Coursework, a School–assessed Task and an end of year examination.

School assessed coursework for Unit 4 will contribute 12%
The School assessed task for Units 3 & 4 will contribute 40%
The level of achievement for Units 3 & 4 is also assessed by an end-of-year examination, which will contribute 30%

INFORMATION TECHNOLOGY

UNIT 1: - IT in Action
This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information.

In each outcome of this unit, students use software to create solutions and information products. For Outcomes 1 and 3, students use a software tool selected from these types of software: web authoring and multimedia authoring. Additional types of software can be used, such as image editing software, for example, Macromedia Flash and Adobe PhotoShop, but they are not mandatory. For Outcome 2, students use database management software to solve information problems.

UNIT 2 - IT Pathways
This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients’ needs. They also examine how networked information systems are used within organisations.
Students develop and apply knowledge and skills in using two different software tools. One tool must be a programming or scripting language that enables students to manipulate data, (Visual Basic). The other software tool should be selected from these types of software: web authoring and multimedia authoring, and, where appropriate, be supported by image editing software, such as Macromedia Flash and Adobe PhotoShop. Students also explore career pathways that involve using knowledge and skills associated with programming or scripting languages.

Working collaboratively in teams is an important and effective problem-solving strategy, and this strategy is applied when students solve information problems for clients in the community.

In each outcome of this unit, students use software tools. For Outcome 1, the software tool should be a programming or scripting language. For Outcome 2, students use software that supports the creation and presentation of animated images, such as multimedia authoring and web authoring. Image editing software may be used in conjunction with these software types. For Outcome 3, students use one or both of the software tools studied for this unit.

**UNITS 3: IT Applications**

Students use web authoring and database management software to solve information problems. In Unit 4, they use web authoring or multimedia authoring software as well as spreadsheet software to solve information problems.

This unit focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines. The solutions and information products should meet the specific needs of organisations such as sporting clubs, newsagencies, charities, or the needs of individuals. Students also explore how the capabilities of networked information systems support teams of workers or learners to solve problems and share knowledge.

**UNIT 4 - IT Applications**

Students use web authoring or multimedia authoring software as well as spreadsheet software to solve information problems.

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

In this unit students explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity of data and security of information, and to optimise efficient information handling.

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**GLOSSARY OF TERMS**

- **Assessment Tasks**
  Instruments for measuring level of performance at Units 1 and 2. They are specified by the school (see each unit description).

- **School Assessed Coursework (SAC)**
  The assessment of work, done mainly in class time, to establish how you are performing in Units 3 and 4. It must conform to the Study Design.

- **ATAR**
  Equivalent National Tertiary Entrance Rank – It is the overall ranking on a scale of 0 – 100 that you receive, based on your study scores (see below). The ENTER used by universities and TAFE institutes to select students for their courses.

- **GAT**
  General Achievement Test (Units 3 and 4) – A test that is done by all students doing a Unit 3 & 4 sequence. It is used by the VCAA to check that schools are marking school-assessed tasks to the same standard. It doesn’t count towards your VCE graduation, but your GAT results are reported to you with your Statement of Results.

- **Outcomes**
  Learning Outcomes are what you must know, or be able to do, by the time you have finished a unit.
**Satisfactory Completion**
In plain language, this means you have passed a unit. You get an “S” for the unit. If you do not satisfactorily complete a unit, you get an “N” for it.

**School-assessed Task (SAT)**
A task done in school to assess how you are performing in Units 3 & 4, set and marked by teachers according to VCAA specifications.

**Semester**
One half of the academic year. Most units last for one semester.

**Sequence**
The order in which you do your units, for example, a Unit 3 & 4 sequence.

**State Reviewer**
An expert in a particular study, appointed by the Board of Studies to supervise school-based assessment in that study.

**Statement of Results**
A set of documents which formally state the results you achieved in VCE/VCAL, and whether you have graduated.

**Studies**
The subjects available in the VCE.

**Study Design**
The description of the content of a study and how students’ work is to be assessed.

**Study Score (Relative Position)**
A score from 0 – 50 which shows how you performed in a study, relative to all other students doing that same study. It is based on your results in school assessments and examinations.

**Units**
The parts of a study. There are usually four units in a study, numbered 1 & 2 (Year 11 level of difficulty) and 3 & 4 (Year 12 level of difficulty).

**VCAA**
A Victorian Curriculum and Assessment Authority responsible to the Minister of Education for conducting the VCE.

**VCAL**
Victorian Certificate of Applied Learning – A partnership between schools, TAFE, Adult Community Education Organisations and other community, industry and employer groups including the Local Learning and Employment Network.

**VET**
Vocational Education and Training – This refers to an expanding range of nationally recognised vocational studies now integrated within the VCE.

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**GENERAL INFORMATION**

**SUBJECT SELECTION**
It is important for you to feel that you have chosen subjects that will enable you to fulfill your goals for the future and that you are happy studying. If you feel you may have made a wrong choice, then it is important that you see your 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 4th week of school changes will only be made in exceptional circumstances.
- Year 12 students are not able to make any changes to their subjects unless they are dropping a 3/4 unit and picking up a unit 2 subject (this must be discussed with the Senior School Coordinator).

**ATTENDANCE**
Students MUST attend at least 80% of all classes in order to pass their subjects. There may be a reason why attendance is not possible such as an illness or a family problem. If this is the reason for the absence, then a note from home, a medical certificate or the like must be given to the form teacher **immediately after the absence**.

Students receiving the Youth Allowance cannot have more than 5 unexplained absences per term as this may result in a loss of allowance.

**LEAVING SCHOOL AND ARRIVING LATE**
- Under no circumstances can a student leave the school grounds during the day without permission. This is a serious offence, and will be treated accordingly.
If you leave the school at any time a note must be provided and you must sign the EARLY DEPARTURE BOOK at the School Office before you go.

If you are arriving late a note must be provided and you must sign the LATE ARRIVALS BOOK at the School Office.

FREE PERIODS AND PRIVATE STUDY
During private study, students must use the Senior Study Centre only. This is so that a student on private study can be located whilst they are in the school. There will not be any other place for private study to happen. Students must use their time appropriately and CD players are not to be played during private study time. They may be played during recess and lunch time only.

UNIFORM
All students are expected to be in full school uniform for the whole year, even if you are leaving in 6 months or at the end of the year. Please refer to planner for the uniform policy. A note must be brought to explain being out of uniform. Students at senior level are expected to purchase a senior jumper. Senior jumpers are navy blue and distinguish senior students from other year levels.

SENIOR SCHOOL STUDY ROOMS
These rooms can be used by both Year 11 and 12 students at any time during the day for private study and by Year 12 students during recess and lunch breaks. Year 11 students are given the use of M5 for their recess and lunch breaks.
1. Students using the Senior School study rooms must be responsible, quiet, and respect the property whilst in the room.
2. Students are responsible to ensure that all rubbish is placed in the bins, the furniture is in order and the sink and dishes are kept clean. If this is not done, then the room will be closed for use.
The Year 11 students are also responsible for the use of M5 and the rules for the use of the Senior School study rooms also apply to the use of M5.

DRIVING TO AND FROM SCHOOL
Students are allowed to drive to and from school and must park in the top car park. Once at school, students are not allowed to leave the grounds to drive into town during the day. Students are not allowed to transport other students to and from school in their cars unless the VCE Coordinator has written permission from the parents of the students involved. This is a Government Regulation. Students who disobey road rules within the school confines will be told not to bring their cars to school. This may also be reported to the police.

MOBILE PHONE POLICY
Student use of mobile phones at school is STRICTLY PROHIBITED. Mobile phones in the possession of students at school will be confiscated for up to two weeks. Students are not permitted to bring mobile phones to school, except under exceptional circumstances. If a phone is brought to school, it must be given to a Sub School Coordinator for safe keeping during the day.

END OF YEAR CELEBRATIONS
The end of school is cause for celebration. Most of you will have been at school for 13 years and the end of year exams mark the end of all the study and stress. The school encourages celebration in the following manner:

In the last week of school, an excursion will be organised for a night of fun and celebration.

The school does not tolerate any wilful damage to any school property, attack on any student, damage of any student’s property or person or any inappropriate behaviour before or during school hours leading up to the trip.

If this should occur, the students involved will not be able to attend the night of celebration and will lose their money paid for the trip. Students may also run the risk of having to find another venue to sit their exams. Police charges may also be laid.
The school will also hold a school assembly especially to farewell you and a Graduation Dinner will be held on the evening of the last exams. The school will recognise each of you and thank you for your contributions over the years spent here at KSC.
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. If you cannot find your teacher, then hand the work to the Senior School Coordinator and they will give you a receipt for the work and ensure that the work will reach your teacher.

If at the end of the semester you have found yourself behind in handing in some work, an extension of time may be granted under the following rules:

- See your teacher at least 24 hours before the end of the semester and say that you will be applying for Delay of Decision.
- See your Coordinator for the Delay of Decision form and fill it out. You can only be granted an extension for 2 subjects/work requirements
- See your teacher and ask them to fill out the form. They DO NOT have to give you an extension.
- Give the form back to your Coordinator and ensure the work is completed and handed in to the teacher on the agreed day.

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 your Coordinator. You may be eligible for Special Provision which may mean extra time during a SAC and or exam times, rest breaks, 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, especially in Year 12. 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. The teachers will explain what is expected in class.
- Do not accept any assistance from other students that may put in doubt the validity of your work.
- To prove that your work is your own, you must show your teachers work in progress and keep notes etc. This means that you cannot do all the work at home. Teachers must see you working in class. It is important to complete most of the work set in the classroom as the teacher must see “work in progress” so that the completed work can be authenticated.
- If work is not done in class and is then handed in at the end of the semester “sight unseen” then the class teacher does not have to accept and pass the work.
- If a teacher is not sure that the work is your own work, and then you may 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 (see section on Authentication). 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 and your total.